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BIBLIOGRAPHY

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APPENDIX – A

A-1 : QUESTIONNAIRE A

QUESTIONNAIRE FOR PARENTS

• Research Topic : “Effectiveness of a Communicative Approach Based Programme in Spoken English for Urdu Medium Students.”

• Researcher : Mrs. Benazeer Shamsuddin Tamboli

• Guide : Dr. Dattatreya Tapkeer

Respected Sir / Madam,

The information obtained from this questionnaire will be kept confidential and it will be used for the research purpose only.

• Name of the Respondent : _________________________________

• Address : _________________________________

• Educational Qualifications : _________________________________

• Occupation : _________________________________

Make the tick mark (√) in front of appropriate option.

1) Does your child speak in English?
   ☐ a) Yes         ☐ b) No

2) Does your child speak in English with you?
   ☐ a) Yes         ☐ b) No

3) Do you find it difficult to speak with your child in English?
   ☐ a) Yes       ☐ b) No

4) Do you help your child to study English?
   ☐ a) Yes       ☐ b) No

5) Do you satisfy the queries of your child if asked in English?
   ☐ a) Yes       ☐ b) No

6) Do you give your child an opportunity to speak in English at home?
   ☐ a) Yes       ☐ b) No

7) Does the English teacher provide enough opportunities for English speaking to the child?
   ☐ a) Yes       ☐ b) No
8) Does the school provide opportunities to improve English speaking?
   □ a) Yes □ b) No

9) Do you send your child to spoken English class?
   □ a) Yes □ b) No

10) Do you find the fees of spoken English classes unaffordable?
    □ a) Yes □ b) No

11) Does your child take interest in English speaking?
    □ a) Yes □ b) No

12) Do you encourage your child to read English newspapers?
    □ a) Yes □ b) No

13) Do you encourage your child to listen to English news to improve spoken English?
    □ a) Yes □ b) No

14) Do you provide extra / supplementary reading material to your child for improvement?
    □ a) Yes □ b) No

15) Does your child’s English teacher discuss the difficulties in spoken English faced by your child with you?
    □ a) Yes □ b) No

16) Does the English teacher of your child discuss with you the reasons behind those difficulties?
    □ a) Yes □ b) No

17) What is the benefit of better spoken English in your child’s progress?
    □ a) Better education □ b) Better career
    □ c) Better life-standard □ d) Better financial gain

18) In which area of spoken English your child is more weak?
    □ a) Vocabulary □ b) Sentence construction
    □ c) Pronunciation □ d) Confidence

19) If your child is weak in spoken English, which of the following aspect of your life is more responsible for the same?
    □ a) Financial condition □ b) Educational condition
    □ c) Social condition □ d) Linguistic condition
20) What do you expect more from your child’s school in improving his/her spoken English?
   a) School should arrange for spoken English classes.
   b) School should make available necessary learning materials.
   c) School should provide maximum opportunities for spoken interactions.
   d) School should arrange some competitions to motivate the children.

21) What do you expect from English teacher for improving spoken English of your child?
   a) Teacher should create confidence in the child.
   b) Teacher should arrange the class so as to give maximum opportunities for English speaking.
   c) Teacher should erase the fear from child’s mind.
   d) Teacher should tell the benefits of spoken English again and again.

22) What do you expect from your child for improving his/her spoken English?
   a) Child should try to speak in English for maximum time.
   b) Child should try to correct as per the guidance of English teacher.
   c) Child should try to keep away the shyness while speaking in English.
   d) Child should try to participate in maximum activities for improving spoken English.

23) How do you take feedback of your child’s progress regarding spoken English?
   a) By visiting schools and English teacher.
   b) By attending parents’ meetings.
   c) By the feedback given by child.
   d) By letters from school.

24) Why do you think that your child should learn spoken English?

25) Why have you selected Urdu as medium of instruction for your child’s education?
A-2 : QUESTIONNAIRE B
QUESTIONNAIRE FOR STUDENTS

• Research Topic : “Effectiveness of a Communicative Approach Based Programme in Spoken English for Urdu Medium Students.”

• Researcher : Mrs. Benazeer Shamsuddin Tamboli
• Guide : Dr. Dattatreya Tapkeer

Dear students,

The information obtained from this questionnaire will be kept confidential and it will be used for the research purpose only.

• Name of the Respondent : ---------------------------------------
• Name of the School : --------------------------------------
• Gender : --------------------------------------

Make the tick mark (✓) in front of appropriate option.

1) Select the occasions when you feel more need of spoken English in your daily routine?
   □ a) While interacting with friends.
   □ b) While interacting with teachers.
   □ c) While interacting with vendors in markets.
   □ d) While interacting with people casually.

2) Do you get an opportunity to use spoken English outside the school?
   □ a) Yes                □ b) No

3) Do you use spoken English outside the classroom?
   □ a) Yes                □ b) No

4) When do you use more spoken English outside the classroom?
   □ a) While making requests    □ b) While making suggestions
   □ c) While asking questions  □ d) While giving orders

5) Do you read English newspapers?
   □ a) Yes                □ b) No

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6) If yes, which newspapers do you read?
☐ a) Times of India  ☐ b) Indian Express
☐ c) DNA  ☐ d) NIE

7) Do you read English books or magazines?
☐ a) Yes  ☐ b) No

8) Which type of books/magazines do you read?
☐ a) Short story books  ☐ b) Comics
☐ c) Textbooks only  ☐ d) School magazines

9) Do you listen to English programmes / news on radio?
☐ a) Yes  ☐ b) No

10) Do you listen to English programme / news on television?
☐ a) Yes  ☐ b) No

11) Do your parents motivate you for speaking in English at home?
☐ a) Yes  ☐ b) No

12) If yes, how do they motivate you?
☐ a) By providing learning materials.
☐ b) By paying fees of spoken English classes.
☐ c) By speaking in English.
☐ d) None of the above.

13) Do you face difficulty in reading English in front of your class?
☐ a) Yes  ☐ b) No

14) Do you face difficulty while interacting with your English teacher?
☐ a) Yes  ☐ b) No

15) Does your English teacher motivate you for speaking in English?
☐ a) Yes  ☐ b) No

16) If yes, how does your English teacher motivate you to speak in English?
☐ a) By speaking in good English.
☐ b) By making us listen to good English.
☐ c) By providing maximum opportunities for English speaking.
☐ d) By arranging co-curricular activities to improve English speaking.

17) Do your parents allow you to attend spoken English classes outside the school?
☐ a) Yes  ☐ b) No
18) Do your parents find it difficult to pay the high fees of spoken English classes?
   □ a) Yes □ b) No

19) How often do your parents meet your English teacher regarding your progress in spoken English?
   □ a) Once in a term □ b) On open day only
   □ c) Generally on call □ d) Never

20) Do you find it difficult to select proper words while speaking in English?
   □ a) Yes □ b) No

21) Do you have a problem of proper sentence construction while speaking in English?
   □ a) Yes □ b) No

22) Do you have a problem of proper pronunciation while speaking in English?
   □ a) Yes □ b) No

23) Do you have a problem of confidence while speaking in English?
   □ a) Yes □ b) No

24) Do you have a fear of making mistakes while speaking in English?
   □ a) Yes □ b) No

25) What are the advantages of speaking good English?

