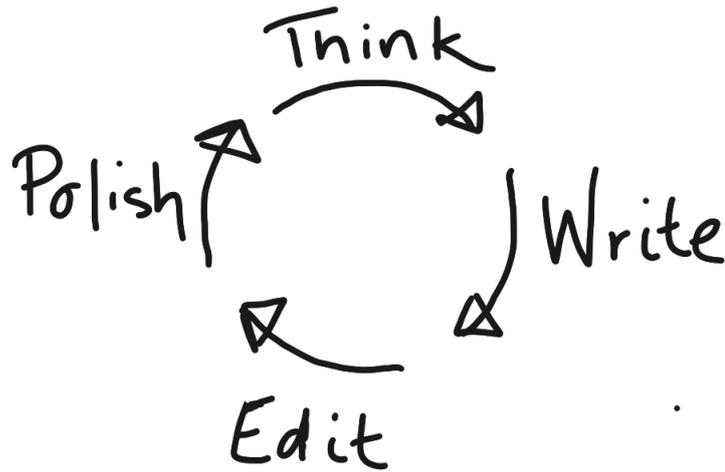




Annual Magazine

January to December 2022

In Collaboration with
KCE Language Club (English)



Swamy Vivekananda Vidya Samsthe (R),
Kumadvathi College of Education,
Shikaripura

Aided, Permanently Affiliated to Kuvempu University, Recognised by NCTE &
UGC Act 2(f), Section 12(B) & NAAC Accredited
Shivamogga Road, Shikaripur-577427, Shivamogga District, Karnataka.

KCE Language Club (English)

Patron

Dr. Shivakumar G S

Principal

Mentor of the Language Club

Dr. Kiran Kumar K.S

Assistant Professor

Members of the Language Club

Second Year Students

Bibi Zenera Mulla

Kavya Uppanasi

First Year Students

Bibi Ayesha S

Mahantesh A Kumabar

Panduranga

Pooja Hadapa

Reshma S

Sushma E

Tejashwini H M

Varshini K H

Yashaswini R

CONTRIBUTORS



Bibi Zenera Mulla



Kavya Uppanasi



Bibi Ayesha S



Mahantesh A
Kumbhar



Panduranga



Reshma S



Sushma E



Tejashwini H M



Pooja Hadapada



Varshini K H



Yashashwini R



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HOMOPHONES: THE MOST CONFUSING WORDS IN ENGLISH

When you look at the number of homophones, it's not difficult to see why so many students get caught out. But what is a homophone, I hear you ask? You're about to find out as we take you through some word-based conundrums.

When you look at the number of homophones, it's not difficult to see why so many students get caught out.

But what exactly is a homophone, I hear you ask? You're about to find out as we take you through the meaning of homophony and the word-based conundrums they cause. Don't worry though; we'll introduce you to some of the most common ones so that you know to watch out for them!

What is a homophone?

The word "homophone" is used to describe a word that sounds the same as another word, but that has a different meaning. It comes from the Greek words "homo", meaning "same", and "phone", meaning "voice". The two (or more) words may be spelled differently, but just to make life difficult, they can also be spelled the same. The potential for confusion for native and non-native speakers alike is, unfortunately, great.

Just to confuse you a little more (last time, promise), there are several words that we use to refer to different types of homophone.

Homophone – all words and phrases that sound the same but have different meanings

Homograph – words that sound and are spelled the same but have different meanings

Homonym – words that have the same spelling but a different meaning

Heterograph – words that sound the same, but are spelled differently and have different meanings

Multinym – words that sound the same but have more than two different meanings and spellings

Placeholder caption.

On the subject of multinyms, it may surprise you to learn that in English, there is one instance of a multinym with no fewer than seven variations, all sounding the same but meaning different things. There's also one instance of six variants, two of five, 24 of four and 88 of three. Some of the variants are archaic words that aren't used anymore, so you needn't concern yourself with them.

Common examples of homophones

Below, we introduce you to some of the most common homophones – those that you're likely to meet with in either day-to-day conversation or in your academic work. There are too many to include all of them, but these examples should at least help you with some of them and stand as a warning that the English language has plenty of pitfalls for you to be aware of!



