Unit – 6. **TEACHING OF PROSE**

5 Marks Questions

1. **Enumerate the different sections in Teaching Prose.**

There are eight different sections in Teaching prose. They are:

   a) Intensive reading  
   b) Aims  
   c) Steps  
   d) Demonstration  
   e) ALM (Active learning method)  
   f) Extensive reading  
   g) Teaching Supplementary reader  
   h) Continuous writing

2. **Explain Intensive Reading:**

Intensive reading involves in the detailed understanding of the text. Intensive reading is otherwise known as reading for accuracy. It involves approaching a text under the teacher’s guidance. Intensive reading help students to pay more attention to the text. It is primarily concerned with developing reading strategies – Judgment, Reasoning, Interpretation, Appreciation etc., in the learners.

3. **State the general aims of teaching prose.**

   1) To understand the passage & its meaning.  
   2) To read with correct pronunciation, stress, intonation and pause.  
   3) To understand the passage by silent reading.  
   4) To improve active and passive vocabulary.  
   5) To express their ideas orally.  
   6) To express their ideas in writing.  
   7) To enjoy reading and writing.  
   8) To develop their imagination.

4) **What steps are involved in the Teaching of a Prose Lesson?**

   a) Introducing the Prose lesson.  
   b) Teaching structures.  
   c) Dividing the Text into smaller units.  
   d) Teaching vocabulary.  
   e) Model Reading by the Teacher.  
   f) Silent Reading.  
   g) Testing comprehension.
5. Explain Activity Based learning.

   Activity Based learning is a new ladder approach in teaching English language.
   It is a simplified process of teaching and learning.
   Activity based learning is natural.
   It is a natural method also.
   Activity Based learning involves listening, speaking, reading and writing (LSRW).
   Separate logos are assigned for each learning activity. Logos used in the ladder are Pencil, custard apple, pot, tricycle, bicycle, car, auto, van, bus, train, boat, motorcycle etc.,
   Names of vehicles are selected as logos for English. These logos are distributed in the milestones. Evaluation is a continuous process. There is provision for fast learners to go fast at their own speed. Slow learners also learn without any problem. They can proceed at their own pace.

6. Explain Active learning Methodology.

   The main aim of this method is to make all learners participate. In this Active learning Methodology, the students involve in reading, writing, speaking, drawing, sharing, ideas & expressing individual skills. This method is followed in upper primary level in Tamilnadu.
   
   It is also based on Activity Based Learning. In this method students are involved in learning. Greater importance is given on developing students skills. Students are involved in higher – order thinking. Students are engaged in activities in the classroom.
   
   Students explore their own attitudes and values. Active learning involves students directly and actively in the learning process itself. In this method, students do not receive information verbally and visually. They receive information by participating and doing.
7. **Write down the instructions to be followed while reading the passage.**

The following instructions are to be followed while reading the passage.

- a) Read silently in your mind, and understand. Do not hurry.
- b) Try to get a picture in your mind about the passage.
- c) Find out the meanings for unfamiliar words. Write them down.
- d) Underline the important words, phrases or sentences to understand the passage.
- e) Read again; Note down the doubts.
- f) Make a colourful map in your mind.
- g) Sharing, verifying and summarizing.
- h) Answer the questions in a large group, summarise, raise questions & share new ideas.

8. **Enumerate the characteristics of Extensive Reading.**

i. Students read as much as possible both inside the classroom and outside.

ii. Students have a choice and freedom to select.

iii. They can stop reading the texts which do not interest them.

iv. Reading has its own reward.

v. There are no follow up activities or tasks.

vi. The reading texts are within the linguistic competence of the reader.

vii. Students read at their own pace. They choose when to read and where to read. This helps them develop fluency as they learn to read faster and without disturbance.

9) **What are the advantages of Extensive Reading?**

- a) Extensive reading increases vocabulary.
- b) It helps in assimilation of ideas.
- c) It keeps the whole class busy.
- d) It keeps the learners very active.
- e) Extensive reading has high ‘Transfer of learning’ value sluice it prepares students for library reading.
f) It paves the path for individual method of study and self-education.

10. **Mention the steps in teaching a lesson in the supplementary Reader.**

The following steps are suggested for teaching a lesson in the supplementary reader.