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A-3 : QUESTIONNAIRE C

QUESTIONNAIRE FOR TEACHERS

• Research Topic : “Effectiveness of a Communicative Approach Based Programme in Spoken English for Urdu Medium Students.”

• Researcher : Mrs. Benazeer Shamsuddin Tamboli

• Guide : Dr. Dattatreya Tapkeer

Respected Sir/Madam,

The information obtained from this questionnaire will be kept confidential and it will be used for the research purpose only.

Name of the Respondent : ---------------------------------------

Educational Qualifications : --------------------------------------

Name of the School : --------------------------------------

Experience (in years) : --------------------------------------

Make the tick mark (√) in front of appropriate option.

1) What is your opinion about spoken English of Urdu Medium students?
   □ a) They are reluctant to speak in English.
   □ b) They do not speak properly in English.
   □ c) They are not confident while speaking in English.
   □ d) The influence of mother tongue / regional language is observed when they speak in English.

2) Do Urdu medium students lag behind in spoken English when compared with English medium students?
   □ a) Yes    □ b) No

3) If yes, what is more appropriate reason behind it?
   □ a) Impact of mother tongue/regional language.
   □ b) Lack of opportunities.
   □ c) Non-supportive family background.
   □ d) Lack of confidence.
4) Do the parents of Urdu medium students find it difficult to pay attention to spoken English of their child?
   □ a) Yes   □ b) No

5) If yes, what is more appropriate reason behind it?
   □ a) Lack of education   □ b) Lack of awareness
   □ c) Weak financial background   □ d) Lack of time

6) Which of the following aspects is more responsible for weakness in spoken English of Urdu medium students?
   □ a) Educational background of family.
   □ b) Financial background of family.
   □ c) Social background of family.
   □ d) Linguistic background of family.

7) What efforts do you take to improve spoken English of Urdu medium students?
   □ a) Extra classes.
   □ b) Provision of learning material.
   □ c) More opportunities to speak in English.
   □ d) Psychological support to the student.

8) Does the prescribed textbook for Std. 8th provide opportunities for improvement of spoken English?
   □ a) Yes   □ b) No

9) If yes, select the most frequently suggested activity in the text book.
   □ a) Pair interaction   □ b) Group interaction
   □ c) Speech in front of the class   □ d) Interaction with teachers

10) What is the most common problem in weak spoken English of Urdu medium students?
    □ a) Lack of supportive environment.
    □ b) Lack of opportunities.
    □ c) Influence of mother tongue/regional language.
    □ d) Fear of English.

11) Is spoken English directly related with higher education of Urdu medium students?
    □ a) Yes   □ b) No
12) Are the reading abilities directly related with spoken English?
   a) Yes  b) No

13) If yes, which of the following aspect is more related?
   a) Vocabulary  b) Sentence construction
   c) Pronunciation  d) Speed of delivery

14) What activities do you conduct to improve spoken English of Urdu medium students?
   a) Story telling  b) Language games
   c) Picture description  d) Pick and speak

15) Do you find Urdu medium students lack confidence while speaking in English?
   a) Yes  b) No

16) Do the Urdu medium students fall short of vocabulary while speaking in English?
   a) Yes  b) No

17) Are they reluctant to speak in English due to influence of Urdu as medium of instruction?
   a) Yes  b) No

18) Does the family background adversely affect spoken English of Urdu medium students?
   a) Yes  b) No

19) Is there any relation between reading and writing of Urdu and spoken English of Urdu medium student?
   a) Yes  b) No

20) What kind of errors do you find more in spoken English of Urdu medium students?
   a) Improper pronunciation.  b) Improper use of vocabulary.
   c) Improper use of tenses.  d) Improper use of stress and intonation.

21) Which innovative ideas do you use for improvement in spoken English of Urdu medium students?
22) What kind of exercise do you take in your classroom for improving spoken English of Urdu medium students?

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23) What are the reasons identified by you behind weak spoken English of Urdu medium students?

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24) What are the difficulties observed by you as an English teacher in erasing the impact of Urdu while your students speak in English?

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25) Why do you think that children should learn spoken English?

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APPENDIX – B

TRANSLATION OF QUESTIONNAIRE A

• Research Topic : “Effectiveness of a Communicative Approach Based Programme in Spoken English for Urdu Medium Students.”

• Researcher : Mrs. Benazeer Shamsuddin Tamboli

• Guide : Dr. Dattatreya Tapkeer

आदरणीय ...
आपके द्वारा प्राप्त की गई जानकारी अनुसार इस उपयोग की जाएगी और गूढ़ रखी जाएगी!

प्रतिसादक का नाम : __________________________________________________________
पता : ________________________________________________________________
शैक्षिक अहिता : _______________________________________________________

व्यवहार : ______________________________________________________________

उचित पर्याय के सामने ✔ का चिन्ह बनाइए!

1) क्या आपका बच्चा अंग्रेजी में बात करता है?
   □ 1) हाँ □ 2) ना

2) क्या आपका बच्चा आपके साथ अंग्रेजी में बात करता है?
   □ 1) हाँ □ 2) ना

3) क्या आपके बच्चे के साथ अंग्रेजी में बात करने में कठिनाइयाँ आती हैं?
   □ 1) हाँ □ 2) ना

4) क्या आप अपने बच्चे की अंग्रेजी की पढ़ाई में मदद करते हैं?
   □ 1) हाँ □ 2) ना

5) क्या आप अपने बच्चे की अंग्रेजी की शॉकाओं का समाधान करते हैं?
   □ 1) हाँ □ 2) ना

6) आप अपने बच्चे को घर पर अंग्रेजी में बात करने का मौका/अवसर देते हैं?
   □ 1) हाँ □ 2) ना

7) आपके बच्चे के अंग्रेजी विषय के अध्यापक अंग्रेजी में बात करने का मौका उनको देते हैं?
   □ 1) हाँ □ 2) ना

8) क्या अंग्रेजी संभाषण सुभाष का मौका स्कूलद्वारा दिया जाता है?
   □ 1) हाँ □ 2) ना
9) आप आपके बच्चे को स्पोकन इंग्लिश क्लास में भेजते हैं?
- 1) हाँ
- 2) ना

10) क्या आपको स्पोकन इंग्लिश क्लासेस का शुल्क बहुत ज्यादा लगता है?
- 1) हाँ
- 2) ना

11) क्या आपका बच्चा अंग्रेजी बात करने में रूची लेता है?
- 1) हाँ
- 2) ना

12) क्या आप अपने बच्चे को अंग्रेजी अक्षरार्थ पढ़ने के लिए प्रोत्साहित करते हैं?
- 1) हाँ
- 2) ना

13) क्या आप अपने बच्चे को अंग्रेजी संभाषण सुधार के लिए अंग्रेजी समाचार सुनने के लिए प्रोत्साहित करते हैं?
- 1) हाँ
- 2) ना

14) क्या आप अपने बच्चे को सुधार हेतु पुराक साहित्य उपलब्ध कराते हैं?
- 1) हाँ
- 2) ना

