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# **TEACHING ENGLISH – SECONDARY SCHOOL**

## **C.T.E.-5**

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Including Solved Sample Papers**

*By: Dharamdeep*

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# QUESTION PAPER

Exam Held in  
February – 2021

(Solved)

TEACHING ENGLISH - SECONDARY SCHOOL

C.T.E.-5

Time: 2 Hours ]

[ Maximum Marks: 100

Note: Question number 1 is compulsory. Answer any **four** questions from question nos. 2 to 7.  
You need to do five questions in all.

**Q. 1. Write short notes on the following:**

(i) What is the difference between a teacher and a facilitator of learning?

Ans. Ref.: See Chapter-1, Page No. 4, Q. No. 5.

(ii) How do you prepare learners to become autonomous?

Ans. Ref.: See Chapter-4, Page No. 22, 'Preparation Towards Becoming an Autonomus Learner'.

(iii) Describe the three phases of a listening class.

Ans. Ref.: See Chapter-5, Page No. 29, 'The Three Phases of Listening Class'.

(iv) Some suggestions for vocabulary extension for your students.

Ans. Ref.: See Chapter-14, Page No. 88, 'Vocabulary Teaching and Expression: Some Suggestions'.

(v) The four types of Grammar games.

Ans. Ref.: See Chapter-18, Page No. 119, 'Types of Grammar Games'.

(vi) Different methods of developing the body of a piece of writing.

Ans. Ref.: See Chapter-15, Page No. 97, 'Different Methods of Development of the Body'.

**Q. 2. Who are the underprivileged learners? What are their characteristics? What are their problems in learning English? How can these problems be overcome?**

Ans. Ref.: See Chapter-2, Page No. 5, 'Who are the Underprivileged Learners?', 'Why are they

Underprivileged?' and Page No. 9, 'Teaching English to Underprivileged Learners?'.

**Q. 3. What are the objectives of a reading programme at the school level? How would you teach reading comprehension in the classroom? Give appropriate examples.**

Ans. Ref.: See Chapter-11, Page No. 63, 'Reasons for Reading and Reading Styles', Page No. 64, 'Principles Underplaying Producing or Using Reading Comprehension Exercises' and Page No. 65, 'Reading Comprehension in the Classroom'.

**Q. 4. What are the different kinds of listening materials that can be used in the classroom? Describe four kinds of listening activities which have proved effective.**

Ans. Ref.: See Chapter-5, Page No. 28, 'Different Kinds of Listening Materials Passages' and Chapter-6, Page No. 33, 'Familiarization with Different Kinds of Listening Activities'.

**Q. 5. What is the best way to test speaking skills? Discuss the two types of scoring procedures.**

Ans. Ref.: See Chapter-10, Page No. 57, 'A Framework for Testing Speaking Skills', 'Sample Test Items' and Page No. 60, 'Scoring Procedure'.

**Q. 6. Discuss the salient features of the writing process, giving examples.**

Ans. Ref.: See Chapter-15, Page No. 94, 'The Writing Process' and 'Salient Features'.

**Q. 7. What are study skills? How would you develop them in your learners?**

Ans. Ref.: See Chapter-17, Page No. 109, 'What are Study Skills'?



# QUESTION PAPER

( June - 2019 )

( Solved )

TEACHING ENGLISH - SECONDARY SCHOOL

C.T.E.-5

Time: 2 Hours ]

[ Maximum Marks: 100

Note: Question number 1 is compulsory. Answer any **four** questions from question nos. 2 to 7.  
You need to do five questions in all.

**Q. 1. Write short notes on the following:**

(a) Teaching English to Underprivileged learners

Ans. Ref.: See Chapter-2, Page No. 9, Teaching English to Underprivileged Learners'.

(b) Role of the teacher in coping with students with special needs

Ans. Ref.: See Chapter-3, Page No. 14, 'The Role of Regular Teachers'.

(c) Importance of group work in developing speaking skills

Ans. Ref.: See Chapter-7, Page No. 39, 'The Importance of Group Work in Developing Oral Skills'.

(d) Three phases of a reading lesson

Ans. Ref.: See Chapter-11, Page No. 65-66, 'Three Phases of a Reading Lesson'.

(e) Discrete and integrated grammar items

Ans. Ref.: See Chapter-20, Page No. 127, 'Discrete and Integrated Items'.

