Appendix-I

EFFECTIVENESS OF COMPREHENSIVE STRATEGY TO IMPROVE ENGLISH LANGUAGE TEACHING OF B.Ed. TEACHER TRAINEES

ACHIEVEMENT TEST OF ENGLISH LANGUAGE PROFICIENCY IN LISTENING SKILL

DURATION: 30 MINUTES 25 MARKS

I. LISTENING COMPREHNSION:

a) Listen to the audio and answer the following:

Class Rules

Marion talks about how she keeps her class in order.

Todd: So, Marion, how are your classes?

Marion: My classes are quite good at the moment. I'm enjoying them. I work in a junior high school and high school together, so my students range from twelve years old right up to eighteen.

Todd: What do you teach your students?

Marion: I teach them English.

Todd: Really.

Marion: Yeah, so communication basically.

Todd: OK, so are they good students? You got nice kids?

Marion: I have a mixture so, but mainly they're quite good children. They're mostly very nice, but there are always going to be a few who are a bit naughty.

Todd: So what do the naughty students do to be naughty?
Marion: Well, in my class naughty students don't pay attention when I speak sometimes, or they talk to their friend next to them when they should be listening or writing or doing something else. I don't mind if they talk to each other about what we're doing but if they are talking about what was on TV last night or something like that I don't like it, unless they do it in English. If they can that's fine.

Todd: Well, what do you do if your students are bad, are naughty? How do you discipline them?

Marion: I hit them....No, I don't.

Todd: You do not.

Marion: I'm joking, I'm joking. Well, I have quite small classes, so it's quite easy. I'll just either call their name or walk down to their seat and if everybody is working on something, I'll talk to them about their work and see what they're doing, if they have any problems, that kind of thing and then if it gets worse, then sometimes they have to stand up, or if they are really, really naughty, and don't do any work, they'll have to come back and see me after school, and finish their work, then.

Todd: So are you a strict teacher or a friendly teacher?

Marion: I'm more of a friendly teacher, but with a couple of classes, I've become a strict teacher because I have to be, but mostly a friendly teacher I think.

Todd: Who are easier to teach, the junior high students or the high school students?

Marion: Probably the junior high because their more enthusiastic about English. They get quite excited about coming to our classes, and like I said they are small classes so it's easier and better for them to because they have more chance to speak and to use English.
Questions: 5 x 1 = 5 marks

1) Marion says _____ of her students are good.
   a. all
   b. most
   c. few

2) Marion says naughty students _____ .
   a. pay attention
   b. don't listen
   c. speak up in class

3) How does she discipline her students?
   a. She calls them a name.
   b. She hits them.
   c. She talks with them.

4) If they are really bad they have to ____ .
   a. stand up
   b. leave the room
   c. write on the board

5) She says she is ______ a friendly teacher.
   a. not
   b. mainly
   c. always

b) Listen to the audio and answer the following:

Junior School

Naomi talks about her daily life in junior school.

Dai: So Miss Naomi from...where is it you are from?
Naomi: Wales.

Dai: Wales, OK, and how old are you now?

Naomi: I’m eleven.

Dai: Eleven. OK, so that means you are in...what would that be, junior school? Secondary school?

Naomi: Junior school.

Dai: Junior school. OK. And so what grade is that in junior school.

Naomi: Six.

Dai: Oh, grade six, OK. So tell me about your school. What kind of subjects do you study in junior school.

Naomi: We study Art and Maths and Science and English and Geography and History and RE.

Dai: RE? What’s RE?

Naomi: Religious education.

Dai: Oh, OK. And you go to school from what time in the morning?

Naomi: About quarter to nine and it starts at five past.

Dai: The first class is at five past.

Naomi: Yeah.

Dai: And then do you get a break?

Naomi: We get a break at half past ten and then lunch at twelve o’clock.

Dai: Oh twelve o’clock, for how long?

Naomi: For an hour.

Dai: Oh an hour? Oh nice! And then what do you do for lunch in Wales? Do they have like a cafeteria where they cook for you?

Naomi: Yeah, they have that and you can bring sandwiches.
Dai: You can bring your own sandwiches instead?

Naomi: Yeah.

Dai: OK. What do you do?

Naomi: I normally bring sandwiches.

Dai: OK. Is that because the dinner’s are no good, or...?

Naomi: They’re OK but I don’t really like them as much as sandwiches.

Dai: And what kind of food do they serve up in the canteen?

Naomi: They serve roast dinners and...

Dai: Roast dinners? What’s a roast dinner?

Naomi: It’s like a meat and vegetables.

Dai: OK. It sounds very simple.

Naomi: Yeah, and pizza and chips and ham and all sorts of stuff.

Dai: Oh OK, it sounds good. And do they give you lots of homework?

Naomi: No.

Dai: Oh really?

Naomi: No.

Dai: Oh that’s good to hear. So what’s your favorite subject then in junior school?

Naomi: Art.

Dai: OK, why is that?