15) क्या अंग्रेजी संभाषण में आपके बच्चे को अनेकाली कठिनाइयों के बारे में अंग्रेजी के अध्यापक आप के साथ चर्चा करते हैं?
- 1) हाँ
- 2) ना

16) क्या आपके बच्चे के अंग्रेजी के अध्यापक इन कठिनाइयों के कारणों के बारे में आपसे चर्चा करते हैं?
- 1) हाँ
- 2) ना

17) आपके बच्चे की तरफ़ी में अच्छे अंग्रेजी संभाषण के क्या फायदे हैं?
- 1) अच्छा शिक्षा
- 2) अच्छा रेता
- 3) अच्छा जीवनस्तर
- 4) अच्छी आमदनी

18) अंग्रेजी संभाषण के कीनसे क्षेत्र में आपका बच्चा ज्यादा कमजोर है?
- 1) साधारण
- 2) वाक्यरचना
- 3) उच्चारण
- 4) आत्मविश्वास

19) अगर आपका बच्चा अंग्रेजी संभाषण में कमजोर है तो आपके जीवन की कौनसी बात उस के लिए जिम्मेदार है?
- 1) आर्थिक स्थिति
- 2) बौद्धिक स्थिति
- 3) सामाजिक स्थिति
- 4) भाषाक स्थिति
20) आपके बच्चे के अंग्रेजी संभाषण सुधार में उस के स्कूल से आप कौनसे उपायों का विकल्प उपलब्ध करते हैं?
   - 1) स्कूल स्पोकन इंग्लिश क्लासेस चलाए।
   - 2) स्कूल आदेशक अध्ययन सामग्री उपलब्ध कराए।
   - 3) स्कूल अधिकार संभाषण के अवसर बनाए।
   - 4) स्कूल बच्चों को प्रेरित करने हेतु स्पर्शों का आवेदन करे।

21) आपके बच्चे के अंग्रेजी संभाषण सुधार में उससे अंग्रेजी के अध्यापक से आप क्या चाहते हैं?
   - 1) अध्यापक बच्चों में आत्मविश्वास पैदा करे।
   - 2) अध्यापक बच्चों को अधिक से अधिक अंग्रेजी संभाषण के मौके मिल इस तरह की बार होना।
   - 3) अध्यापक बच्चों के मनसे अंग्रेजी संभाषण का भय निकाल दे।
   - 4) अध्यापक बच्चों को बेहतर अंग्रेजी संभाषण के फायदे बार-बार बताए।

22) अंग्रेजी संभाषण सुधारने हेतु आप अपने बच्चे से क्या चाहते हैं?
   - 1) बच्चा अधिकार अंग्रेजी में बाल करे।
   - 2) बच्चा अध्यापक के मार्गदर्शक अनुसार अपना संभाषण सुधार करे।
   - 3) बच्चा अंग्रेजी संभाषण के समय भर एवं लज्जा न बने।
   - 4) बच्चा बेहतर अंग्रेजी संभाषण के लिए आयोजित उपक्रमों में अधिकतर सहभाग करे।

23) आप आपके बच्चों के अंग्रेजी संभाषण के प्रगति के बारे में प्रतिपुष्टि कैसे करते हैं?
   - 1) स्कूल एवं अंग्रेजी के अध्यापक से मुलाकात द्वारा।
   - 2) पालक सम्बन्धित द्वारा।
   - 3) बच्चे से प्रात संबंधित द्वारा।
   - 4) स्कूल से प्रात पत्रों द्वारा।

24) आपका बच्चा अंग्रेजी संभाषण करें ऐसा आपको बच्चों के लिए उद्देश्य मात्रम क्यों चुना?

25) आपने अपने बच्चे की शिक्षा के लिए उद्देश्य मात्रम क्यों चुना?
APPENDIX – C

PRE TEST

1. Introduce yourself to the class.
2. Tell your friends about your family.
3. Describe / tell about your favorite T.V. show.
4. You celebrate Ramzan Idd. Tell about it to your teacher.
5. Your friend wants to visit your home. Tell him/her the address of your home.
6. Describe your feelings when your teacher praises you in the class.
7. If you win drawing competition, how will you feel and celebrate the moment?
8. Your friend has got 1st prize in essay competition. Congratulate him/her.
9. You have lost the story book of your friend. Express your apologies to him.
10. Describe your school.
11. Tell about the difficulties you face in studying to your teacher.
12. Tell/Describe the place you like most in Pune.
13. You want to eat Pav Bhaji. Tell your mother to prepare it at home.
14. Tell your father about your plans for coming vacations.
15. Tell your friend about how plastic bags are not good for environment.
16. You are in a cinema hall. Ask for the tickets of evening show.
17. You want to participate in school cultural programme. Convince your teacher for this.
18. Describe the school picnic of last year.
19. You have forgotten your pen at home. Request your friend to give a pen to you for a day.
20. Tell about your hobbies to your friend.
**APPENDIX – D**

**PROGRAMME MATERIAL**

**D-1 : How to improve spoken English.**

- Start speaking in English.
- Think in English.
- Do not translate from native language to English.
- Do not lose confidence.
- Observe lip movements of good English speakers and imitate them.
- Slow down the speed of speaking.
- Read aloud for at least 15 to 20 minutes everyday in English.
- Use good dictionary.
- Learn a new word in English everyday.
- Pronounce the ending of each word carefully.
- Use simple sentences till you gain confidence.
- Use English for maximum situations.
- List out frequently used words and expressions in English and learn to pronounce them correctly.
- Read English newspapers, books and magazines.
- Listen to good English from television and radio.

□□□

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D-2 : TOPICS FOR LOUD READING

My Mother

I love my mother very much. She is very kind and generous. She helps me in my day to day work. She gives encouragement in many activities. She is ideal person in my life. we share our feelings with each other. She always helps others in need. She has taught me how to behave and respect elder persons. She is very strict about time and discipline. My whole family loves her a lot. She is my mother as well as a teacher. I am proud of my mother.

My School

I love my school. My school has a big playground. We have a sports room. My school has a big library with many books in them. My school also has a computer laboratory and a music room. There are 2000 students in my school. There are 50 nice classrooms. The principal and the teachers in my school are very kind and gentle. They are honest and hard working. I love going to school. I am very proud of my school.

(7 other paragraphs of same difficulty level were used for practice.)
D-3 : DIALOGUES

Taking Care

MEENA : Do you need some water to take your medicine?
LEENA : Yes, I do.
MEENA : Here’s some water for you.
LEENA : Thanks. You are very kind.
MEENA : It’s my pleasure. I’m hungry. Would you like to have lunch?
LEENA : Absolutely. I want to buy you lunch because you’re so helpful.
MEENA : Wonderful. What would you like to eat?
LEENA : I would like to eat roti and subji.
MEENA : OK. That’s good.
LEENA : Fine, let’s have it!

Save or spend.

MOM : What are you doing, Nina?
NINA : I am counting my money.
MOM : How much do you have?
NINA : I have 140 rupees. I don’t have enough to buy a new video game.
MOM : How much do you need?
NINA : I need to save 50 more rupees to buy the video game.
MOM : Are you sure you want to spend all of your money?
NINA : I think it’s fun to spend money, don’t you?
MOM : No, it’s great to save money.