**Q. 2. Discuss the different kinds of materials that can be used to teach listening. What are the advantages and disadvantages of each kind?**

Ans. Ref.: See Chapter-5, Page No. 28, 'Different Kinds of Listening Materials/Passages', Page No. 29, 'The Listening Task/Activity' and Page No. 30, 'Sample Listening Lesson'.

**Q. 3. What are the teaching objectives for a reading programme? What is Skimming and Scanning? Indicate activities for developing each ability.**

Ans. Ref.: See Chapter-11, Page No. 63, 'Reasons for Reading and Reading Styles' and Chapter-12, Page No. 69, 'Skimming and Scanning'.

**Q. 4. Discuss the different techniques that can be employed to teach speaking skills in the classroom. Design a task to teach oral skills through any one technique.**

Ans. Ref.: See Chapter-8, Page No. 43, 'Samples of Speaking Activities', 'Using Stories', Page No. 45, 'Participating in Discussion', Page No. 46, 'Class Debate', 'Role Playing' and Page No. 47, 'Radio Show'.

**Q. 5. Prepare a lesson plan to teach your students how to write an argumentative essay, using the process approach. You may choose any topic for your essay.**

Ans. Ref.: See Chapter-15, Page No. 100, Q. No. 7 and Q. No. 8.

**Also Add: Topic:** Importance of Reading the Newspaper

(i) Referring to different sources: We can check on the internet or available books on the topic.

(ii) Points to be covered:

(a) Introduction: Why people read newspapers?

(b) Different types of newspapers available.

(c) Different types of news, features and articles covered by newspapers.

(d) What are the benefits of reading newspapers?

(e) Conclusion: How the reading of newspapers increase our awareness about the country, world and other events.

(iii) Students must check their copy after writing for any error.

**Q. 6. What are study skills? How can study skills help in supporting students' learning?**

Ans. Ref.: See Chapter-17, Page No. 109, 'What are Study Skills?' and Page No. 111, 'Why do Student Needs Training in Study Skills?'



# Sample Preview of The Chapter

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# TEACHING ENGLISH- SECONDARY SCHOOL

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**THE LEARNER**



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## The Learner at the Secondary School Level

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### **INTRODUCTION**

The education system we follow is below the par and does not meet the requirements of the present society. It still is traditional, orthodox, conservative, rigid and bureaucratic. The most important concern of our educational system is to shape and develop the young minds of our country as they are the one who will decide the future, the upcoming world. The dream of building a future worthy of human race cannot be fulfilled without the help of our young generation. And the only way we can make them help in preserving this fragile planet is by making them learn and develop their mind and heart. It is important that they should understand the importance of learning and learn how to learn.

The task doesn't seem to be difficult but the difficulty comes into the picture with the various controversial and complex reality of our world - social complexity, political complexity, economic complexity and so on. In the shades of all these controversial facts it becomes difficult for young generation to make any sort of decision. Therefore, the importance of teacher become important, they are the one who can create an environment which can help our young minds to nurture and develop themselves naturally.

### **CHAPTER AT A GLANCE**

#### **NEEDS OF THE YOUNGSTERS**

##### **Search for Identity**

These days everybody follows a search of self. We are too very engaged in finding our identity, in other words our individuality. We have become quite

particular about the image we forward outside, this is seen when we make choices for our clothes, our hair and our appearances. To be more particular, the choices involve the choice of values, the choice of relationships and the choice of principles we need to follow. The search is every individual's personal choice towards his/her stance and towards the society.

The search for identity is thus a concern of all the individuals of today. Though it not bother people much in the past. The identity was seen as a social being than as an individual. The definition of one's identity came from the society and not from the individual. The role played in the society was also defined by the family hierarchal system. For example, a cobbler's son was always a cobbler and a zamindar's son was to become a zamindar always. However the girls remained in the vicinity of the house following the home responsibilities. The people were told what to wear, how to behave, where to live, and what to do.

The present scenario is quite different. An individual's life is no longer defined by family, society, class, creed, religion or the nation, however influences are seen.

We carry the burden ourselves of discovering our identity.

