



Department of Distance Education Punjabi University, Patiala

Class : B.Ed.-I

Semester : 2

Paper : XI & XII (Teaching of English)

Medium : English

Unit: 1

Lesson No.

- 1.1. Vocabulary: Types and various ways of teaching and expansion of vocabulary.
- 1.2. Developing the writing skills: Choice of script, dictation and spellings.
- 1.3. Formal and informal writings such as poetry, short story, diary, notices, articles, reports, advertisements etc.
- 1.4. Teaching composition: Types and procedure

Department website : www.pbide.org

LESSON NO. 1.1

AUTHOR : MRS. INDEVIR GILL

Structure :

- 1.1 Objectives
- 1.2 Vocabulary: Introduction and meaning
- 1.3 Kinds of words
- 1.4 Types of vocabulary
- 1.5 Teaching Vocabulary
- 1.6 Expansion of vocabulary
- 1.7 Suggested Questions
- 1.8 Suggested Books and Web Sources.

1.1 Objectives:

After reading the lesson, the students will be able to:

- * Understand language and its meaning.
- * Understand the kinds of words
- * Have knowledge of types of vocabulary
- * Understand teaching of vocabulary and expansion of vocabulary
- * understand role of home language in learning the school language.

1.2 Vocabulary:

Language is basically used for communication. Good and effective communication makes a person's personality majestic. Effective communication needs a good bank of active vocabulary. Effective use of active vocabulary makes language usage more impressive mastery of language does not include only knowledge of words, grammar, composition etc, but effective use of active vocabulary also.

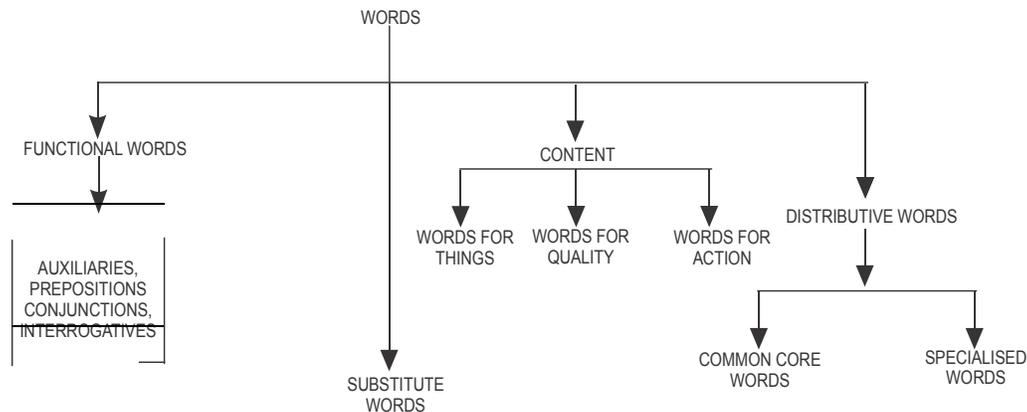
strang says, "Vocabulary in general, is a list of words."

H.W. Beecher Clarifies that, "Words are pegs to hand ideas on."

So, words are essential to create message by the sender during encoding towards the receiver in communication process.

1.3 Kind of Words

Basically vocabulary is a list of words. According to fries and A.W. Frict the words can be classified as below:



1. Function Words: These words give meaning to a sentence. They have four categories

- (a) Auxiliaries: is, am, are, all modals
- (b) Preposition Adverbs: into, from, under etc.
- (c) Conjunctions: Where, when, whose etc.
- (d) Interrogatives: Which, what, where, when, why

2. Substitute Words: These words are used as substitute for other words e.g all pronouns
Content words: These words alone play an important part in a sentence. These are the basic words in a sentence which carry the main meaning e.g nouns, adjectives, verbs etc.

3. Distributive words: These words have negative and affirmative distributions e.g. too, any etc. e.g.

- (1) I like roses and she too
- (2) He will not show any of his books to you.

1.4. Types of Vocabulary:

Vocabulary is of two types:

- 1. Recognition or Passive vocabulary
- 2. Production or active vocabulary.

1. Recognition vocabulary: These include words which are known by pupils but they use these words very rarely as these words are not commonly used. These words are technical, scientific, specific or specialised. They are very less used in communication.

2. Production vocabulary - It includes all those words used actively by pupils in general talk. These words are very common used. This vocabulary keeps in increasing with age and experience. It makes pupil proficient in speaking and writing.

It adds fluency to speech and efficiency to writing. Some words from passive

vocabulary are shifted to active vocabulary with time and usage. All common core words are used in this vocabulary.