Naomi: I don’t know, I just like painting and drawing.

Dai: And then, what’s the subject that you find most boring?

Naomi: Maths.

Dai: Maths? Oh really? Yeah, I’m not a big fan of Maths. So I guess if you’re in grade six you’ll be going on to your next school soon?

Naomi: Yeah, secondary school.
Dai: OK, and are you looking forward to that.

Naomi: Yeah.

Dai: OK, it was very nice talking to you and good luck in your next school.

Questions: 5 x 1 = 5 marks

1) What grade is she in?
   a. 5th
   b. 6th

2) When does she start school?
   a. Before 9
   b. After 9

3) What does she usually do for lunch?
   a. buy her lunch
   b. bring her lunch

4) What are in roast dinners?
   a. meat and vegetables
   b. pizza and chips

5) What is her favorite subject?
   c. Arts
   d. Maths

II. DISCRIMINATING THE SOUND/MINIMAL PAIRS:

   a) The teacher will say the following sentences. Listen to each sentence carefully. Then tick the word you hear. 5 x 1 = 5 marks

   1) Uma bought some (bins / beans).

   2) The (hill / heel) is very high.
3) You will have to (come / calm) down.

4) The (band / bend) is over there.

5) Give me a (hand / hen).

b) The teacher will say two words. Listen to each word carefully.

Then tick the word you hear.  

Then tick the word you hear.  5 x 1 = 5 marks

1) ham / hem  

2) bucks / box  

3) green / grin  

4) dock / dark  

5) hawk / hark  

III. STRESS / ACCENT:

The teacher will read the following sentences twice. Each time the stress/accent will be on a different word and the meaning of the sentence will change slightly. Listen and underline the word that is stressed / accented. Then say in what way the two sentences are different in meaning. 5 x 5 = marks

1) I’m sorry, but I can’t help you.
   I’m sorry, but I can’t help you.

2) He doesn’t really like brinjals.
   He doesn’t really like brinjals.

3) I said to the child, “You should get up earlier”.
   I said to the child, “You should get up earlier”.

4) I’ll never pass in Hindi.
   I’ll never pass in Hindi.

5) Some children have broken the window.
   Some children have broken the window.

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EFFECTIVENESS OF COMPREHENSIVE STRATEGY TO IMPROVE ENGLISH LANGUAGE TEACHING OF B.Ed. TEACHER TRAINEES

ACHIEVEMENT TEST OF ENGLISH LANGUAGE PROFICIENCY IN SPEAKING SKILL

<table>
<thead>
<tr>
<th>SHORT SPEECH</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ideal Teacher</td>
<td>19. Listening</td>
</tr>
<tr>
<td>2. Black Board</td>
<td>20. Speaking</td>
</tr>
<tr>
<td>3. Language</td>
<td>21. Reading</td>
</tr>
<tr>
<td>4. English Language</td>
<td>22. Writing</td>
</tr>
<tr>
<td>5. Classroom</td>
<td>23. Teaching of Prose</td>
</tr>
<tr>
<td>6. Teaching Aids</td>
<td>24. Teaching of Poetry</td>
</tr>
<tr>
<td>7. Composition</td>
<td>25. Teaching of Supplementary Reader</td>
</tr>
<tr>
<td>9. Mother Tongue</td>
<td>27. Teaching of Composition</td>
</tr>
<tr>
<td>10. Education</td>
<td>28. Dictation</td>
</tr>
<tr>
<td>11. Science and Technology</td>
<td>29. School</td>
</tr>
<tr>
<td>12. Library</td>
<td>30. Teacher</td>
</tr>
<tr>
<td>13. Motivation</td>
<td>31. Headmaster</td>
</tr>
<tr>
<td>14. Translation</td>
<td>32. Textbook</td>
</tr>
<tr>
<td>15. Television</td>
<td>33. Charts</td>
</tr>
<tr>
<td>16. Handwriting</td>
<td>34. Tape Recorder</td>
</tr>
<tr>
<td>17. Pronunciation</td>
<td>35. Homework</td>
</tr>
<tr>
<td>18. Debate</td>
<td></td>
</tr>
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</table>
THE POWER OF THE MIND BY SWAMI VIVEKANANDA

LOS ANGELES, JANUARY, 1900

In every country, you will find individuals of extraordinary mental or psychic powers, bordering on the miraculous. The ancients of India studied these powers systematically, and showed that they could be acquired by practice. They embodied their findings in a science called Raja Yoga. One of their conclusions was that the minds of individuals were parts of an external continuum which they called the Universal Mind. It was this that made seemingly miraculous phenomena like telepathy possible. They held that such phenomena were not super-natural but natural. (Today, we take for granted waves that enable us not only to see and hear, but also burn, melt, cut, penetrate and carry information across space; we still do not know whether thought waves can do these or more!)

Yet beyond mental or intellectual power lies another distinct dimension that gives extraordinary power to individuals to influence people. This can be simply stated as power of the personality.