##### **Our Role as Teachers**

Many of us as teachers are perplexed by the question that, "Can we be ourselves in the classroom?" The common answer comes in negative

In the teenage years, young people begin their quests for identity. The five most common ways in which teens demonstrate their struggles with identity:

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- **Through status symbols:** Adolescents try to establish themselves through prestige - wearing the right clothes, having the right possessions, from stereos to sunglasses. These symbols help form teen identities by expressing affiliation with specific groups.
- **Through forbidden behaviours:** Teens often feel that appearing matured will bring recognition and acceptance. They begin engaging in practices they associate with adulthood - tabooed pleasures - such as smoking, drinking, drugs and sexual activity.
- **Through rebellion:** Rebellion demonstrates separation. Teens can show that they differentiate themselves from parents and authority figures, while maintaining the acceptance of their peers.
- **Through idols:** Celebrities may become “models” for teens who are looking for a way of experimenting with different roles. They may identify with a known figure, trying to become like that person, and in effect, losing hold of their own identities. This identification with a well known personality gives teens a sense of belongingness.
- **Through cliquish exclusion:** Teens often can be intolerant in their exclusion of their peers. Since they are constantly trying to define and redefine themselves in relation to others, they do not want to be associated with anyone having unacceptable or unattractive characteristics. They try to strengthen their own identities by excluding those who are not like themselves.

**Acceptance through Empathy**

Once Carl Rogers, in answer to the question, “What changes would you like to see in education?” said - “with an imagery wand, with one sweep, I would cause every teacher at every level to forget that s/he is a teacher. Instead, s/he will possess the skill of a facilitator of learning - genuineness, prizing and empathy.”

It has to be understood that there exist a large difference between the term “facilitator of learning” and “teacher”. In fact there is nothing similar in the traditional task of the teacher and function of facilitator of learning. Let us understand this by understanding what a teacher and a facilitator of learning would say to himself.

A good traditional teacher would often ask following questions from him/herself:

- (a) What do I think would be good for a student to learn at this particular age and level of competence?
- (b) In what ways should I plan lessons for my students?
- (c) How should I motivate my students to learn?
- (d) What way should I choose so to make my students gain enough knowledge?
- (e) In what way a examination paper should be set so as assess the real depth of the knowledge of the students?

This seems not the case with the facilitator of learning, as he/she would ask him/herself following questions:

- (a) What are the things that students find complex and are puzzled by?
- (b) What issues concern them?
- (c) What problem do they wish I could help them solve?
- (d) How can I be of help to student in finding resources - the people, the experiences, the learning facilities, the books and so on?
- (e) How I can be of help in their self-evaluation of progress?
- (f) In what ways I can help them in achieving their learning goals based on self-evaluation?

The point here is to admit the fact that there are students who have greater insight than teachers, some are more knowledgeable, and some surpass teachers in their perception about human relationships. With this realization we can break the traditional barrier of teacher and enter into the realm of facilitator of learning.

When teacher listen to the students they do it one the following four levels:

- (a) They may pretend to listen to students, but in reality they are not.
- (b) They may choose to listen to selective things.
- (c) They may choose to listen actively.
- (d) They may choose to do what is called empathic listening.

According to the communication experts only 10% of communication done by the means of words, 30% of the communication happens through sound and the rest, i.e. 60% is through body language. Empathic listening is something which is done with the intention of understanding what is being uttered with not only ears, but also eyes and heart. The listener does not only look for meaning, but also feelings.

The practicing of empathic listening does not only help teachers to understand students better, but also provide them psychological air which they need most for their intellectual and social development.

#### Offering Help to Your Teen

Establishing an identity is not an easy process. There are difficult and confusing choices at every step of the way. You can help adolescents discover the most stable aspects of their identities by becoming aware of what they are going through, the ways in which they attempt to mould their identities and by being patient. Try these exercises with your adolescent as a way to open up discussion about identity building and values.

- **Draw a set of three concentric circles:** Then have your teen list or describe the personal characteristics that are most important and resistant to change in the innermost circle, the aspects least important and least stable in the outermost circle, and the aspects of intermediate importance in the middle circle. Use this chart to talk about values and the threat that peer pressure poses to unpopular beliefs.
- **Using some old magazines, have your adolescent create two collages:** one entitled “Who I am,” and the other, “Who I would like to be.” After the collages are completed, discuss why the specific images were chosen in each collage. Ask how the collages compare to each other and how the images portrayed in each collage show satisfaction or confusion about identity.
- **At the top of a sheet of paper, write the words, “Who am I?”** Then have your teen write down 20 responses to this question as quickly as possible, without self-censoring. Discuss the answers as well as the process of choosing each answer.