1.5 Teaching Vocabulary

It requires a great hardword to teach vocabulary of teacher should facilitate learning of vocabulary on the part of the students. In general, following two steps are forwarded for teaching vocabulary.

1. Presentation and

2. Practice.

1. Presentation: It means the introduction and explantation of new words to the pupils. There are various methods which can be adopted by the teacher to teach vocabulary. The following methods or combination of methods can be used:

- (a) **Grammour-Translation Method**
- (b) **Direct Method**
- (c) **Usage Method**
- (d) **Derivation Method**
- (e) **Contrasted word Method**
- (f) **Similar word method**
- (g) **Reference method**

Any of the above given methods can be used according to the suitability of task and occassion.

2. Practice: Practice makes a man perfect. Practice is required both in production and application levels. Practice at production level means the pupils are capable to repeat what the teacher has taught while at application level means the pupils can use the learnt words in a novel situation. Teacher can make practice to excel in all basic skills: listening speaking, reading and writing. Practice is required to teach active vocabulary and presentation is required for teaching passive vocabulary. Teaching passive vocabulary is a part of language learning at senior level. A teacher can use a variety of exercise for teaching vocabulary.

1.6 Expansion of vocabulary: Expansion in vocabulary is must as students proceed towards higher classes. Expanding vocabulary is necessary for both students and teachers. As we move one step further in life from our childhood to old age, we keep on adding new relations. In the same way, addition in vocabulary is must to hold a good hand over language with every new class. A teacher can suggest the following steps to expand the vocabulary:

1. A teacher can give a word to make student to make word list out of it e.j word hospital can have a word - list of nurse, doctor, medicine, operation etc.
2. Exercises involving use of prefixes and suffixes can be used e.g. prefix to can make words success, such, subble etc and suffix - two can make words like tution, station, rotation etc.
3. A teacher can use the concept of homonyms, the worlds which have same pronunciation but different meaning e.g. cite, site, flour, floor etc.

4. A teacher can teach phrases and idioms
5. A number of exercise can be used by teacher like word exercise, matching exercises, synonym and antonyms matching, word making etc.
6. word-train can be taught by teachers i.e. speaking a new word starting with the last alphabet of the provision word.
7. A teacher writes a word on the blackboard and the students are supposed to make new words out of each alphabet of the word e.g a teacher writes 'VOCABULARY' and the students can write words like van, organge, cup, army, bus, umbrella, lungs, apple, right, yellow.
8. A teacher can give homeassignments to students regarding writing five new words daily from their text book on the notebook.
9. A teacher can take the help of dictionary and thesaris for word building. These suggestions can help to expand the vocabulary of students but English langauge and its peculiarities should be clear. Every word has different meaning when used in different context.

Synonyms are appropriate in meaning and not exact mother tongue should not inforce or be compared with english. The teachers should also expand their vocabulary by using different means. Reading habit should be used by both teachers and students for this purpose. Seminars, workshops, conferences can also help in expansion of vocabulary of teachers.

1.7 Suggested Questions:

Answer the following questions:

- Q 1. Discuss the meaning and types of vocabulary?
- Q 2. How is vocabulary taught in school? Highlight teaching strategies of vocabulary.
- Q 3. What are various ways of expanding vocabulary?
- Q 4. Discuss the kinds of words?

1.8 Suggested Books and Web Sources

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foriegn Lanugage : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teachin English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
10. Teaching of English : Y.K. Singh (2005)

Web Sources :

1. www.wikipedia.com.
2. www.google.co.in.
3. www.archive.india.in.
4. www.linguistlist.org.
5. books.google.co.in

Lesson No. 1.2

Author : Mrs. INDEVIR GILL

Structure:

- 2.1 Objectives
- 2.2 Developing the writing skill
- 2.3 Choice of script
- 2.4 Dictation and spellings
- 2.5 Suggested questions
- 2.6 Suggested Books and Web Sources

2.1. Objectives: After reading the lesson, the students will be able to:

- 1. Understand how to develop writing skills
- 2. have knowledge of choice of script
- 3. understand the meaning of dictation and spellings
- 4. know problems in spelling teaching
- 5. understand the suggestion for teaching spellings.

2.2 Developing the writing skills: The best creation of nature is man who uses communication as means of expressing the facts, ideas, information, feelings and emotions. These expression may be symbolic, non-verbal or verbal. The four basic skills of learning a language are therefore, very important. When we talk of writing skills, it is assumed that pupils by then, are good in other 3 skills i.e. they can read and understand english. The pupils are then, suppose to gain mastery in writing so that they can communicate well. Writing skill is important for organization of thoughts and giving precision to those thoughts and ideas. Bell said, "Writing is a difficult art; it required complete control of the muscles of hands and wrists and this control a small child does not naturally possess.