"Compare the great leaders of religion with the great philosophers. The philosophers scarcely influenced anyone's inner man, and yet they wrote most marvellous books. The religious teachers on the other hand, moved countries in their lifetime. In the one case ...... it is a flash of light...... In the other, it is like a torch that goes around quickly, lighting up the others"

The science of Yoga addresses the laws and methods which help man to grow and strengthen his personality. These laws indicate that behind the gross level of power that we can physically sense, lie sources of power of increasing subtlety, the ultimate
one being the spirit. Man, both as an individual and as a race, is progressing, not only towards acquiring these deeper powers, but to an ideal beyond.

"Let us call it (this ideal) perfection. Some men and women are born who can anticipate the whole progress of mankind. Instead of waiting.....they rush through them (all the processes) in a few short years of their life. And we know that we can hasten these processes, if we can be true to ourselves. ...... And this is what the Yogis say, that all great incarnations and prophets are such men. We have had such men at all periods of the world's history, at all times..... Even this hastening of the growth must be under laws. Suppose we investigate these laws and understand their secrets and apply them to our own needs; it follows that we grow. We hasten our growth, we hasten our development, and we become perfect, even in this life. This is the higher part of our life, and the study of the science of the mind and it's powers has this perfection as it's real end."

"This science calls for more application that any business can ever require...... It challenges comparison with any other science. There have been charlatans, there have been magicians, there have been cheats, more here than any other field. Why? For the same reason, that the more profitable the business, the greater the number of charlatans and cheats. But that is no reason why the business should not be good"

**TONGUE TWISTERS**

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked.

* * * * *
I. READING COMPREHENSION:

a) The given reading passage is accompanied by a set of questions based on the passage. Answer the questions according to what is stated or implied in the passage.  

5 x 1 = 5 marks

The Man Booker Prize for Fiction is awarded every year for a novel written by a writer from the Commonwealth or the Republic of Ireland and it aims to represent the very best in contemporary fiction. The prize was originally called the Booker-McConnell Prize, which was the name of the company that sponsored it, though it was better-known as simply the ‘Booker Prize’. In 2002, the Man Group became the sponsor and they chose the new name, keeping ‘Booker’.

Publishers can submit books for consideration for the prize, but the judges can also ask for books to be submitted they think should be included. Firstly, the Advisory Committee give advice if there has been any changes to the rules for the prize and selects the people who will judge the books. The judging panel changes every year and usually a person is only a judge once.

Great efforts are made to ensure that the judging panel is balanced in terms of gender and professions within the industry, so that a writer, a critic, an editor and an academic are chosen along with a well-known person from wider society. However, when the panel of judges has been finalized, they are left to make their own decisions without any further involvement or interference from the prize sponsor.
The Man Booker judges include critics, writers and academics to maintain the consistent quality of the prize and its influence is such that the winner will almost certainly see the sales increase considerably, in addition to the £50,000 that comes with the prize.

Questions:

1) The Man group
   a. was forced to keep the name 'Booker'.
   b. decided to include the name 'Booker'.
   c. decided to keep the name 'Booker-McConnell'.
   d. decided to use only the name 'Booker'.

2) Who advises on changes to the rules?
   a. The sponsors
   b. The judging panel
   c. The advisory panel
   d. Publishers

3) The judging panel
   a. doesn't include women.
   b. includes only women.
   c. is only chosen from representatives of the industry.
   d. includes someone from outside the industry.

4) The sponsors of the prize
   a. are involved in choosing the winner.
   b. are involved in choosing the judges.
   c. are not involved at all.
   d. choose the academic for the panel of judges.
5) The consistent quality of the prize
   a. is guaranteed by the prize money.
   b. is guaranteed by the gender of the judges.
   c. is guaranteed by the make-up of the panel of judges.
   d. is guaranteed by the increase in sales of the winner.

b) The given reading passage is accompanied by a set of questions based on the passage. Answer the questions according to what is stated or implied in the passage. 5 x 1 = 5 marks

The pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic; of classical studies, but they were gravely disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid. The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method. A certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of
scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not. The way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.

Questions:

1) The author’s attitude to secondary and public school education in the sciences is
   a. ambivalent
   b. neutral
   c. supportive
   d. satirical
   e. contemptuous

2) The word ‘palpably’ most nearly means
   a. empirically
   b. obviously
   c. tentatively
d. markedly

e. ridiculously

3) The author blames all of the following for the failure to impart scientific method through the education system except

a. poor teaching
b. examination methods
c. lack of direct experience
d. the social and education systems
e. lack of interest on the part of students

4) If the author were to study current education in science to see how things have changed since he wrote the piece, he would probably be most interested in the answer to which of the following questions?

a. Do students know more about the world about them?
b. Do students spend more time in laboratories?
c. Can students apply their knowledge logically?
d. Have textbooks improved?
e. Do they respect their teachers?