(8 other dialogues of the same difficulty level were used for practice)
D-4 : TABLES FOR DRILL

Simple sentences

<table>
<thead>
<tr>
<th></th>
<th>am</th>
<th>eating</th>
<th>a mango.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>is</td>
<td>playing</td>
<td>cricket.</td>
</tr>
<tr>
<td>He</td>
<td>are</td>
<td>singing</td>
<td>a song.</td>
</tr>
<tr>
<td>She</td>
<td></td>
<td>writing</td>
<td>a letter.</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>reading</td>
<td>a book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>washing</td>
<td>clothes</td>
</tr>
</tbody>
</table>

Simple Questions

<table>
<thead>
<tr>
<th></th>
<th>do</th>
<th>you</th>
<th>eat?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>do</td>
<td>you</td>
<td>eat?</td>
</tr>
<tr>
<td>Where</td>
<td>did</td>
<td>they</td>
<td>play?</td>
</tr>
<tr>
<td>When</td>
<td>will</td>
<td>he/she</td>
<td>write?</td>
</tr>
<tr>
<td>How</td>
<td>does</td>
<td>he/she</td>
<td>read?</td>
</tr>
<tr>
<td>Why</td>
<td></td>
<td>he/she</td>
<td></td>
</tr>
</tbody>
</table>
LESSON NOTES

E-1 : - Drill Work

- **Previous Knowledge**: Pupil knows parts of speech and simple sentences.
- **Teaching aids**: Word list, paragraphs, tables, list good thoughts, proverbs, etc.
- **Objectives**: 1) To give listening exposure to the students.
  2) To create confidence by conducting drill work.
  3) To make the students familiar with English pronunciation.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher greets the class.</td>
<td></td>
<td>Teacher greets the class. Teachers talks informally with the pupils while writing details on blackboard. Teachers asks questions.</td>
<td>Pupil responds. Pupil listens and observes.</td>
<td>Pupil answers. Have you recited any peon in the class?</td>
</tr>
</tbody>
</table>
Paragraphs for reading.
List of words- nouns, verbs, adverbs, adjectives etc.
Pledge for reading
Good thoughts & Proverbs for drill work.

**Knowledge**: Pupil reads the given material

**Comprehension**: Pupil repeats the given material with proper pronunciation.

**Skill and Application**: Pupil pronounces the given material correctly.

| A word list | Teacher states the aim, “Today we will read and repeat some, words, sentences & tables’

**Presentation**: Teacher introduces listening activity
Teacher reads small paragraphs.
Teacher gives instructions about follow up reading and drill work.
Teacher reads a word list for the pupils.
Teacher asks the pupil to read a word list.
Teacher asks other pupils to repeat it.
Teacher corrects mistakes.
Teacher conducts drill work for list of nouns, verbs, good thoughts, |

**Do you know the reason of it?**

<table>
<thead>
<tr>
<th>Activities</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>proverbs, small paragraphs.</td>
<td>proverbs, small paragraphs etc.</td>
</tr>
<tr>
<td>Tables of small sentences on the Chart</td>
<td>Teacher displays and reads tables from the charts and asks them to repeat.</td>
</tr>
<tr>
<td></td>
<td>Teacher reads pledge from the textbook and asks them to repeat.</td>
</tr>
<tr>
<td></td>
<td>Teacher tells about the advantages of drill work.</td>
</tr>
<tr>
<td></td>
<td>Teacher gives homework.</td>
</tr>
<tr>
<td></td>
<td>Teacher greets the class and cleans the blackboard.</td>
</tr>
<tr>
<td></td>
<td>Pupil listens and repeats.</td>
</tr>
<tr>
<td></td>
<td>Pupil listens and repeats.</td>
</tr>
<tr>
<td></td>
<td>Pupil listens.</td>
</tr>
<tr>
<td></td>
<td>Pupil takes it down in the notebook.</td>
</tr>
<tr>
<td></td>
<td>Pupil observes and responds.</td>
</tr>
<tr>
<td></td>
<td>Read the pledge 5 times loudly.</td>
</tr>
</tbody>
</table>
**E-2 : Loud Reading / Role Play Reading**

- **Previous Knowledge:** Pupil knows how to read small sentences.

- **Teaching aids:** Small paragraphs for reading and role-play reading sheets.

- **Objectives:**
  1) To enable the pupil to pronounce words properly.
  2) To enable the pupil to read loudly with proper pauses and speech variations.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher greets the class.</td>
<td>Pupil responds.</td>
<td>1) How are today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher writes the details on the blackboard.</td>
<td>Pupil observes.</td>
<td>2) What did you eat for the breakfast?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher asks questions to the pupil about their daily routine</td>
<td>Pupil answers.</td>
<td>3) Now did you come to school today?</td>
</tr>
</tbody>
</table>
Small paragraphs for reading.
Short story.
Role play reading sheets with at least two to three characters each.

**Knowledge:** Pupil reads small paragraphs and role-play reading sheets loudly.

**Comprehension:** Pupil reads with proper pauses and proper speed while reading loudly.

**Skill and Application:** Pupil uses speech variation along with pauses and proper speed of delivery while reading loudly any

| Small Paragraphs | Teacher states the aim, “Today we will read some paragraphs loudly and we will do role play reading also.”

**Presentation:**
Teacher narrates benefits of loud reading to the pupils.
Teacher tells a short story to the pupils and asks few questions on that story for listening exposure.
Teacher distributes small paragraphs to every pupil.
Teacher then reads one paragraph loudly and asks to pay attention.
Teacher asks each pupil to read the paragraph loudly and corrects the errors.
Teacher then divides the class in pairs and distributes role-play reading sheets.

| Role play reading sheets | Pupil listens.

| Presentation | Pupil listens.

| Pupil answers. | Pupil collects.

| Pupil listens carefully. | Pupil reads.

| Pupil forms pairs and collects role-play reading sheets. |
| given text. | Teacher then reads one sheet.  
Teacher asks them to select the characters as per the given sheets.  
Teacher asks them to read loudly as per the selected character.  
Teacher guides pupil for proper pauses, speed and speech variations.  
Teacher asks to repeat both the activities  
Teacher again tells the benefits of loud reading.  
Teacher gives homework. “Read the lesson in your textbook loudly twice.”  
Teacher greets the class and cleans the blackboards. | Pupil listens carefully.  
Pupil follows.  
Pupil follows the instructions and reads.  
Pupil follows.  
Pupil repeats  
Pupil listens  
Pupil takes down. |
## E-3: Filmstrips

- **Previous Knowledge**: Pupil knows cartoon films and some feature films also.