During early stager, only good handwriting is emphasised in writing skills but at later stage, the ability to write in english is needed to note down important things from lectures delivered at college and university levels. English being a library language and language of administration needs to be comonly practised in all 4 skills.

2.2.1 There are 3 aspects of writings

- 1. Mechanical: Involving muscle control,
- 2. coordinating: Involving coordination of hand and eye,
- 3. Practical = Involving practice through exercise

For effective writing there are 9 features shown in the diagram given below which are equally significant and each of them have sub-features.



2.2.2 On further analysis, we may know about various stages during bearing the art of writing.

Stages In Mechanics of writing

Stage 1 - Preparation for writing

- 1 - Free handwriting or drawing
- 2 - Controlled drawing
- 3 - Acquaintance with written forms.

Stage II Learning to Write

1. Script writing
2. Learning the alphabetical order. Involving
3. circles, strokes and curves.

Stage III Mastering A Mature Style

1. choice of script: Print or cursive
2. Choice of style: Vertical or slanting
3. Writing material
4. Posture

2.3 Choice of script - The legibility and beauty of writing depends upon the choice of script. If the script is psychologically correct, the handwriting is beautiful and clear. Generally, print script is recommended for beginners and later on it is replaced by cursive script. At least, pupils adopt rounded cursive script. So, in other words, English language has 3 types of scripts having their origin in 'Roman' script:

1. Print script
2. Cursive script
3. Rounded cursive script

2.3.1 Print script: This script is imitation of the script present in text books. The letters of print script are written isolated easily. It is recommended for beginners for one or two years. They gain mastery over the script as it does not use strokes or loops. Rather simple straight lines or curves are used.

2.3.2 Cursive Script: Strokes and loops are part of cursive writing. The letters in cursive writing are joined and give a running look. Pupils are able to write faster in cursive. It is the most popular script of English. Many experts recommend cursive writing of early stages because at later stages, it is difficult to switch over to it. Cursive writing has more speed than print. It looks regular, beautiful and gives an impression of maturity. It saves time and energy. Due to strokes and loops, it is time-consuming and small children find it difficult to write.

2.2.3 Rounded, cursive script:- In it, some letters of a word, are joined together. It has peculiarities of both the scripts discussed above. This script is also known as 'Marion Richardson's script'. It came into existence to overcome the disadvantages of both print and cursive script.

2.3.4 Dictation and Spelling

2.4.1 Dictation: Dictation is a process in which the teacher speaks and the students write it down in their notebooks after listening carefully. In other words, the students decode the speech form of the teacher and write it down on their notebooks. The primary purpose of dictation is to make students aware of correct spellings in English language which will help them in better and power of expression and grasp of language. Dictation should always be given from text that has been practiced by students.

2.4.2 Advantages of Dictation:

Dictation is helpful to students in the following ways:

1. It helps the students to get better power of expression and better grasp of the language.
2. It helps the students to write specially.
3. It brings the habits of concentration, accuracy and attention.
4. It helps to check the listening skill of students.
5. It is a good tool for checking the existing knowledge of vocabulary, spellings and pronunciation.
6. It helps in reproduction of what has been listened.
7. It imparts the knowledge of correct use of spellings and importance of silent letters in English language.
8. It helps in fixation of spellings in the mind of students.

2.4.3 Process of Dictation

Dictation can be given for single word or a complete passage in English language for dictation of words only, the teacher should select words from lessons already learnt by the students. The teacher should speak the word once clearly. The student should decode every sound and write the spellings on the notebook. Pre-reading to the list of words can be done by students for a revision.

For dictation of a passage, there are three steps. In step 1, the teacher reads the passage at a normal speed, allowing the students to listen to the whole passage at one time so that they are able to know the passage as a whole. Necessary pauses should be observed carefully.

The second reading should be at a bit higher speed at which the students find it convenient not to be ignored by the teacher. During this stage, the students write dictation.

In the third stage, the teacher once again reads the passage at a normal speed to allow the

students to check whether they have committed any mistake or not and correct their mistake accordingly.

At early stages, the punctuation marks should be read out to make a habit to students to write them during dictation but at higher levels of classes the punctuation marks should become a part of regular speech.

2.4.4 Spellings.

In English language, spellings and their teaching finds some peculiarities. An English teacher must know about these peculiarities and objectives of teaching spellings. He should be clear that teaching spellings would help the students:

1. learn correct spellings.
2. recall the spellings effortlessly
3. to gain mastery over spellings of words in active vocabulary and its frequent use
4. to be aware of the significance of correct spellings.
5. to develop spelling sense among pupils.

