| · Tì | nis ques | tion paper contains 2 printed | pages] | |
|------|-----------|------------------------------------|----------------------------------|--|
| | | Your Roll No | | |
| 22 | 11 | | | |
| | | R.Ed. | D | |
| | | Paper IV (c) | | |
| | | METHODS OF TEACHING- | -ENGLISH A | |
| Tin | ne : 1½ | Hours | Maximum Marks: 35 | |
| (Wi | rite your | Roll No. on the top immediately on | receipt of this question paper.) | |
| | | Attempt three questions | s in all. | |
| | | Question No. 1 is com | pulsory. | |
| 1. | (i) | Transcribe into Phonetics : | • | |
| | | A class of English Teachers. | 3 | |
| | (ii) | Devise a detailed pre-readi | ng task for a poem you | |
| | | engaged with during SEP. | 2 | |
| | (iii) | Give an example of each: | 2 | |
| | | (a) A topic for debate | • | |
| | | (b) Homograph. | | |

- (iv) Devise a suitable strategy for teaching the difference between:
 - (a) beside and besides
 - (b) run in and run into.
- 2. How do you develop the creative writing ability of your learners? Give illustrative examples of the task types used by you, along with the pedagogic basis of their selection. 12
- 3. Discuss the salient features of the English textbook used by you during SEP. What changes would you suggest in these? Give reasons for your answer.
- 4. What are the objectives of teaching grammar, vocabulary and spelling? As an English teacher, give details of two activities you evolved to teach each of them.
- 5. Develop a lesson plan on the functional approach to teaching prose or poetry. Mention the class and school.