



INSTITUTE OF DISTANCE AND OPEN LEARNING

Gauhati University

HOME ASSIGNMENT

DELT

1ST Semester Module 1

Session: 2015-2016

GUIDELINES FOR SUBMISSION OF HOME ASSIGNMENTS:

1. Write your NAME, ROLL NUMBER, SESSION, PAPER NUMBER, TOPIC SELECTED and EXAMINATION, clearly on the top of the Front page of each paper.
2. Submit your Assignments PAPER-WISE Separately.
3. Keep a margin of about 1 inch on each side of the page.
4. Stick File not necessary.
5. Copying from others including Xerox from others strictly prohibited.
6. You can submit the essay written in your own hand-writing on A-4 sized paper on One Side of each page **Only**.
7. Submit Your Assignments strictly on or before the due date as notified. Assignments received after the due date may not be considered for evaluation.
8. The last date of submission is **December 26, 2015**.

N.B. Learners are requested to follow the instructions strictly.

Que. No: (1) Using your own life as an example, write a paragraph of about ten lines showing how English language needs of your community has changed over the last two decades. 8

Que. No: (2) From the information given in Unit 1.2, make a list of reasons why English should not be taught as other subjects such as History or Science. 8

Que. No: (3) Write a brief not on the principles of teaching English to Upper Primary students. 8

Que. No: (4) Do you agree it is important to teach students to be independent users of English? Give reasons for your answer. 2+6= 8

Que. No: (5) Differentiate between Summative & Formative assessment. Give one example each of a task for Summative & Formative assessment. 4+4= 8

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INSTITUTE OF DISTANCE AND OPEN LEARNING

Gauhati University

HOME ASSIGNMENT

DELT

1ST Semester Module 2

Session: 2015-2016

GUIDELINES FOR SUBMISSION OF HOME ASSIGNMENTS:

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Unit No.	Q. no.	Question	Marks
2.1	1.	In section 2.1.1, you learnt about some words or expressions called semantic markers that help you to understand the text you are listening to. Add one or more semantic markers of your own to the list for any five functions given in your study materials.	5
	2.	Make a list of at least five expressions each to agree with someone, or disagree politely.	5
2.2	4.	Write three closed questions and three open questions from a chapter of any textbook meant for upper primary schoolchildren.	6
2.3	5.	Read the following text and fill up the blanks in the summary following it. Text: The first point to be noted when practising reading in the classroom is that it is a silent activity. Therefore silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. The students themselves should not read aloud. It is an extremely difficult exercise, highly specialized (very few people need to read aloud in their profession) and it would tend to give the impression that all texts are to be read at the same speed. Besides, when we read, our eyes do not follow each word of the text one after the other – at least in the case of efficient readers. On the contrary, many words or expressions are simply skipped; we go back to check something, or forward to confirm some of our hypotheses. Such tactics become impossible when reading aloud, and this reading activity therefore tends to prevent the students from developing efficient	5

		<p>reading strategies.</p> <p>It is useful to give the class some help on how to approach a new text. The following procedure, for instance, is very helpful with most texts.</p> <ol style="list-style-type: none"> Consider the text as a whole, its title, accompanying picture(s) or diagram(s), the paragraphs, the typeface used, and make guesses about what the text is about, who wrote it, who it is for, where it appeared, etc. Skim through the text a first time to see if your hypotheses were right. Then ask yourself a number of questions about the contents of the text. Read the text again, more slowly and carefully this time, trying to understand as much as you can and trying to answer the questions you asked yourself. <p><i>(Developing Reading Skills --- a practical guide to reading comprehension exercises)</i>, Françoise Grellet, CUP, 1981)</p> <p>Summary</p> <p>Silent reading should be encouraged because reading is mostly a silent activity. We need not read each and every word in order to understand a text. An efficient reader tends to many words and expressions. Reading prevents us from reading effectively. When we get a new text to read we should do the following. Firstly, look at the text as a whole. Try to what it is about and also anticipate what is to come next. Second, through the text once to find out how far you were correct in guessing and also ask questions about the text. Lastly, read the text again but more and carefully to understand it better and try to answer the questions that you asked yourself while skimming through it.</p>	
2.4	6.	<p>Write the instructions that you would write on the blackboard to make your students do the following tasks.</p> <ol style="list-style-type: none"> You want your students to read the story of ‘Gopal and the Hilsa fish’ and answer two questions on it. You want your students to rewrite a poem from their textbook in their own words. 	3
2.5	7.	<p>Rewrite the following conversation in reported speech.</p> <p>Sheila: <i>I can see a short man crossing the road. He’s wearing a big hat that covers most of his face.</i></p> <p>Amina: <i>Do you mean the short man wearing a dark raincoat, or the short man wearing a green shirt?</i></p> <p>Sheila: <i>I mean the short man in the green shirt...isn’t he looking like a thief? I think he is going to rob the bank across the road.</i></p> <p>Amina: <i>Oh, come on Sheila! You’re watching too many Hindi movies. Can’t you see? He is blind!</i></p>	6

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INSTITUTE OF DISTANCE AND OPEN LEARNING

Gauhati University

HOME ASSIGNMENT

DELT

1ST Semester Module 3

Session: 2015-2016

GUIDELINES FOR SUBMISSION OF HOME ASSIGNMENTS:

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Unit No.	Question No. and Question	Marks
3.1	1. Look at classroom activity A. Do it with your students in the class. If you are not a teacher, try out the activity with a few friends and family members. After doing the activity, answer these questions: a. Were your students listening to you attentively when you were narrating the story/reciting the poem to them? If yes, what do you think are the reasons? If not, write down the reasons. b. This listening exercise is a very effective listening exercise. Can you write down three reasons in support of this argument?	6+6=12
3.2	2. Look at classroom activities K and L. These activities are meant to teach grammar in context. Explain how these activities are going to help the students in teaching grammar inductively.	10
3.3	3. Write down the importance of teaching students to <i>skim</i> and <i>scan</i> the English text.	6
3.4	4. Plan an activity to teach spelling to your students and write down the steps you will follow for the activity. You can take help from the activities given in this unit.	10

3.5	5. Look at classroom activity A. Divide your students into pairs/groups (depending on the number of students in your class or the number of people with whom you can do this activity). After doing the activity, answer these questions: <ol style="list-style-type: none"><li data-bbox="395 383 1268 454">a. What were the good things about the class? Note the things that did not go well. Why do you think things did not go well?<li data-bbox="395 454 1249 562">b. Elaborate on the feedback session(s). How did you take/ give feedback? Give some specific examples from your class. You can read the activity discussed in Activity 5 for help.	6+6=12
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