An English teacher should know about absurdities regarding spellings in the language. He should be clear about homophones, varied pronunciation of one letter, silent letters.

Wither spon says, "Spelling is caught rather than taught".

Margaret Maision has suggested four rules regarding good spelling:

- a. Read intelligently
- b. Consult a dictionary
- c. Use some memoric device like memory phrases
- d. write in a notebook (the words misspelt frequently)

2.4.5 Problems During Teaching Spellings

These are a variety of problems during teaching spelling inspite of teaching effectively

- (i) More practice of oral work: In good and English medium schools, emphasis is on oral work and spoken aspect of language thus the written part especially spellings are ignored.
- (ii) Disinterested teachers: English teaching is a challenge in Indian schools as the syllabus of English is same in quantity as per other language but the periods allotted to it are less. Thus, teachers consider completion of syllabus as important task than improving skills or spellings of language.
- (iii) Faulty teaching methods of spellings: The methods employed by teachers for teaching spellings are faulty and bold. Either they use traditional methods or methods which are wrong in approach. 'Drill method' is used commonly but it lacks in individual attention. It is inappropriate and mechanically wrong method.

2.4.6 Suggestion for improving Spellings

The following suggestions can help the teachers improve spelling of children:

- (i) Teacher should bring variety in teaching spelling.
- (ii) Teaching should pay attention individual in improving spelling.
- (iii) Enough drill and written practice should be used to improve spellings.
- (iv) Teacher should pay special attention on correction work.

- (v) Proper emphasis in extensive reading should be given.
- (vi) Use of audio visual aids can help to learn spellings in an interesting and easy manner.
- (vii) A list of difficult and usually misspelt words should be given special practice.
- (viii) Emphasis on written practice of spellings is must.
- (ix) Teacher should encourage students for using dictionary for improving spellings

2.5 Suggested questions

Answer the following questions

- Q1. How are writing skills developed in English language?
- Q2. What are various ways to choose script for an effective writing purpose?
- Q3. What is meant by dication and spellings? Explain in detail.
- Q4. What are the problems during teaching spellings? Suggest few techniques for improving spellings in English language.

2.6 Suggested Books and Web Sources

- 1. The teaching of written English : P. Gurrey
- 2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
- 3. Teaching & Learning English as a Foriegn Lanugage : K.K. Bhatia
- 4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
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- 4. www.linguistlist.org.
- 5. books.google.co.in

Structure

- 3.1 Objectives
- 3.2 Formal and Informal writings
- 3.3 Types of formal and informal writings
- 3.4 Suggested questions
- 3.5 Suggested books and Web sources

3.1 Objectives

After reading the lesson, the students will be able to:

- 1. have knowledge of formal and informal writings
- 2. understand the types of formal and informal writings
- 3. know various techniques of writing different types of formal and informal writing-short story, diary writing, notice writing, advertisements etc.

3.2 Formal and Informal Writing

Writing skill is the third skill of language, writing skill is practised when listening and speaking skills are already known well to the learner. Writing is of two types - formal and informal.

Formal writing include:

- a. Poster
- b. Notice writing
- c. articles
- d. Messages
- e. Reports
- f. Advertisement
- g. story writing

Informal writing includes:

- a. Informal letters
- b. Diary writing
- c. Informal messages.

3.3 Types of Formal and informal Writings

3.3.1 Poetry: Poetry is that unique aspect of language which is related to human emotions and soul. Poetry imparts speech to human feelings of love, contempt, restlessness, sensuousness and even distress.

William Wordsworth defines poetry as, "The spontaneous overflow of powerful feelings recollected in tranquillity".

Edgar Allan Poe defines poetry as "Poetry is rhythmic creation of thought"

* **Characteristics of Poetry:**

Poetry has following characteristics:

- (i) It follows a rhythmic pattern of words.
- (ii) It gives us pleasure due to musical quantities.
- (iii) It is spontaneous overflow of human emotions
- (iv) It has beauty and music.
- (v) It can be easily learnt.
- (vi) It is sensuous and expresses passion
- (vii) It reveals the emotions of our life.
- (viii) It develops aesthetic and poetic sense
- (ix) It is a thing of beauty in form, ideas, thoughts and emotions
- (x) It is enjoyable and pleasurable.

* **Principles of writing Poetry**

Teaching of poetry is an art. The teacher should have the thorough knowledge of poet, his background, his thought while writing ideas and thoughts contained in the poem.