#### THE FINAL ISSUE

Being in a profession of teaching one should think or question that what kind of people should the school give to the society. Should the product of the school be someone who is needed by the society or not, if yes how can the desired goal be achieved.

It is the responsibility of the teachers/educators/facilitators to provide such a human and natural condition by appearing in one’s true self and at the same time respecting the individuality of the students.

Such an approach is very necessary for developing the intellectual, psychological and emotional selves of

students, which ultimately would help them to become a true human being.

#### **CHECK YOUR PROGRESS**

##### **Q. 1. What according to you are the problems of teenagers in schools?**

**Ans.** Students all over the world face a number of problems. The student’s community is affected by lots of problems. Lack of quality education, the threat of unemployment, and absence of adequate opportunities, nepotism and a host of many such factors dishearten the students. The system of education in India is acting as a constraint. Those students who strictly adhere to the grind of school emerge as graduates. But they find themselves unsuccessful in securing jobs. Due to the burgeoning population, they find that every job has several contenders. They find themselves to be a part of the already saturated market of job-seekers.

As the educational system is bookish, once out of school they find themselves helpless because they lack practical knowledge. They crave for name, fame and affluence in a short span of life. But when expectations are not fulfilled and gross realities of life stare upon them they end up dejected and frustrated. After going through the formalities of school, they feel that they have been unsuccessful in achieving what they intended. It leads to sheer desperation among the student community giving rise to student unrest.

##### **Q. 2. Describe some ways in which these could be effectively tackled in the school situation.**

**Ans.** Following are some ways to tackle the problems:

- The right kind of teaching methodologies.
- The right approach towards the students.
- Importance to practical education.
- Working towards enhancing student’s enthusiasm.
- Working towards increasing the confidence in the students.
- Taking the right mode of teaching without suppressing the student’s inquisitive mind.

##### **Q. 3. Why do the present day youngsters go through identity crisis?**

**Ans.** As children edge closer and closer to adulthood, it seems they reach a point where they want to be defined by anything BUT their parents. They stop wanting to spend time with family, and may even detest being seen with their parents. “Please drop me off a block from school, Mom. I want to walk the rest of the way.” These words are painful to a mother who has

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devoted many years of her life to meeting all of her teenage son's needs. Suddenly, he's embarrassed to be seen in the same car with her.

The process of separation from parents is a natural one. Erik Erikson was the first major psychological theorist to develop the notion of an adolescent "identity crisis." In his view, all of the earlier crystallizations of identity formed during childhood come into question during adolescence with the overwhelming combination of physical changes, increased sex drive, expanded mental abilities, and increasing and conflicting social demands.

At this stage, adolescents often reject their parents, and all that they stand for so that they can make a clean break from childhood as they attempt to form an identity of their own. They are hungry for role models and can be rather indiscriminate about where they find them. With their sense of identity in flux, teens will often turn to peer groups for that missing sense of belonging.

**Q. 4. What are the dangers and values of exposing our real selves to our students?**

**Ans.** When we as teachers reveal our real selves in front of the students it may cause certain sense of instability in the traditional image of teacher with which we are conditioned. This instability can, further, become the reason for the sense of shame. But one should

consider that concealment of true identity because of the fear of these changes and feelings is not justified as it leads to the major disadvantages for the students. If we appear in our real self and without any mask or facades it would help students to drop their masks too and thus they can realize the importance of real self and start becoming real people.

**Q. 5. What is the difference between a teacher and facilitator of learning?**

**Ans.** A teacher is one who imparts knowledge or skill to someone by instruction or example; or to give lessons in a subject. In contrast learning or to learn is coming to know something, to acquire knowledge or to find something out. Therefore a teacher is a person who imparts knowledge or skill through instruction or example while a facilitator of learning is one who creates an environment in which someone can come to know something, acquire knowledge, or to gain information.

**Q. 6. What is empathic listening? Give an example of empathic listening by a teacher in the school situation.**

**Ans.** Empathic listening is a listening technique which enables us to develop and enhance relationships through a stronger understanding of what is being conveyed not only intellectually, but also emotionally. ■■