★ **To, two, too** ★

★ Lots of native English-speakers get confused about this one. Luckily, though, these three ★ words have very different uses, and the examples below should help you remember them. ★

★ To – used in the infinitive form of a verb, such as “to walk”, and also to mean “towards”. ★

★ Too – this means “as well” or “also”; for example, “me too”. ★

★ Two – this is the number; for example, “two days ago”. ★

★ **There, their, they’re** ★

★ Again, even native English-speakers get this one wrong, so don’t beat yourself up if you’re ★ struggling with it! ★

★ There – this refers to a place that is not here; for instance, “over there”. It can also be used to ★ state something, such as “There is an argument to suggest...”, or (in a slightly old-fashioned ★ way) to comfort someone: “There there, it will be alright.” ★

★ Their – this indicates possession: something belonging to them. For example, “we could use ★ their boat”. ★

★ They’re – this is a shortening of “they are”. For example, “They’re going to be here at ★ 12pm”. ★

★ **Your/you’re** ★

★ This has to be one of the most commonly confused aspects of the English language, and the ★ fact that so many people get it wrong is a pet hate of every grammar purist in the UK. If you ★ can master the difference, you’ll be doing better than a lot of Brits! ★

★ Your – this is the second person possessive form, indicating something belonging to you. For ★ example, “This is your decision.” ★

★ You’re – short for “you are”, as in “You’re amazing.” ★

★ Bonus: Yore – you’re not very likely to come across this one, but it’s an old-fashioned way of ★ referring to a time long ago. For example, “In the days of yore” means a similar thing to “In ★ olden times”. ★

★ **By/buy/bye** ★

★ Another one on the long list of commonly confused words, these three are easily ★ differentiated with some examples. ★

★ By – this preposition refers to something beside, near or through. For example, “There’s an ★ ice cream van over there by that tree.” ★

★ Buy – this is a verb meaning to purchase something. For instance, “let’s go and buy a car.” ★

★ Bye – short for “goodbye”, this is an expression used to bid someone farewell. Real grammar ★ sticklers would probably insist on using an apostrophe at the beginning to indicate the ★ absence of the word “good” – that is, “’bye” – but this is old-fashioned, so you don’t need to ★ include one. ★



Collected and Modified by
Bibi Zenera Mulla
Student Teacher
4th Semester
RegNo : ED210207



BODY LANGUAGE : A WAY OF EXPRESSION

When we communicate with others, we express our thoughts and feelings not only through the words we choose, but also through our tone of voice, facial expression and body language. In fact, many communications experts believe that far more information is communicated non-verbally (without words) than verbally (with words). "Body language" is an important part of non-verbal communication.

Body language includes many different aspects of our every day physical behaviour: the way we greet one another; how we stand, how we sit or walk; the way we position our arms and legs or use our hands and eyes are some of the most basic.

To learn another language is more than just learning words and grammar, it involves learning about another culture, too. We learn much of our own culture's body language before we learn to speak, from the time we are children, usually without even being aware of it. And that body language varies from culture to culture, so it's something to which second language learners should pay attention.

So, how attuned are you to other people's body language? Try this little experiment. Turn the volume on the television right down while you watch people interact on the screen. You may find it is more difficult to understand what's happening between people from unfamiliar cultures.

Sometimes, cultural differences in appropriate body language can cause discomfort or misunderstandings too. For example, there are definite cultural differences in how much distance should be kept between two people who are speaking together. If you are used to people keeping their distance, you will feel very uncomfortable, and probably move away repeatedly, if someone keeps trying to stand closer to you at a party! We call this the "personal comfort zone".

Another common example of misunderstanding is the use of a smile. In some Asian cultures, a smile can show embarrassment or apology. However, smiling back at a teacher who is unhappy with you, or a stranger whose foot you accidentally stepped upon is probably not a good idea in most English speaking cultures! Also, you should not assume that nodding your head means "yes" or that shaking your head means "no" or vice versa. Yes, you can even get that wrong, with potentially disastrous consequences.

Even speakers of the same language, such as British, American, or Australian people, may not use the same body language and must adapt if they wish to communicate successfully. British people are said to be more reserved and formal, in general, and this is reflected in their body language. Americans are considered more open and outgoing, while Australians are seen as casual and relaxed.