The following principles would help a teacher and student to teach and learn poetry effectively:

- (i) Teach poetry as a whole: Poetry should be taught as whole and not in parts or stanzas.
- (ii) Verbal explanation of poem should be avoided.
- (iii) Paraphrasing of poem should be avoided.
- (iv) Lengthy explanation of poem should be avoided
- (v) The teacher should do oral questioning during teaching of poetry
- (vi) A variety of teaching aids should be used for better understanding of the theme of the poem.
- (vii) The procedure for teaching poetry should be gradually followed by the teacher.
- (viii) The teacher should do a model recitation at the starting and ending of the poem teaching so as pupils learn rhythm, pause intonation.

* **SIGNIFICANCE OF TEACHING POETRY** - Poetry aims at refining one's sensibility in contrast to understanding of the prose. Poetical imagination is not merely flight of fancy But concerns the very basic issues of life. The significance of poetry can be summed up as:

1. It helps pupils to enjoy the beauty, form and style of poem
2. It helps to create love for language and develop power of appreciation for beauty.
3. It helps to develop Aesthetic sense

4. It nourishes poetic interest within a child.
5. It educates pupils emotions
6. It helps to draw out the hidden theme and exclusive message of the poem.

3.3.2 Short story:

When a sequence of events or incidents occur in the past and we draw a moral out of it, it called short story. It may move around animals, birds, kings, queens, common man or an imaginative creature etc. tony writing is an art. You can write a good story if:

1. Your plot is good
2. you can use imagination to develop the plot with interesting details
3. you can create suspense so that the reader is motivated to read on.
4. your expression is good.

The art of writing interesting stories can be learnt only with constant practice.

at you level, a story can be written in many ways.

1. From given Outlines: You are given the outlines of a plot and you are required to build up the story. This should be easy and interesting. You don't to invent the plot, you have simply to fill in the details in an attractive style.
2. Story based on moral: Here a moral is given. For example, slow and steady wins the race or Honesty is the best policy and you are required to illustrate the moral with a story. If you have read Aesop's fables or stories from Panchtantra, they should prove quite useful.
3. From incomplete hints: Here you are given a couple of opening sentences. In a way, a story is started for you and you are required to continue it. It certainly needs imagination to continue the story.

3.3.3 Diary Writing: Diary writing is a very personal form of writing. It denotes a daily account of life and activities of a particular person written by person himself informally. The diary entry should include the following format:

- Day, Date, time of entry
- A suitable descriptive heading of the entry
- The contents of diary
- Signature.

It gives us information about the person's personal life, achievements, activities, contribution to the family, society and other related details.

The main difference between biography and diary writing is that the writer of a biographical sketch is always a person other than the one about whom the sketch is written whereas the diary is written by the person himself. Secondly, the biographies of the famous persons are usually written after their death. Whereas the diaries are written daily by a person himself when he is alive.

Diary writing tests our creativity, imagination and expression in writing. It should be written in experiential manner i.e. you should write as if you have been really been a part of the situation and what you are writing is your own experience, your own point of view. A rough draft of diary entry has been given below:

Tuesday, 31st Dec. 2016

05:00 PM

A Tiresome Day

It was a long and heavy routine day. It started with morning exercise and breakfast. Later on, I visited my friend's house. We both went for shopping in the new Mall.

The mall has rich collection of jewellery, clothes, toys, books, etc.

We spent 4 hours there. Your personal feelings signilure but tiresome. In the evening, I went to classes. What a long day it was.

3.3.4 Notice Writing

The main function of writing a notice is to give some important information to a group of people. It can refer to an event that has happened or an event that is about to happen in the near future.

Characteristics of Notice: There are four important characteristics of a good notice:

- * A notice is complete in all respects. (who is giving the information, who is the information meant for; what is the information, what action if any, is to be taken, the date can which the notice is being issued)
- * It is specific and concise that is, it carries only relevant details in brief.
- * The language is kept as simple as possible so that there is no possibility of a misunderstanding in the reader's mind.
- * A notice is a formal piece of writing but care is taken to avoid a stiff tone.

Let us look at two examples of notice writing more understanding:

Example 1

SHIKSHA JYOTI PUBLIC SCHOOL

MODEL TOWN, KANPUR

NOTICE

Our school is playing the final of inter school zonal Hockey Championship against Bharati Vidyalaya, Saket as per the details given below:

Day: Monday, 15 October 2016

Time : 4: 30 PM

Venue: Our school hockey ground

The students are requested to come in large numbers to cheer up our team

**Sherya
Captain**

8 October, 2016

Example 2**B.N.B.M SENIOR SECONDARY SCHOOL KHOJPURA, PATNA
NOTICE**

A large number of children living in the slums have been badly affected by recent floods in the suburbs of Patna. Our school is collecting funds to help these children. Students are requested to donate generously for his noble cause All contributions (money, medicines, clothes, packaged foods etc) should be deposited with the respective class teachers latest by 23 August 20.....