5) Astrology is mentioned as an example of

a. a science that needs to be better understood
b. a belief which no educated people hold
c. something unsupportable to those who have absorbed the methods of science
d. the gravest danger to society
e. an acknowledged failure of science
II. SENTENCE COMPLETION:

Each sentence has one or two blanks. Choose the answer choice that contains the word or words that best complete the sentence. 10 x 1 = 10 marks

1) There are some people who think that only the poor and less educated people use slang, but this idea is _________.
   a. accurate
   b. popular
   c. erroneous
   d. widespread
   e. ineffectual

2) The revolution in art has not lost its steam; it ____________ on as fiercely as ever.
   a. trudges
   b. meanders
   c. edges
   d. ambles
   e. rages

3) _____________ by nature, Jones spoke very little even to his own family members.
   a. garrulous
   b. equivocal
   c. taciturn
   d. arrogant
   e. gregarious
4) The teacher accused me of _______________ because my essay was so similar to that of another student.
   a. procrastination
   b. plagiarism
   c. celerity
   d. confusion
   e. decorum

5) After centuries of obscurity, this philosopher's thesis is enjoying a surprising ________________ .
   a. dismissal
   b. remission
   c. decimation
   d. longevity
   e. renaissance

6) The wall and floor decorations created by Indian housewives are usually ________________, remaining hours, days, or at most, weeks before being worn off by human activity or weather and replaced by new ________________ .
   a. perennial - drawings
   b. ephemeral - designs
   c. trivial - purchases
   d. impermanent - furnishings
   e. innovative - pictures
7) Biological clocks are of such _______________ adaptive value to living organisms, that we would expect most organisms to _______________ them.
   a. clear - avoid
   b. meager - evolve
   c. significant - eschew
   d. obvious - possess
   e. ambivalent - develop

8) There is a general _______________ in the United States that our ethics are declining and that our moral standards are _______________ .
   a. feeling - normalizing
   b. idea - futile
   c. optimism - improving
   d. complaint - deteriorating
   e. outlook - escalating

9) Some critics maintain that Tennyson’s poetry is uneven, ranging from the _______________ to the _______________ .
   a. sublime - elevated
   b. trite - inspired
   c. vacuous - inane
   d. succinct - laconic
   e. sonorous – voluble

10) One _______________ the new scheme is that it might actually _______________ just those applicants that it was intended to encourage.
III. CLOZE TEST/GAP FILL:

Find the correct choice: \[ 5 \times 1 = 5 \text{ marks} \]

After months of colder weather, the days get longer, the buds (1) \underline{__________} in the trees, birds sing, and the world (2) \underline{__________} a green dress. Spring passes (3) \underline{__________} summer. Everyone knows that summer will not (4) \underline{__________}. The power of all the wisest men and women in the world cannot keep it for us. The corn becomes ripe, the leaves turn brown and then drop to the ground, (5) \underline{__________} the world changes its green dress for a dress of autumn colours.

1) 
   a. fall off
   b. take up
   c. put off
   d. come out
   e. bring down

2) 
   a. looks after
   b. puts on
   c. carries on
d. comes round

e. deals with

3)

a. into

b. by

c. from

d. on

e. out of

4)

a. forego

b. evaluate

c. succumb

d. last

e. evolve

5)

a. yet

b. therefore

c. since

d. whereas

e. and

* * * * *
EFFECTIVENESS OF COMPREHENSIVE STRATEGY TO IMPROVE ENGLISH LANGUAGE TEACHING OF B.Ed. TEACHER TRAINEES

ACHIEVEMENT TEST OF ENGLISH LANGUAGE PROFICIENCY IN WRITING SKILL

3 tasks

I. LETTER-WRITING (150 WORDS)

II. ESSAY WRITING (250 WORDS)

III. DIALOGUE WRITING (5 RESPONSES)

Marks Alloted: 25
Duration: 60 minutes

I. Letter-Writing (150 words)

Marks Allotted: 10
Duration: 20 minutes

1) Respond to the following advertisement considering yourself fulfilling the conditions specified.

WANTED
TEACHERS FOR
1. ENGLISH  2. MATHEMATICS  3. PHYSICS  4. CHEMISTRY
5. BOTANY  6. ZOOLOGY  7. SOCIAL STUDIES  8. COMPUTER SCIENCE

Qualification:
A graduate degree with B.Ed. Preference will be given to candidates with experience. Must be strong in English. Apply with full bio-data to the following address within 10 days.
II. Essay Writing (250 words)

Marks Allotted: 10
Duration: 30 minutes

1) Role of Students in National Development

III. Dialogue Writing (5 responses)

Marks Allotted: 5
Duration: 10 minutes

1) Write a short conversation between a Teacher and a student. (5 responses)
EFFECTIVENESS OF COMPREHENSIVE STRATEGY TO IMPROVE ENGLISH LANGUAGE TEACHING OF B.Ed. TEACHER TRAINEES

ACHIEVEMENT TEST OF ENGLISH LANGUAGE PROFICIENCY IN LISTENING SKILL

Duration: 30 minutes 25 marks

I. LISTENING COMPREHNSION:

a) Listen to the audio and answer the following:

Sisters

Santi talks about how her and her sister are always close.