- **Teaching aids**: - Filmstrips  
  - The Planet Earth  
  - Alice in Wonderland

- **Objective**: 1) To create interest about English among pupils.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
|                 |                                 |               | Teacher greets the class.  
Teacher talks informally with pupils while writing details on blackboard.  
Teacher reads a short story for the pupils.  
Teacher tells about stories in various forms.  
Teacher states the aim. “Today we will watch some short films based on stories and information.”| Pupil responds.  
Pupil listens and observes.  
Pupil listens.  
Pupil listens. | Pupil listens. | 1) How are today?  
2) What did you eat for the breakfast?  
3) Now did you come to school |
<table>
<thead>
<tr>
<th>Films</th>
<th>Knowledge</th>
<th>Presentation</th>
<th>today?</th>
</tr>
</thead>
</table>
| -The Planet Earth.  
- Alice in Wonderland. | Pupil watches the films carefully and tells the story.  
**Comprehension:** Pupil answers the questions based on the films.  
**Skill and Application:** Pupil uses dialogues in his daily communication properly. | Teacher arranges for the display of films.  
Teacher instructs the pupils for proper seating arrangements.  
Teacher displays the film ‘The Planet Earth’ for 20 to 30 min.  
Teacher asked few questions on the film.  
Teacher then displays the film ‘Alice in Wonderland’ for 30 min.  
Teacher satisfies queries of the pupils.  
Teacher tells about dialogue delivery.  
Teacher greets the class and cleans the blackboard. | Pupil observes.  
Pupil follows the instruction and sits properly.  
Pupil watches.  
Pupil answers.  
Pupil watches carefully.  
Pupil listens.  
Pupil listens.  
Pupil responds and watches. |

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**E-4 : Introductions**

- **Previous Knowledge**: Pupil knows about informal conversations.

- **Teaching aids**: - Chart with introduction details.

- **Objectives**: 1) To enable the pupil to introduce oneself.

2) To enable the pupil to introduce another person.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductions</strong></td>
<td>Knowledge : Pupil introduces oneself.</td>
<td>Knowledge : Pupil introduces others.</td>
<td>Teacher greets the class. Teacher asks few questions. Teacher writes the details on blackboard. Teacher states the aim “Today we will learn to introduce ourselves and tell something more about us”.</td>
<td>Pupil responds. Pupil answers. Pupil observes.</td>
<td>1) What do you like to eat? 2) Which is your favourite colour?</td>
</tr>
<tr>
<td>-Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Hobbies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likes</td>
<td>Dislikes</td>
<td>Favourites</td>
<td>Family etc.</td>
<td>Skill and Application: Pupil uses introductions in daily communications.</td>
<td>Chart with introduction details.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher asks the pupil to repeat the activity. Teacher greets the class and cleans the blackboard.</td>
<td>Pupil repeats. Pupil responds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E-5 : Pick and Speak

- Previous Knowledge : Pupil knows construction of small simple sentences.

- Teaching aids : Chits on which topics are written.

- Objectives : 1) To enable the pupil to use English confidently.
                2) To enable the pupil to frame correct sentences on given topic.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics-</td>
<td>Knowledge : Pupil frames sentences related to given topic.</td>
<td></td>
<td>Teacher greets the class. Teacher writes the details on blackboard. Teacher reads a story for them. Teacher asks questions based on the story. Teacher talks on various simple topics. Teacher states the aim, “Today we will learn to speak on a topic in correct sentences”. Presentation :</td>
<td>Pupil responds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pupil observes.</td>
<td>Pupil listens.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pupil listens.</td>
<td>Pupil listens.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pupil answers.</td>
<td>Pupil listens.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Comprehension: Pupil talks properly on the topic in at least 8 to 10 sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill and Application: Pupil talks on given situation in daily communications.</td>
</tr>
<tr>
<td>Chits on which topics are written.</td>
</tr>
</tbody>
</table>
E-6 : Word Game

- **Previous Knowledge**: Pupil knows different parts of speech.

- **Teaching aids**: List of words-nouns, verbs, adverbs adjectives.

- **Objectives**: To enable the pupil to use various parts of speech in the spoken communication.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher greets the class. Teacher writes the details on blackboard while talking to the students informally. Teacher narrates on interesting incident from a nearby school to the class. Teacher states the aim, “Today we will play a word game and learn to use various parts of speech in spoken communication.”</td>
<td>Pupil responds. Pupil observes and listens.</td>
<td>Pupil listens. Pupil listens.</td>
</tr>
<tr>
<td>Word list</td>
<td>Knowledge: Pupil frames the sentence by using parts of speech. <strong>Comprehension:</strong> Pupil tells the framed sentences to the teacher and class. <strong>Skill and Application:</strong> Pupil uses various parts of speech in spoken Communication properly.</td>
<td>Presentation: Teacher introduces the activity. Teacher gives suggestions to the class twice in English and Hindi also. Teacher displays the chart with few parts of speech. Teacher selects one word from each category and forms a sentence. Teacher asks pupil to select a word in similar way and prepare a sentence. Teacher then asks to tell the sentence to the class. Teacher corrects the errors. Teacher asks the class to select more words from the list provided and prepare the sentences. Teacher tells the class to exchange the sentences in pairs. Teacher motivates the class to prepare</td>
<td>Presentation: Teacher listens. Teacher listens. Teacher listens. Teacher observes. Teacher listens. Teacher follows the instructions. Teacher tells. Teacher listens. Teacher follows the instructions. Teacher tells. Teacher responds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) <strong>Verbs</strong> – Sing, write, sleep, swim, play, eat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) <strong>Helping Verbs</strong> – Is, was, can, will, have, are.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) <strong>Prepositions</strong> – On, in, about, of, to for.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) <strong>Adjectives</strong> – New, beautiful, heavy, small, easy, strong.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>more and more sentences.</td>
<td>and tells prepared sentences to the class.</td>
<td>Prepare at least 10 sentences and tell them to your family members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher gives homework.</td>
<td>Pupil takes down.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher greets the class and cleans blackboard.</td>
<td>Pupil responds and observes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E-7: Sentence Game

- **Previous Knowledge**: Pupil knows how to prepare simple sentences.

- **Teaching aids**: List of sentences.

- **Objectives**:
  1) To enable the pupil to prepare the pupil to build 5 to 6 sentences and exchange them with friends in spoken communication.
  2) To enable the pupil to communicate ideas confidently.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Sentences.</td>
<td>1) It is fun to run.  2) I find it very easy.</td>
<td>Teacher greets the class.  Teacher writes the details on blackboard.  Teacher plays a recorded story in the class and asks them to listen carefully.  Teacher asks the class to share their views about the story.  Teacher motivates the class to share more and more views and asks more</td>
<td>Pupil responds.  Pupil observes.  Pupil listens carefully.  Pupil shares views and asks questions also.  Pupil follows the instructions.</td>
<td>1) What do you like to eat?  2) Which is your favourite colour?</td>
<td></td>
</tr>
</tbody>
</table>
3) Oh! How nice it is!
4) I like this.
5) I like holiday.
6) Luckily, I remember it.
7) Thank you very much.
8) I don’t know.
9) I will do it tomorrow.
10) The sky is blue.
11) I am searching it everywhere.
12) Be careful.
13) The man knocked the door.
14) She greeted me with smile.
15) I fell down from

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Skill and Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil prepares correct sentences.</td>
<td>Pupil frames correct and related sentences to the first sentences.</td>
<td>Pupil narrates the ideas in relevant and correct sentences in spoken communication.</td>
</tr>
</tbody>
</table>

**List of sentences.**

Teacher states the aim, “Today we will play a sentence game.”

**Presentation:**

Teacher introduces the activity.