Mukta Yadav
Mead Gird

16 August 20.....

3.3.5 ARTICLE WRITING

Writing a news articles is different from writing other articles informational pieces, because news articles present information in a specific way. It is important to be able to convey all the important information in a limited word count. Before you write a news article, make a list or outline of all the pertinent facts and information that need to be included in the articles. This fact list will help prevent you from leaving out any relevant information. News articles began with a leading sentence that is meant to grat a reader's attention and interest them. Next important step to write a news article is including all the relevant facts and details that relate to your lead statements. After you have listed all the primary facts in your news article, include any additional information that might help the reader learn more, such as contact information, additional facts about the topic or people involved. Be sure to double check allthe facts in your news article before you submit it including names, dates and contact information or addresses. A news article is meant to convey direct facts, not the opinion of its writer. Keep you writing unbiabed and objective. Make sure your news article is complete and finished by giving it a good including sentence.

3.3.6 REPORT WRITING

The word report is developed from latin word 'Repertoire' which means to bring back called a communication based on facts and evidences. It contains information or analysis of a particular topic or situation and give recommendation if needed. Acc. to C.A. Brown, Report is a communication from someone who has information to someone who wants to use then information." A well written report should have following characteristics-

1. The information or facts given in the report should be relevant to the central idea or purpose of the report.
2. The report should be precise, clear and written in a systematic manner so that the reader can understand it completely.

3. The report writer should keep in mind the level of the reader as it is to be presented to the technical expert.
4. It should be brief and factually accurate.
5. I should be grammatically correct, otherwise it will become ambiguous and may even confuse the reader.

* **Format of Reports**

Depending on the type of report, report can be written in any of the forms;

1. Memoranda form
2. Letter form
3. Manuscript form
4. Printed form
5. Newspaper report

Example 1. Suppose you are Sahil Sharma, staff correspondent of The Tribune, Chandigarh you have been asked to cover an accident which took place on Ambala - Chandigarh Highway. On reaching the spot, you have gathered the following information:

Location: Sajuma Village, 12 km from Ambala, Ambala Chandigarh Highway.

Date of Time: 4th June, 6:30 am

Killed (5): Rohit Handa (27), a teacher; Rama Roy (37), a teacher, Deepak (14), a student of Dashmesh public school, Hisar; Zafar (49), Bus Driver and Rani Krishan (52), truck driver

Injured (24): Ten (Aman Hospital, Sunam) and Fourteen (Primary Health Centre, Ambala).

PRTC Bus: Amabal to Chandigarh

Truck : Ludhiana to Delhi

Police case Registered: Sections 304-A, 237 and 235 (IPC)

Grant: Rs. 50,000/- dependants of deceased (CM's relief fund)

Red cross society: To pay for treatment of the injured.

Based on this information, write you report in not more than 150 words.

3.3.7 ADVERTISEMENT WRITING

An advertisement is a paid, non-personal public communication about causes, goods and services, ideas organizations, people and places through means such as direct mail telephone, mint, radir, television and internet. When aired on radio and TV, an advertisement is called commercial. John E Kennedy (1864-1928), an advertisement is, "Salesmanship in print".

The purpose of advertisement is to convince customes that a company's services or products are the best.

* **Types of Advertisement**

1. Press Advertisement
2. Classified
3. Billboard

4. Mobile Billboard

* **Example of classified Advertisement**

Car for Sale

Maruti Suzuki Dezire, silver colour, 2013 model, Excellent condition, first owner, Chandigarh number, full insurance, 34000 KM run, contact 9477804521

Flat For Sale

Three Bedrooms, groundfloor, 1500 sq.ft Covered area, Two cars parking, Gated colony, sector 14, Chandigarh contact 9831426924

3.4 Suggested questions:

Answer the following questions:

- Q1. What do you mean by formal and informal writing
- Q2. Discuss report writing, advertisement writing by giving suitable examples.
- Q3. Discuss features of notice writing with a suitable example.
- Q4. Highlight characteristics and principles of writing poetry.