Todd: So, Santi, we're talking about family this week and you have a sister, correct?

Santi: Yes, a sister.

Todd: Now, what's kind of unique about your sister is you both are similar in age and you go to university together, correct?

Santi: Yes, only two years younger than me.

Todd: So, yeah, you are 22?

Santi: Twenty-two.

Todd: She's twenty.

Santi: Yes.

Todd: What's it like going to university with your sister?

Santi: It's kind of like difficult because I have to take care of her, but it's also fun because you can share things with her.

Todd: Yeah, what do you mean, like, you have to take care of her?
Santi: Well, I'm in my fourth year right now, so I'm kind of like ... not busy, so whatever she wants to have for dinner, I have to cook.

Todd: Really, you cook for her?

Santi: Yes. Yes, she's my sister. I'm a good sister.

Todd: That's very nice. So what kind of things to you cook for your sister?

Santi: Basically Chinese food or lunch packets for her, for like tomorrow.

Todd: You make your sister a lunch to take to school?

Santi: Yes.

Todd: That's like a mother.

Santi: Yes.

Todd: Wow. That's care and devotion.

Santi: Well, I said before I'm a good sister.

Todd: Wow. I guess so. Now when you first went to university, did you think your sister would join you - would go to the same university?

Santi: No. I don't think so because, well, she's very good at chemistry and she's also good at science, so I'm hoping that she will go a different directions than me, but, well, I don't know, maybe my mother trusts me, and then my mother led her to me.

Todd: What about similarities and differences? How would you say you and your sister are similar?

Santi: My voice and her voice. It's totally the same.

Todd: Really?

Santi: Yes.

Todd: So if your sister was here doing audio work, I wouldn't be able to tell who was who.
**Santi:** Yes. It's true.

**Todd:** Wow.

**Santi:** Sometimes we like to play with people on the phone. It's kind of like bad but whenever her friends call, I will pretend that I was her.

**Todd:** Really.

**Santi:** And vice-versa.

**Todd:** That is a funny joke. So what is something that's different? Like how are you different? Obviously she's good in science.

**Santi:** Yeah, and, well, the appearance is different. She has darker skin, and then she's very slim.

**Todd:** You are very slim, too.

**Santi:** Thank you.

**Todd:** Are you the same height?

**Santi:** No. I'm taller.

**Todd:** OK. So you really are the big sister.

**Santi:** Yes, that's true.

**Todd:** You look down on her.

**Santi:** Yes. Sometimes.

**Todd:** So do you guys fight very much, or do you usually get along?

**Santi:** Uh, during my childhood - yes - but now - no - we just ... well, we know the limits. We know that we are ready beginning to be adults, so I don't think that fight is kind of like popular anymore.

**Todd:** Right, so you guys are like two peas in a pod.

**Santi:** Yes.
Questions: 5 x 1 = 5 marks

1) How much older is Santi than her sister?
   a. one year
   d. two years
   e. three years

2) What does Santi often make for her sister?
   a. breakfast
   b. Chinese food
   c. Indonesian food

3) What is Santi’s sister good at?
   a. English
   b. Computers
   c. Science

4) What is similar about them?
   a. Their voices
   b. Their friends
   c. Their height

5) Santi says they ______ fight.
   a. tend to
   b. like to
   c. used to

b) Listen to the audio and answer the following:

More Sports

Santi and Todd talk about alternative sports.
Todd: Well, actually speaking of sports, actually when I was in Thailand they played a sport I think you have in Indonesia called takaw - sepak tekaw - I think.

Santi: Oh, yes.

Todd: Have you ever seen that?

Santi: I tried it once in university and it's quite great I think.

Todd: Yeah, actually, you know, recently I was watching the Olympics and I was thinking that should be an Olympic sport. I mean, I didn't see it in the Olympics. Maybe it is, but ... because people from South East Asia are so good at it and you need to have like that type of body ... very, you know, kind of light, and lean and very flexible. But for people that aren't familiar with the game, can you explain what it is?

Santi: The ball is made from rattan and then you have to be kind of like athletic and have special talents to catch the ball with every part of your body and then you have to have self-conscious of where the balls gonna go because once like it goes fast and just times oh my god go directly into you so have to catch the ball maybe with your head or maybe with your hands or even with your chest.

Todd: Its amazing ... an amazing sport. Actually, speaking of individual sports, what about golf. That's the ultimate individual sport.

Santi: I want to do it but actually the equipment is pretty expensive and I don't know much about it.

Todd: Now in your country, in Indonesia, are they many golf courses?

Santi: Yes, they have. We have an international tournament actually in Bali. It's very good place to play golf.

Todd: Oh, really. In Bali?

Santi: Yes.

Todd: So you can surf in the day, or in the morning,
Santi: and at night you have ... kind of like relax and enjoy a massage and spa.