Teacher gives instruction about the activity.

Teacher writes one sentence on the blackboard.

Teacher asks one pupil to read.

Teacher then asks to the same pupil to imagine any situation about the written sentence and narrate it to the class.

Teacher motivates the pupil and corrects the errors.

Teacher asks 10 to 15 pupils to repeat

Pupil listens with interest.

Pupil listens with interest.

Pupil listens carefully.

Pupil observes.

Pupil reads loudly.

Pupil tries and narrates in few sentences.

Pupil listens and tries to improve.

Pupil follows the instructions.

Pupil follows the
| the steps.  
[Thirty sentences of similar level were used.] | the activity for the class.  
Teacher asks the class to repeat the activity pairs.  
Teacher gives homework. | instructions, repeats the activity and Pupil tells the sentences to the partner. Pupil takes down. | Select any sentence and frame at least 5 related sentences. Tell those sentences to your friends. |
### E-8 : Dialogue Completion

- **Previous Knowledge**: Pupil knows conversations.
- **Teaching aids**: Dialogue completion sheets.
- **Objective**: To enable the pupil to complete given dialogues.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List of Knowledge</strong></td>
<td>Pupil converses with the partner.</td>
<td></td>
<td>Teacher greets the class. Teacher writes the details on the blackboard and talks with the class. Teacher narrates a story to the class. Teacher states the aim, “Today we will learn to complete the dialogue.”</td>
<td>Pupil responds. Pupil observes and responds to the talks of the teacher. Pupil listens. Pupil listens.</td>
<td></td>
</tr>
<tr>
<td>Expressions.</td>
<td>Dialogue sheets with 2, 3 or 4 characters.</td>
<td>A list of expressions</td>
<td>Teacher provides a list of commonly used expressions in conversations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill and Application:</td>
<td>Pupil uses proper speech variation body language and facial expressions while conversing with others.</td>
<td>Dialogue Sheets</td>
<td>Teacher conducts a drill for it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher distributes dialogue completion sheets.</td>
<td>Teacher asks the pupil to read the sheet and complete the dialogue.</td>
<td>Teacher corrects the errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher then divides the class in pairs and asks to complete the activity again.</td>
<td>Teacher then divides the class in groups of 3 or 4 and asks to repeat the activity with new sheets.</td>
<td>Teacher greets the class &amp; cleans the blackboard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher greets the class &amp; cleans the blackboard.</td>
<td>Pupil reads.</td>
<td>Pupil repeats after teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil repeats after teacher.</td>
<td>Pupil takes the sheets.</td>
<td>Pupil follows the suggestions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil takes the sheets.</td>
<td>Pupil listens.</td>
<td>Pupil exchanges the dialogue in pairs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil exchanges the dialogue in pairs.</td>
<td>Pupil completes the dialogue as per the selected character.</td>
<td>Pupil observes and responds.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E-9 : Greetings and Requests

- **Previous Knowledge**: Pupil knows about greetings people and making requests.

- **Teaching aids**: List of some greetings and request patterns.

- **Objective**: To enable the pupil to use English for practical purpose.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher greets the class. Teacher writes the details on blackboard. Teacher plays a pre recorded story for the class and asks the class to listen carefully. Teacher plays pre recorded conversations for the class and asks to listen carefully. Teacher states the aim, “Today we will learn some greetings and requests and their use in conversations.”</td>
<td>Pupil responds.</td>
<td></td>
</tr>
</tbody>
</table>

242
| Greetings. | Knowledge : Pupil greets people  
Pupil makes simple request.  
**Comprehension:** Pupil uses greetings as per the demand.  
Pupil makes request as per the demand of the situation.  
**Skill and Application:** Pupil uses greetings and requests in the conversations. | List of Greetings and requests. | **Presentation :**  
Teacher introduces the activity with necessary suggestions.  
Teacher provides a list of greetings & request patterns.  
Teacher explains the items in the list and their use.  
Teacher motivates the class to ask the queries if any.  
Teacher divides the class in pairs.  
Teacher asks the class to use the given greetings in their own dialogues with small and simple sentences.  
Teacher asks the class to use given patterns in their own imaginary situations.  
Teacher takes rounds in the class and  |
| Requests. | Pupil listens.  
Pupil reads.  
Pupil listens.  
Pupil asks doubts, queries.  
Pupil follows the suggestions.  
Pupil uses greetings in various situations.  
Pupil uses request patterns in various situations.  
Pupil listens to |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>assists them in the activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher greets the class and cleans the blackboard.</td>
<td>the teacher carefully and speaks accordingly. Pupil observes and responds.</td>
<td></td>
</tr>
</tbody>
</table>
### E-10: Orders, Suggestions and Inquiries

- **Previous Knowledge**: Pupil knows orders, suggestions and inquiries.
- **Teaching aids**: List of orders, suggestions and inquiries.
- **Objective**: To enable the pupil to use English for practical purpose.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher greets the class.</td>
<td>Pupil responds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher writes the details on the blackboard.</td>
<td>Pupil observes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher shares the experience in her school days with the class.</td>
<td>Pupil listens carefully.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher play some pre recorded conversations for the class and asks them to listen carefully.</td>
<td>Pupil answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher asks some questions regarding the conversations.</td>
<td>Pupil listens.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher states the aim, “Today we will learn about orders and their use,”</td>
<td>Pupil answers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pupil listens.</td>
<td></td>
</tr>
</tbody>
</table>
Pupil gives suggestions. 
Pupil makes necessary inquiries. 
Comprehension: Pupil uses orders, suggestions and inquiries in the conversation. 
Skill and Application: Pupil uses orders suggestions and inquiries as per the need of the situation. | A list of orders suggestions & inquiries. | suggestions and inquiries in English conversation. |
|---------|------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------|
|         | **Presentation:** 
Teacher introduces the activity. 
Teacher distributes the list of orders, suggestions and inquiries. 
Teacher explains the use of orders in conversations. 
Teacher asks the class to use orders in the conversation in pairs. 
Teacher explains the use of suggestions. 
Teacher then asks the class to use suggestions in the pair conversation. 
Teacher explains the use of inquiries. 
Teacher asks the class to enquire about the things or address in pairs. 
Teacher corrects and assists the class as necessary. | **Presentation:** 
Teacher introduces the activity. 
Teacher distributes the list of orders, suggestions and inquiries. 
Teacher explains the use of orders in conversations. 
Teacher asks the class to use orders in the conversation in pairs. 
Teacher explains the use of suggestions. 
Teacher then asks the class to use suggestions in the pair conversation. 
Teacher explains the use of inquiries. 
Teacher asks the class to enquire about the things or address in pairs. 
Teacher corrects and assists the class as necessary. | **Presentation:** 
Teacher introduces the activity. 
Teacher distributes the list of orders, suggestions and inquiries. 
Teacher explains the use of orders in conversations. 
Teacher asks the class to use orders in the conversation in pairs. 
Teacher explains the use of suggestions. 
Teacher then asks the class to use suggestions in the pair conversation. 
Teacher explains the use of inquiries. 
Teacher asks the class to enquire about the things or address in pairs. 
Teacher corrects and assists the class as necessary. |
<table>
<thead>
<tr>
<th>Teacher greets and cleans the blackboard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil responds and observes.</td>
</tr>
</tbody>
</table>
E-11: Picture Description