3.5 Suggested Books and Web Sources

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foreign Language : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
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2. www.google.co.in.
3. www.archive.india.in.
4. www.linguistlist.org.
5. books.google.co.in

Lesson No. 1.4

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Structure:

- 4.1 Objectives
- 4.2 Meaning of Composition
- 4.3 Salient features of composition
- 4.4 Procedure of composition
- 4.5 Types of composition
- 4.6 Suggested questions
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4.1 Objectives

After reading the lesson, the students will be able to:

- * understand the meaning of composition
- * get knowledge of procedure of composition
- * understand the characteristics of composition
- * differentiate between different types of composition
- * understand the ways of composing a piece of writing

4.2 Meaning of Composition

The most beautiful aspect of language is the expression. An expression needs the skill not merely the factual knowledge. According to Thompson and Wyatt also agree, "The power of expression in language is a matter of skill rather than of knowledge".

The process of writing involves following four stages:

1. Structuring
2. Copying
3. Transcribing
4. Composition

1. **Structuring:** It involves telling the pupil about writing the letters of the alphabet.

2. **Copying:** Pupils copy the letters and structures written by the teacher.

3. **Transcribing:** It involves practice of writing without any help of text.

4. **Composition:** It involves arrangement of ideas and structures to express some topics of interest systematic development of ideas, clarity, terseness, expression and

effectiveness of subject matter are some of the important aspects of composing a piece of writing. Prit the thing which is most important is "Communication is an organised way".

4.3 SALIENT FEATURES OF COMPOSITION:

The various features of composition are:

1. Composition has various stages namely structuring, coming, transcribing and composition.
2. It is advanced state of learning or writing process.
3. Composition express pupils ideas, thoughts, feelings observation and experiences in a systematic organisation
4. Composition involves the process of collecting ideas, thoughts and information and arranging them in an organized and systematic way.
5. It involves every kind of writing whether prose or poetry like essay, letter, story, dialogue, poem etc.
6. Clarity, terseness, appropriateness, authenticity, originality and effectiveness of subject matter are main aspects of impressive composition.

According to Bhatia and Bhatia, "Composition is the expression of child's thoughts his own ideas feelings and observation. It include both the process and product of composing. It referes the process of collecting thoughts, arranging them in rational sequence and ultimately expressing them in accordance with the recognized standard of form. The product may take the shape of a letter, an application, a paragraph, a story an essay, a discription or narration, poem etc.

7. Every composition always has a theme.
8. It involves creativity and not rote memory.
9. It can be improved to a great extent with practice but more the creativity and ideas, better should be the expression.

4.4 PROCEDURE OF COMPOSITION

Composition require skill and expertise of the writer. Broadly speaking writing involving the following features.

(i) Recall of necessary structures, vocabulary and spellings: After having the knowledge of composition, the first step is to recall of the structures and words that suite to that very theme.

(ii) Recall and assignment of punctuation marks: While composing something, we have to assign the punctuation marks to impart the text the exact meaning we intend to convey. Pupils should have a through knowledge of all punctuation marks e.g.

statement 1: Boys play cricket

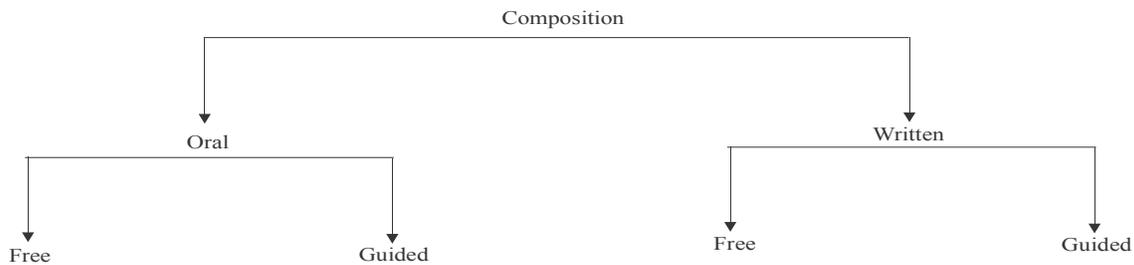
statement 2: Boys , play cricket

By putting comma in statement 2 the entire form of sentence changes from simple sentence to a sentence of order.

(iii) Organisation of ideas: The last but the most important feature of composition is to put all the ideas related to the piece of writing in a systematic and logical order which is known as organisation of ideas. Firstly, it can be done roughly and then it can be given a final format.

4.5 TYPES OF COMPOSITION:

DIAGRAM



4.5.1 ORAL COMPOSITION: Laurie said, "The habit of oral composition should be kept in mind during the whole school period".

Oral composition is very important and should precede written composition.

