



New! Learning to Communicate

Strategies for Handling the Books in Primary Schools

The Coursebook and the Workbook

Step 1: The brief introduction serves as an appetizer. It should be read aloud and discussed to rouse the learner's interest and to motivate him/her to read the text.

Step 2: The-lesson should be divided into manageable units and a detailed study of each unit should be done by an intelligent interplay of questions and answers.

(Note: Plays, dialogues, and conversational pieces should be read aloud; the lessons, by and large, should be read silently.)

Step 3: After the lesson has been studied, it should be summarized or dramatized. .

Step 4: Questions on comprehension, using grammar, vocabulary, and writing should first be done orally; a few of them, depending on the needs of students and the thematic and linguistic density of the passage, should be written out. .

Step 5: 'Let's talk' and listening activities should be done in pairs or groups. The group leader should record the answers/the main points of the discussion and report it to the class.

The Workbook complements the Coursebook. The corresponding grammar, vocabulary, and writing exercises should be taken up side by side with these activities in the Coursebook. They will serve to reinforce and consolidate the. language material.

The Coursebook

Let's learn grammar and Let's use grammar

A conscious effort has been made to enhance the grammatical coverage. Therefore; there are two grammar activities. The purpose is:

- (a) to help the learner internalize basic grammatical items (Brief explanations are given where necessary.), and
- (b) to make the learner aware of grammatical terminology like nouns (naming words), 'verbs' (doing words), etc. Grammatical items are gleaned from the reading text. It should be borne in mind that the learners are not

expected to learn the definitions of grammatical categories. They are expected to use them correctly. For example, nouns are introduced in the first book. The learners do not describe what nouns are. They only name some fruits and toys; while doing that they are *using* nouns.

Let's enrich our word-store

This activity is designed to add to the vocabulary resources of the learner. It includes a variety of interesting tasks ranging from antonyms, synonyms, compound words to the use of idiomatic expressions. Illustrations should be highlighted as they provide valuable clues.

Fun with sounds

The teacher should produce the sound and the learner should imitate her. The class should listen to the words/phrases on the tape and then repeat them.

Let's listen

Listening and speaking are in many contexts reciprocal skills. Learning to speak well depends crucially on learning to listen well. Listening activities aim at helping learners carry out a variety of tasks like answering questions, identifying minimal pairs like bat, pat; carrying out instructions, picking out rhyming words. All these activities are done by the learners with the help of the accompanying CD. That will give the learner an opportunity to listen to other specimens-besides the teacher-of good spoken English.

Let's speak

The focus of the speaking activities is on helping the learner speak English intelligibly and with ease. The activities range from articulating the sounds of English in words and connected speech to using stress and intonation patterns. .

Let's write

The exercises in composition should be done only by the learners, with minimal guidance from the teacher. The exercises are interesting and are guided in nature, so the learners will be able to do them on their own. This

preparatory work will help the learners later on write pieces of composition on their own.

Teaching of Poetry

The teacher should read the poem aloud. Learners should:

- (a) listen and enjoy the rhythm and the melody of the poem.
- (b) conjure up an image of what the poet is talking about, for example a bird, an animal, a tree.
- (c) be able to pinpoint some words or phrases which recur, or sensuous images which have impinged on their minds. For example; 'when I was one' describes a two-year-old child as 'nearly new'. This is a rather unusual way of describing a two-year-old.
- (d) read the poem aloud with the teacher.
- (e) memorize the poem and act it out where possible.

Communicative skills

Communicative skills should be instilled in the learners through the 'Let's, talk' activities. Pair or group-work techniques should be used, and it is the learners who should do all the talking. Group leaders should be selected and they should report to the class what they discussed. Each learner should be encouraged to participate in the discussion.

The communicative tasks would equip the learners to use English in real life situations for performing different language functions.

The Workbook

Step 1: As already stated, learners should attempt the grammar exercises in the Worksheet after completing the grammar tasks in the corresponding lesson of the Coursebook. Here too, oral work should precede written work.

Step 2: A similar strategy should be adopted for the exercises in the section on the enrichment of vocabulary-'Words in action'.

Step 3: The writing exercises in the Coursebook should be followed by the 'Writing practice' exercises in the Workbook. These exercises are a judicious mix of exercises on, unfamiliar passages ('unseen pieces') and on controlled composition.

The Enrichment Reader

The illustrations should be described and discussed to rouse the curiosity of the pupils and to motivate them to read the text.

The stories should be read silently and a few questions asked to ensure comprehension. Wherever possible the stories should be dramatized.

Pupils should be encouraged to go to the library and read more stories by the same author or on the same theme.

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