- It may be a story / novel / chapter etc.,
- a) Introduce the passage.
- b) Narrate a part of the passage to kindle interest.
- c) Teach difficult words and write it on the board.
- d) Write Pre-reading questions.
- e) Ask students to read silently.
- f) Check their understanding through question & answers.  
  (objective type of question, direct, global, local etc.,)
- g) Get students to retell the story so that they practice the language.
- h) Ask students to write down the answers at home.
- i) Select some suitable passages for language study.

11) **What are the Do’s and Don’ts in dealing with a supplementary reader.**

1) Do the supplementary reader in the class.
2) Set apart one full period for each lesson / story.
3) Let students read and understand as much as they can.
4) Inculcate independent reading habits.
5) Do not read the passage in the classroom.
6) Do not explain the content of the passage.
7) Do not translate any part of the passage.
8) Do not hesitate to bring additional TLM’s to the class.

12) **List out the steps for continuous writing.**

- Writing involves the ability to master the shapes of the letters.
- The knowledge of the right combination of letters to write words.
- Skill in expressing one self through writing.

The following steps can be used to encourage writing.
Copying - Teacher reads orally and students repeat it. Teacher writes on the blackboard and students repeat it. Then they copy the words.

Board Composition - Students built up sentences with the help of teacher. The teacher writes the sentences on the board.

Completion with choice - The students complete the sentences by choosing the items from the list.

Completing the paragraph - A short reading exercise and oral work. Sentences are written by the teacher & students fill up the sentences. Sentence Tables, parallel composition, parallel composition using pictures, fill up the blanks, picture composition are used.

13) Name the different kinds of paragraphs.
There are five kinds of paragraphs.
Definition
Sequence
Classification
Description
Compare and contrast

14. What are the steps involved in prewriting paragraphs?
There are six steps involved in prewriting paragraphs.
1. Think carefully about what you are going to write.
2. Open your notebook.
3. Collect facts related to your paragraph or essay topic.
4. Write down your own ideas.
5. Find the main ideas of your paragraphs or essay.
6. Organize your facts and ideas to develop main idea.

15) Explain – Paragraph
A paragraph usually consists of a topic sentence.
It is followed by a number supporting or related sentences. It usually ends in a concluding statement.
Paragraph - Topic sentence
- Supporting Details
- Closing sentence

There are five kinds of paragraphs.

- Definition
- Sequence
- Classification
- Description
- Compare and contract

16) Mention the steps involved in ‘Writing paragraphs’.

There are four steps involved in writing paragraphs:

A paragraph consists of a topic sentence. It usually ends in a closing statement.

They are:
- Prewriting paragraphs
- Writing paragraphs
- Editing paragraphs
- Finalising paragraphs

17) Mention the steps involved in “Editing paragraphs”.

Checking the paragraphs for mistakes and correcting them is called the editing stage.

**Grammar and spelling**

1. Check your spelling
2. Check you grammar
3. Read your essay again
4. Make sure each sentence has a subject
5. Subjects & Verbs agree with each other
6. Check the tenses in each sentence
7. Make meaningful sentences

**Style and organization:**

1. Make sure your paragraph has a topic sentence.
2. Supporting sentences focus on the main ideas.
3. It has a closing sentence.
4. All sentence focus on the main ideas.
5. It must be interesting.
18) **Explain the Description Paragraph with an example:**

In a description paragraph a person is described or a place is described or a thing is described. A description paragraph says about the (1) Properties (2) Measurement (3) Analogy (4) Location.

**Words that help:**

- **Properties**: Size, colour, shape, purpose
- **Measurement**: length, width, mass / weight, speed
- **Analogy**: is like, resembles, looks like
- **Location**: in, above, below, beside, near, directions like North, East, West & South.

19) **Explain compare and contract paragraph with an example:**

In a compare and contrast paragraph, the differences or similarities between two or more people, places, things or ideas are presented. The following words can help to write a good compare and contrast paragraph.

<table>
<thead>
<tr>
<th><strong>Similarities</strong></th>
<th><strong>Differences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>is similar to</td>
<td>on the other hand</td>
</tr>
<tr>
<td>both</td>
<td>however</td>
</tr>
<tr>
<td>also</td>
<td>but</td>
</tr>
<tr>
<td>to</td>
<td>in contrast</td>
</tr>
<tr>
<td>as well</td>
<td>differs from, while, unlike</td>
</tr>
</tbody>
</table>

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