1. enabling pupils use English language properly
2. improving pupils self expression
3. properly organising ideas, needs, feelings interest and information.
4. promoting logical and clear thinking

Evaluation of oral composition can be done with the following type of exercises:

1. Reproduction of stories
2. Dialogue
3. Debate
4. Dramatization
5. Conversation
6. Speeches
7. Description of incidents

* **ADVANTAGES OF ORAL COMPOSITION:**

1. It helps pupils to think quickly, logically, clearly
2. It improves their speech
3. It paves the way to free composition
4. It saves time
5. It is simple as well as interesting for pupils
6. It enriches pupil's vocabulary enhancing speed.

Greening says, "Oral exercises are still the best means of getting good results. Writing is best slow and laborious process and a while boy is writing one sentence, he could say a dozen and

so get a corresponding greater practice in expressing his ideas".

4.5.2 WRITTEN COMPOSITION: It is one of the major aims of language learning. Here the individual is solely dependent on words only. When an individual speaks, the body language, stress, rhythm, as well as intonation help to clarify the meaning easily. Written composition needs extra care while learning and extra effort while writing. Written composition is further of two types.

1. Guided Composition
2. Free composition

1. Guided Composition: In this composition, teacher provides required vocabulary and structures to the pupils so that they can express their thoughts and ideas impressively. Pupils write everything with controlled vocabulary and structural words under teacher's guidance. In guided composition the content is known orally to students but they just have to write it down.

According to Allen and Campbell, "Guided Composition is not a panacea, for all the problems of teaching composition to foreign students. There is still much that needs further exploration and experimentation."

* **CHARACTERISTICS OF GUIDED COMPOSITION:**

- (1) The teacher carefully selects an appropriate topic for pupils.
- (2) The details of the topic by the teacher.
- (3) It is only the teacher who select and decides the procedure for the composition.
- (4) The teacher selects vocabulary as well as structures to be used.
- (5) During composing process, the pupil can get the teacher's help.

Exercises recommended for guided composition are:

- (1) Completion of incomplete sentence.
- (2) Dictation
- (3) Transformation of sentences.
- (4) Reproduction of
 - a story
 - a situation
 - a picture description
 - answer etc.
- (5) transcription
- (6) substitution tables etc.

* **ADVANTAGES OF GUIDED COMPOSITION:**

- (1) It prepares ground for free composition
- (2) Immediate feedback and correction work rapidly improve pupil's composition and writing ability.
- (3) Involvement of teacher makes the composition writing interesting as well as lively.
- (4) It helps pupils in correction of grammatical mistakes and improvement in structures.
- (5) Pupils learn new vocabulary as well as structures.

2 FREE COMPOSITION: This type of composition gives full freedom to pupils to make use of their own structure, vocabulary and ideas according to their own choices. Teacher gives suggestions but no hints or structures are given. Students are free to express their own ideas in their own style.

In guided composition, they have to collect, organise and arrange the ideas according to their own perception and creativity. Initially, the teacher guides but after gaining mastery over the composition, the teacher reduces the guidance gradually. Finally, they are able to compose the matter on any topic without teacher's help. That is why we call it free composition.

* **CHARACTERISTICS OF FREE COMPOSITION:**

- (1) Pupils are free to use vocabulary and structures of their own choice.
- (2) The composition may be of any length
- (3) Pupils are free to think of their own.
- (4) Pupils can organize the ideas and develop the topic according to their will.
- (5) It involves good use of pupils creativity and ideas
- (6) Rote memory or dependence in writing have no space in free composition
- (7) The teacher gives guidance but only in the early stages reducing it gradually to minimum.

According to French, "Free composition in which the child has to make up his own thoughts, has no place in the first three years of a six or seven years course. If it is used, it will only result in a large number of most discouraging mistakes."

* **ADVANTAGES OF FREE COMPOSITION:**

- (1) To write independently without the help of rote memory, is the ultimate aim of learning of a language
- (2) It helps pupils to acquire logical thinking and creative work.
- (3) This type of composition helps pupils to organize their ideas in a systematic way.
- (4) When students write of their own, they feel more confident, independent and self motivated.
- (5) There is no need to cram the lengthy paragraphs etc. Gradually, they acquire mastery to write of their own.

The teacher should prefer teaching composition through guided composition initially. When he is sure that pupils are well versed in all types of structures, sentence patterns and writing styles, he should switch over to free composition.

4.6 Suggested questions:

Answer the following questions

- Q.1 What do you mean by composition?
- Q.2 Discuss characteristics of composition?
- Q.3 Discuss types of composition in detail.

4.7 Suggested Books and Web Sources

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foreign Language : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh

5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teachin English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
10. Teaching of English : Y.K. Singh (2005)

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2. www.google.co.in.
3. www.archive.india.in.
4. www.linguistlist.org.
5. books.google.co.in