Todd: Wow. Sounds good. OK, well, anyway it was nice talking to you about sports, Santi.

Santi: Thank you, too.

Questions: 5 x 1 = 5 marks

1) Sepak Takraw ______ an Olympic sport.
   a. is
   b. should be
   c. used to be

2) Santi says the ball ______.
   a. is hard to kick
   b. is made of rattan
   c. is found everywhere

3) Santi explains how to ______.
   a. play the ball
   b. score a point
   c. start the game

4) Santi ______ golf.
   a. likes to watch
   b. likes to play
   c. does not play

5) She recommends ______.
   f. taking surf lessons
   g. swimming in the sea
   h. getting a spa
II. DISCRIMINATING THE SOUND/MINIMAL PAIRS:

a) The teacher will say the following sentences. Listen to each sentence carefully. Then tick the word you hear.  

   5 x 1 = 5 marks

   2) Don’t touch the grass / glass.

   3) I’ll collect / correct them.

   4) If you read / lead, I will follow along.

   5) They lift / left ten-pound weights at the gym.

   6) This is not a good lime / rhyme.

b) The teacher will say two words. Listen to each word carefully. Then tick the word you hear.  

   5 x 1 = 5 marks

   1) lean / clean

   2) joke / choke

   3) peach / speech

   4) sore / score

   5) wing / swing

III. STRESS / ACCENT:

The teacher will read the following sentences twice. Each time the stress/accents will be on a different word and the meaning of the sentence will change slightly. Listen and underline the word that is stressed / accented. Then say in what way the two sentences are different in meaning.  

   5 x 5 = marks

   1) Can you take this bag?

      Can you take that bag?

   2) This is really difficult.

      That is really difficult.
3) I think it’s a good idea.
   I think it’s a good idea.

4) Is he going to the dentist?
   Is he going to the dentist?

5) I like pizza, pickles, and chips.
   I like pizza, pickles, and chips.

* * * * *
EFFECTIVENESS OF COMPREHENSIVE STRATEGY TO IMPROVE ENGLISH LANGUAGE TEACHING OF B.Ed. TEACHER TRAINEES

ACHIEVEMENT TEST OF ENGLISH LANGUAGE PROFICIENCY IN SPEAKING SKILL

SHORT SPEECH 10 marks

1. Role of English in Pre-Independent India
2. Role of English in Post-Independent India
3. Future of English in our country
4. Place of mother-tongue in the Teaching and Learning English
5. Debates
6. Extempore Speeches
7. Role Play
8. Dramatisation
9. Bilingual Method
10. Text Books
11. Intensive Reading
12. Extensive Reading
13. Silent Reading
14. Loud Reading
15. Mechanics of Reading
16. SQ3R formula
17. Skimming
18. Scanning
19. Note-Taking
20. Reporting
21. Summarizing
22. Paragraphing
23. Dictionary
24. Dictation
25. Flash cards
26. Use of Internet
27. Teaching of Poetry
28. Language laboratory
29. Audio-Visual aids
30. Radio
31. Television
32. Blackboard
33. Overhead Projector
34. Advantages of Lesson Planning
35. Micro-Teaching
ROLE PLAY  10 marks

Dr. S. RADHAKRISHNAN
(Fundamentals)

A University should give a universal outlook. When students pursue different courses, meet together in a common fellowship, when they enter into the society of good and great men, they enlarge their lives and characters. If we are not interested in the high matters of the fundamentals of science and philosophy, we are not truly educated. We must preserve the basic values of our own cultural heritage without losing the momentum which science and technology give to human progress.

If a man does not come to terms with his own self, if he has not an integrated view of life, he will become ruthless, destructive, and even insane. He will be a lost spirit. In our conceit, we are losing faith in the ultimate values and attempting to live outside the dimension spirit, to close to the frontiers of the ancient hidden mysteries. We are uprooted, homeless, half-made with fear and pride. The magic of life is fading and we find it more and more difficult to find the real value and the flavour of life.

Today, we must struggle not so much against death and disease as against man’s oppression of man, against the injustice and tyranny that make life so tragic and liberty so hard to preserve. In our philosophy of life we have the fundamentals on which a new world society can be built.

When it is said that we are a secular State, it does not mean that we have an indifference to tradition or irreverence for religion. I hope that in this College, whether it is College or a University, this fundamental value of spirit will be preserved.
TONGUE TWISTERS

She sells sea sells on the sea shore;
The shells that she sells are sea shells I’m sure.
So if she sells sea shells on the sea shore,
I’m sure that the shells are sea shore shells.

* * * * *
I. READING COMPREHENSION:

a) The given reading passage is accompanied by a set of questions based on the passage. Answer the questions according to what is stated or implied in the passage.  

Alexander Graham Bell was born in Edinburgh, Scotland on March 3, 1847. When he was only eleven years old, he invented a machine that could clean wheat. Graham studied anatomy and physiology at the University of London, but moved with his family to Quebec, Canada in 1870.