- **Previous Knowledge**: Pupil understands pictures.
- **Teaching aids**: Two pictures of a school and bazar place.
- **Objectives**: 1) To enable the pupil to describe the picture.
  2) To enable the pupil to ask questions about the picture.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher greets the class. Teacher writes the details on the background. Teacher talks about the school and the activities in the school. Teacher asks the pupils to narrate their routine before school starts. Teacher assists the pupils and corrects the errors.</td>
<td></td>
<td></td>
<td>Pupil responds. Pupil observes. Pupil listens and reacts. Pupil narrates. Pupil narrates.</td>
<td>Pupils follows the suggestions and narrates accordingly.</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Comprehension</td>
<td>Skill &amp; Application</td>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
<td>---------------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A picture of school activities.</td>
<td>A picture of a bazar place.</td>
<td>A small picture of a zoo A small picture of a garden.</td>
<td>Teacher states the aim, “Today we will learn to describe a picture in simple sentences and with the help of simple questions.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge: Pupil describes a picture.</td>
<td>Comprehension: Pupil frames simple sentences and questions to describe a picture.</td>
<td>Skill &amp; Application: Pupil describes any picture with the help of simple sentences and questions.</td>
<td>Presentation: Teacher introduces the activity and gives necessary instructions to the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A small picture of a zoo A small picture of a garden.</td>
<td></td>
<td></td>
<td>Teacher displays a small picture and demonstrates how to describe a picture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher then displays another small picture and demonstrates how to ask questions about picture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher then displays a picture of school activities on a big chart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher asks the class to describe the picture in simple sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher displays a picture of a bazar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pupil observes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pupil frames simple sentences about the picture &amp; describes it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pupil observes carefully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pupil observes and listens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pupil observes and listens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pupil observes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher asks the class to frame questions about the picture and the answers from the partner in the pair. Teacher greets the class and cleans the blackboard. Pupil performs the activity in pair. Pupil responds and observes.
**E-12 : Playing with Time**

- **Previous Knowledge**: Pupil is familiar with wrist watches, wall clocks and time.
- **Teaching aids**: Wall clock, wrist watches and cards of clock images.
- **Objectives**:
  1) To enable the pupil to read and tell the time properly.
  2) To enable the pupil to use timings properly in the conversations.
  3) To enable the pupil to know the terms related to time span.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher greets the class. Teacher writes the details on the board. Teacher plays pre-recorded conversations. Teacher asks questions about the conversations. Teacher asks the timings to a pupil.</td>
<td>Pupil responds. Pupil observes. Pupil listens carefully. Pupil answers. Pupils answers in his routine language not in English.</td>
<td>What is the time now?</td>
</tr>
</tbody>
</table>
| Quarter to. | **Knowledge** | Teacher tells how to tell time in English.
Teacher states the aim, “Today we will learn to read and tell timings in English.”
**Presentation:**
Teacher introduces the activity with necessary suggestions.
Teacher demonstrates how to read time with the help of a wall clock.
Teacher displays various timings and asks pupil to tell the timings.
Teacher asks the class to tell different timings from their wrist watches.
Teacher explains the terms related to time span.
Teacher asks the class to prepare sentences using these terms and
| **Comprehension:** | A wall clock. | Pupil listens carefully.
Teacher listens carefully. | **Skill and Application:** | Wrist watches. | Pupil observes the clock and tells the timings. | Pupil changes timings in wrist watch & tells. | Pupil listens. | Pupil listens. | Pupil follows the instructions and |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cards with clock images.</td>
<td>Teacher distributes the cards with clock images.</td>
</tr>
<tr>
<td></td>
<td>Teacher tells them to write the timings properly where the hands are drawn</td>
</tr>
<tr>
<td></td>
<td>and to tell it to the partner.</td>
</tr>
<tr>
<td></td>
<td>Teacher corrects whenever necessary.</td>
</tr>
<tr>
<td></td>
<td>Teacher asks the class to draw hands where the time is written and to tell</td>
</tr>
<tr>
<td></td>
<td>it to the partner.</td>
</tr>
<tr>
<td></td>
<td>Teacher corrects wherever needed.</td>
</tr>
<tr>
<td></td>
<td>Teacher then repeats the activity for second round of cards.</td>
</tr>
<tr>
<td></td>
<td>Teacher greets the class and cleans the blackboard.</td>
</tr>
<tr>
<td>does accordingly.</td>
<td>Pupil acts accordingly &amp; tells the timings to the partner.</td>
</tr>
<tr>
<td>Pupil acts accordingly &amp; tells the timings to the partner.</td>
<td>Pupil listens &amp; corrects.</td>
</tr>
<tr>
<td>Pupil acts as per the suggestions and tells the time to the</td>
<td>Pupil listens and corrects.</td>
</tr>
<tr>
<td>partner.</td>
<td>Pupil performs accordingly</td>
</tr>
<tr>
<td>Pupil listens and observes.</td>
<td>Pupil responds and observes.</td>
</tr>
</tbody>
</table>
**E-13 : Story Telling**

- **Previous Knowledge**: Pupil knows stories and likes the stories also.
- **Teaching aids**: Pre-recorded Story.
- **Objective**: To enable the pupil to narrate the stories.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper speech variations</td>
<td>Knowledge: Pupil tells a story.</td>
<td></td>
<td>Teacher greets the class. Teacher writes the details on the board. Teacher narrates a small story to the class. Teacher states the aim, “Today we will learn to tell a story effectively”.</td>
<td>Pupil responds.</td>
<td></td>
</tr>
<tr>
<td>Proper speed</td>
<td>Comprehension: Pupil narrates a story with proper speech variations.</td>
<td></td>
<td></td>
<td>Pupil observes.</td>
<td></td>
</tr>
<tr>
<td>Proper pauses</td>
<td></td>
<td></td>
<td></td>
<td>Pupil listens.</td>
<td></td>
</tr>
<tr>
<td>Story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Pupil listens carefully.
| Characters Dialogues | Skill and Application: Pupil narrates incidents in his conversations. | Pre-recorded story. | Teacher plays a pre-recorded story. Teacher asks each pupil to come forward and tell a story they know to the class. (10 to 12 pupils narrate the story) Teacher forms groups of 4 to 5 pupils in the class. Teacher asks to each group member to narrate a small story to the group. Teacher assists the group members wherever needed and corrects them. Teacher greets the class and cleans the blackboard. | Pupil listens. Pupil tells a story to the class. Pupil forms the groups. Pupil narrates the story to the group. Pupil listens and corrects accordingly. Pupil responds & observes. |
E-14: Translation Game

- **Previous Knowledge**: Pupil knows at least 2 to 3 languages.