Bell soon moved to Boston, Massachusetts. In 1871, he began working with deaf people and published the system of Visible Hearing that was developed by his father. Visible Hearing illustrated how the tongue, lips, and throat are used to produce vocal sounds. In 1872, Bell founded a school for the deaf which soon became part of Boston University.

Alexander Graham Bell is best known for his invention of the telephone. While trying to discover the secret of transmitting multiple messages on a single wire, Bell heard the sound of a plucked string along some of the electrical wire. One of Bell's assistants, Thomas A. Watson, was trying to reactivate a telephone transmitter. After hearing the sound, Bell believed he could send the sound of a human voice over the wire. After receiving a patent on March 7, 1876 for transmitting sound along a single wire, he successfully transmitted human speech on March 10th. Bell's
telephone patent was one of the most valuable patents ever issued. He started the Bell Telephone Company in 1877.

Bell went on to invent a precursor to the modern day air conditioner, and a device called a "photophone" that enabled sound to be transmitted on a beam of light and which today's fiber optic and laser communication systems are based. In 1898, Alexander Graham Bell and his son-in law took over the National Geographic Society and built it into one of the most recognized magazines in the world. Bell also helped found Science Magazine, one of the most respected research journals in the world.

Alexander Graham Bell died August 2, 1922. On the day of his burial, in honor of Bell, all telephone services in the United States were stopped for one minute.

Questions:

1) Where was Alexander Graham Bell born?
   a. England
   b. Quebec
   c. Scotland
   d. Boston

2) What did Alexander Graham Bell do in 1872?
   a. Invent a machine for cleaning wheat.
   b. Start a school of deaf people
   c. Invent the telephone
   d. Study at the University of London
3) What was Thomas A. Watson doing when Alexander Graham Bell heard the sound of a plucked string over electric wire?
   a. Transmitting multiple messages over a single wire.
   b. Transmitting the human voice over the single wire.
   c. Starting the Bell Telephone Company
   d. Reactivating a telephone transmitter

4) What is a photophone?
   a. A device that can transmit a message on a soundwave.
   b. A device that can transmit a message on a wire.
   c. A device that can transmit a message on a beam of light.
   d. A device that can transmit a message on a telephone.

5) The phonophone was most important to what industry?
   a. Fiber optics and laser communication systems
   b. Telephone
   c. Air-conditioning
   d. Publishing

b) The given reading passage is accompanied by a set of questions based on the passage. Answer the questions according to what is stated or implied in the passage.  

Butterflies are some of the most interesting insects on the planet Earth. There are more than seventeen thousand different kinds of butterflies! Butterflies come in all shapes and sizes.

Butterflies go through four main stages of life. The first stage is the egg stage followed by the pupa stage. As a pupa, or caterpillar, the future butterfly eats as much as possible. As it grows, it sheds its outer skin, or exoskeleton. This may happen four

xxxvi
or five times. After a few weeks, the caterpillar enters the next stage of its life, the chrysalis stage. In the chrysalis, the caterpillar will liquefy into a soup of living cells. Then, it will reorganize into a butterfly and the metamorphosis is complete. In later parts of the chrysalis stage, you can see the forming butterfly through the chrysalis.

When the butterfly emerges from the chrysalis, it pumps its wings to send blood through them so that it can fly. Most butterflies only live a couple of weeks, just enough time to drink flower nectar and to mate. Some, like the Monarch Butterfly, however, may live many months.

Questions:

1) Which is true?
   a. There are less than a thousand different kinds of butterflies in the world.
   b. There is only one kind of butterfly in the world.
   c. There are about a thousand different kinds of butterflies in the world.
   d. There are more than a thousand different kinds of butterflies in the world.

2) What is the second stage of life for a butterfly?
   a. pupa
   b. chrysalis
   c. egg
   d. butterfly

3) What is the third stage of life for a butterfly?
   a. egg
   b. pupa
   c. chrysalis
d. butterfly

4) In what stage does the metamorphosis happen?
   a. chrysalis
   b. egg
   c. butterfly
   d. caterpillar

5) Why does the butterfly shed its skin?
   a. It is hungry.
   b. To defend itself against predators.
   c. It is growing.
   d. The butterfly is coming.

II. SENTENCE COMPLETION:

Each sentence has one or two blanks. Choose the answer choice that contains the word or words that best complete the sentence. 10 x 1 = 10 marks

1) The degrees were awarded in the annual ______________ .
   a. conference
   b. convention
   c. convolution
   d. convocation

2) He has a good ______________ over English and South Indian languages.
   a. hold
   b. command
   c. expertise
   d. authority
3) The higher class students should be careful as regards discipline as the youngsters tend to _________________ them.
   a. mimic
   b. ape
   c. simulate
   d. emulate

4) Would you mind _________________ on the light?
   a. to switch
   b. switching
   c. to switching
   d. to be switching

5) The furniture _________________ to be delivered today.
   a. is
   b. are
   c. have
   d. were

6) To succeed in any _________________ task, _________________ is needed.
   a. critical, approach
   b. difficult, perseverance
   c. challenging, impatience
   d. appropriate, strategy

7) Weather _________________, I shall _________________ the office.
   a. favourable, visit
   b. allowing, reach
c. permitting, attend

d. granting, manage

8) Some people have the ________________ for learning foreign languages but they have no ________________ in speaking any.

a. mania, urge

b. aptitude, interest

c. capacity, ability

d. compulsion inclination

9) He is ________________ to ________________ any kind of work with due sincerity.

a. fond, perform

b. reluctant, entrust

c. determined, undertake

d. eager, avoid

10) The ________________ words of the mother comforted the ________________ child.

a. harsh, naughty

b. sweet, happy

c. soft, energetic

d. soothing, disappointed
III. CLOZE TEST/GAP FILL:

Find the correct choice:  

The postal service is the government agency ______ (1) ______ handles the mail. Its job is ______ (2) ______ letters and packages to people and businesses all over the world. Its goal is to see that your mail gets to its destination ______ (3) ______ possible. People ______ (4) ______ the postal service to deliver important letters and even valuables, ______ (5) ______ time and to the right person.

1)  
   a. the fact that  
   b. whether  
   c. of which  
   d. that  
   e. in that  

2)  
   a. being delivered  
   b. to be delivered  
   c. to have delivered  
   d. having delivered  
   e. to deliver  

3)  
   a. less quickly  
   b. too quickly  
   c. so quickly that  
   d. as quickly as  
   e. the most quickly
4)
   a. back out
   b. check out
   c. come in
   d. figure out
   e. rely on

5)
   a. to
   b. for
   c. at
   d. on
   e. over

* * * * *
EFFECTIVENESS OF COMPREHENSIVE STRATEGY TO IMPROVE
ENGLISH LANGUAGE TEACHING OF B.Ed. TEACHER TRAINEES

ACHIEVEMENT TEST OF ENGLISH LANGUAGE PROFICIENCY
IN WRITING SKILL

3 tasks

I. Letter-Writing (150 words)                      Marks Allotted: 10
   Duration: 20 minutes

1) Write an application for the post of Teacher in a school. Enclose your bio-data also.

II. Essay Writing (250 words)                      Marks Allotted: 10
    Duration: 30 minutes

1) Role of English in India today.

III. Dialogue Writing (5 responses)                Marks Allotted: 5
     Duration: 10 minutes

1) Write a short conversation between Kumar and an Official of Post Office regarding sending a letter. (5 responses)

*** ***
Appendix-II

ENGLISH LANGUAGE TEACHING RATING SCALE


Name of the B.Ed. Teacher-Trainee:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Language Mastery</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Appropriate Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Proper Grammatical Usage</td>
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<tr>
<td>3.</td>
<td>Stylistic Presentation</td>
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<td>4.</td>
<td>Fluency and Proper punctuation</td>
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<td>5.</td>
<td>Clear and Concise Explanations</td>
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<td></td>
<td><strong>Execution of Lesson</strong></td>
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<td>6.</td>
<td>Adherence to Lesson Plan</td>
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<td>7.</td>
<td>Clarity and Accuracy of Explanations with illustrations</td>
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<td>8.</td>
<td>Variety of Activities with stimulus variation</td>
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<td>9.</td>
<td>Appropriateness of Exercises</td>
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<td>10.</td>
<td>Time-on-Task</td>
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<td>11.</td>
<td>Use of Language appropriate to the context</td>
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<td>12.</td>
<td>Proper Teacher / Student Talk</td>
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<td>13.</td>
<td>Error Correction during teaching</td>
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<td>14.</td>
<td>Proper Pace of Instruction</td>
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<td>15.</td>
<td>Use of Supplementary Materials and Media</td>
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<td>16.</td>
<td>Proper Follow up and Assignments</td>
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<tr>
<td></td>
<td><strong>Control of Learning Environment</strong></td>
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<tr>
<td>17.</td>
<td>Demonstrate Confidence in Teaching English</td>
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<tr>
<td>18.</td>
<td>Exhibit of Enthusiasm for Teaching English</td>
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<tr>
<td>19.</td>
<td>Show of Positive Attitude in the Class</td>
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<td>20.</td>
<td>Ability to promote Motivational and encouragement Techniques</td>
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<tr>
<td>21.</td>
<td>Courtesy in Dealing with Students</td>
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<tr>
<td>22.</td>
<td>Able to maintain Conducive Classroom Atmosphere to Learning</td>
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<tr>
<td>23.</td>
<td>Students Showed Respect</td>
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<tr>
<td>24.</td>
<td>Overall Classroom Atmosphere</td>
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<tr>
<td>25.</td>
<td>Overall Control of the Class</td>
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</table>

Rating is done in four point scale
E-Excellent, G-Good, A-Average, P-Poor

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