- **Objectives**:
  1) To enable the pupil to know similarities in various languages.
  2) To enable the pupil to take interest in language learning.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similar sentences in English, Hindi, Urdu and Marathi.</td>
<td>Knowledge: Pupil translates the sentences.</td>
<td></td>
<td>Teacher greets the class. Teacher writes the details on the board. Teacher interacts with the class about their forthcoming annual social gathering. Teacher states the aim, “Today we will play a translation game.”</td>
<td>Pupil responds. Pupil observes. Pupil shares the ideas and views.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension: Pupil finds out the similarities in English</td>
<td></td>
<td>Presentation: Teacher introduces the activity with necessary suggestions. Teacher explains similarities in various languages such as English, Hindi,</td>
<td>Pupil listens.</td>
<td></td>
</tr>
</tbody>
</table>

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| and other languages.                      | Urdu, Marathi, etc.   | Pupil tells & listens. |
| Skill and Application:                  | Teacher asks the class to tell any sentence or proverb or good thought in English and teacher tells similar from other languages. | Pupil does accordingly and listens. |
| Pupil uses such similar sentences in his conversations. | Teacher then asks to tell any sentence or proverb or good thought they know from any language and teacher translate and tells similar ones from English language. | Pupil translates. |
| Interest:                               | Teacher asks the class to translate the sentences given by the teacher. | Pupil listens and corrects. |
| Pupil takes interest and finds such sentences with similarities. | Teacher corrects the errors. | Pupil repeats. |
|                                          | Teacher asks to repeat the activity twice. | Pupil responds and observes. |
|                                          | Teacher greets the class and cleans the blackboard. |   |

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## E-15 : Free Chatting

- **Previous Knowledge**: Pupil knows conversations, simple sentences, etc.

- **Objectives**: 1) To enable the pupil to share his/her ideas and views.

   2) To enable the pupil to react and talk confidently.

<table>
<thead>
<tr>
<th>Teaching Points</th>
<th>Objectives and Specifications</th>
<th>Teaching Aids</th>
<th>Teacher Activity</th>
<th>Pupil Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge :</td>
<td>Pupil frames simple sentences.</td>
<td></td>
<td>Teacher greets the class.</td>
<td>Pupil responds.</td>
<td></td>
</tr>
<tr>
<td>Comprehension :</td>
<td>Pupil shares ideas, views in simple</td>
<td></td>
<td>Teacher writes the details on the board.</td>
<td>Pupil observes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher tells about all the previous activities, their aim and utility.</td>
<td>Teacher states the aim, “Today we will share about the activities conducted.”</td>
<td>Pupil listens.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher states the aim, “Today we will share about the activities conducted.”</td>
<td>Teacher introduces the activity.</td>
<td>Pupil listens carefully.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher motivates the class to ask or share anything about the programme only in English.</td>
<td>Pupil listens</td>
<td>Pupil thinks.</td>
<td></td>
</tr>
<tr>
<td>Sentences.</td>
<td>Teacher asks the class to ask their queries and share their views.</td>
<td>Pupil asks their doubts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil asks simple questions.</td>
<td>Pupil shares their difficulties.</td>
<td>Pupil shares their difficulties.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skill and Application:</strong></td>
<td>Teacher motivates the class, corrects the errors and participates whenever necessary.</td>
<td>Pupil asks about the evaluation process of the programme.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil interacts with people as per the situations.</td>
<td>Teacher greets the class and cleans the blackboard.</td>
<td>Pupil asks about the teacher and her personal life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil corrects accordingly and shares in good English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil responds and observes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
POST TEST

1. Introduce your friend to your class / brother to your friends.
2. Tell your mother / father about your friend’s family.
3. Tell your friends about the movie you saw recently.
4. Tell your friend about sports day in your school.
5. Your mother wants to visit your teacher’s house. Tell the address of her house to your mother.
6. What do you feel when you get good marks in unit test?
7. How will you celebrate the success of your little sister in annual competitions?
8. Congratulate your friend on the success in dance competition.
9. You found the lost colour box of your friend. Tell him about it.
10. Describe your home / room / classroom.
11. Tell your teacher about the problems you face in studying English.
12. Tell your mother about the problems you face in school van.
13. Describe your favourite city / game.
14. Tell your mother that you will help her in preparing lunch.
15. Describe your visit to Sarp Udyan in Katraj with your family.
16. Tell your brother about saving electricity and water.
17. You are in a grocery shop. Tell the shopkeeper about your needs.
18. Convince your mother for allowing you to attend a night out camp in school.
19. Describe annual social function of your school.
20. Request your friend to give you the class work book of English for a day.
## APPENDIX – G

### GENERAL MARK LISTS

<table>
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APPENDIX – H

PHOTOGRAPHS

Being able to tell time!

Let us talk on picture
APPENDIX – I

CERTIFICATES

1-1

Date: 09/03/2012

To,

Whomsoever it may concern,

This is certify that Mrs. Tamboli Benazeer S. has conducted the survey of her Ph.D. research study in our school.

We wish her Good luck for her further research work.

Headmistress

[Signature]

PRINCIPAL
M.C.E. Society Pune’s
Haji Abdul Kader Memon Urdu
Medium High School,
Katraj, Pune 411046, Ph. No. 24317482
Whomsoever it may concern,

This is to certify that Mrs. Tanbali Banozeer S. has conducted a survey for her Ph.D. research work in our school.

We wish her good luck for her future research work of Ph.D.
Date:- 13.03.2012

To,

Whomsoever it may concern,

This is to certify that Mrs. Tamboli Benazeer S. has conducted a survey for her Ph.D. research in our school.

We wish her good luck for her further research work of Ph.D.

Head Mistress
To:
Whomever it may concern,

This is to certify that Mrs. Beenzer S. Tumboli has conducted a survey for her Ph.D. research in our school.
We wish her a success in her further research work.

ZAKIR HUSSAIN URDU SCHOOL, 72-B
BOPOLI PUNE

Date: 15/3/2012

[Signature]

PRINCIPAL
To,

Whomsoever it may concern,

This is to certify that Mrs. Benazeer S. Tamboli has conducted a survey for her Ph.D. research in our school.

We wish her a success in her further research work.

PRINCIPAL

[Signature]

[mukeyachayak

[punali harsil karun ka prasha

[kolapara, pune-419046]
To,

Whomsoever it may concern,

This is to certify that Mrs. Benazeer S. Tamboli has conducted a survey for her Ph.D. research in our school.

We wish her a success in her further research work.

Principal

22/3/12

[Signature]

[Handwritten text: स्कूल, छतरपुर, पुणे 18.]
To, whomsoever it may concern,

This is to certify that Mrs. Tumelahon Benazeeb S. has conducted a survey for Ph.D. research work in our school. We wish her good luck for her further research work of Ph.D.

Principal.
Date: 14/3/2013

From:
Mr. Shaikh Farida Salim,
Principal,
Haji Abdul Kader Memon
Urdu High School,
Santosh Nagar, Katraj,
Pune - 416.

To,
Whomsoever it may concern,
This is to certify that Mrs. Benazeer S. Jambal has successfully implemented the programme in spoken English related to her Ph.D. research work in our school in the academic year 2012-13. She was regular & punctual in her work, & it is a pleasure to mention that we have observed a significant change and progress in our students’ spoken English.
We wish her good luck for her further research work.

[Signature]

PRINCIPAL
M.C.E. Society Pune’s
Haji Abdul Kader Memon Urdu
Medium High School,
Katraj, Pune 411046, Ph: No. 24317482