It's worth learning, understanding any underlying cultural or regional attitudes can help you learn how to understand and use body language to improve your communicative abilities.

Just as you should not allow a fear of making language mistakes prevent you from speaking, you should not be overly afraid of using inappropriate body language in an unfamiliar culture. Most people will understand that people from different cultures may not always use body language in the same ways. All the same, it's definitely advisable to learn as much as possible about the body language of a new culture, and to use careful observation to avoid making any mistakes.



Collected and Modified by
Kavya Uppanasi
Student Teacher
4th Semester
RegNo : ED210212

10 TIPS FOR PROPERLY ADDRESSING PEOPLE



When you meet someone new, under social or business circumstances, it's important to know how to address the individual standing in front of you. Properly addressing people in different situations shows you're respectful of their position and mindful of not offending them in any way. Refined social etiquette as it relates to addressing others promotes smooth and friendly conversation.

Here are 10 tips for properly addressing people in different situations:

If in Doubt, Keep it Formal

If you meet someone in a situation and you're unsure of how to address him or her, err on the side of caution by using formal address. If the person on the receiving end

feels this is too 'stuffy' of an address, they will let you know. For example, you may say, "Nice to meet you, Sir!" Whereupon the person may say, "Please, call me Bill." So, until directed otherwise, use formal address to start your conversation.

2. Use Mr., Mrs., Miss, Ms. When You know Their Last Name

Until told otherwise, use the person's surname with their title when you meet someone (if you know his or her last name). Again, you may say, "Hello Mrs. Robertson!" She may respond, "Oh, it's Shirley; call me Shirley."

If you use one of the above salutations, continue with it in future meetings. There will be a natural point where you and the other party may resort to first names as you get to know each other better. Until then, stick with the formal address.

3. Use Professional Addresses Where Applicable

Are you addressing a member of the medical or academic profession? If you are, be aware of their title as relates to their profession. This is where the use of Dr. and Professor come in.

Hey, you may meet the Queen and have to use the words "Your Majesty!" Whoever it is, try to find out beforehand their official title and use it respectfully.

4. If You're Still Not Sure, Ask

Sometimes it doesn't hurt to ask someone how he or she wishes to be addressed. Use formal address first, and then ask them if they prefer something else. You can simply ask, "Is it okay if I call you Rachel?" When you know this is their name you can ask this - they will either say yes, or tell you what they prefer.

5. Sometimes You Can Just Use First Names

KEY ASPECTS OF STUDYING SKILLS

You might see studying as a chore, but you can improve the experience and learn to enjoy it.

Set yourself up in a comfortable spot to study and vary your choice of location from time to time. Find compatible study partners and make studying a social activity. Reduce the stress of studying by giving yourself regular breaks and rewarding yourself for your hard work. You'll soon be developing good studying skills like no other!

1. Choosing a Comfortable Environment

a) Pick a quiet area that will help you stay focused.

It is usually best to study in a place that is relatively quiet so that you can focus. There are many great places where you can study, both at home and in public.

- Your bedroom can be a great place to study. Just make sure you have a desk in there. Studying on your bed may make you sleepy.
- If you don't have a desk in your room, try working at the kitchen table or at a computer desk somewhere in your home. Ask your family to keep their voices down.
- Try a public, school, or university library. These often have desks in quiet areas where you can just study. You might even be able to book a study room for a few hours.

b) Keep your study area clean.

Clutter can be distracting and discouraging, which will not make studying enjoyable. Clean up your desk or other chosen study spot and arrange your study materials in a neat way. Make sure you have room to spread out your books and take advantage of the space.

c) Remove immediate distractions.

To get the most out of your study time, make sure that there are no distractions that will bother you. Turn off the TV, radio, and computer and put away your phone, leisure reading material, and video games. You will be able to enjoy studying if you are able to engage with the material fully.

- If you are using a computer to study, try installing an app on your browser to filter out distracting websites while you work, such as Focus Me or Freedom.

d) Vary your study locations.

Whenever possible, bring your study session to a new locale. Take your books or laptop to a relaxing setting like a café, park, or beach to work. The enjoyable surroundings will boost your mood and help to make studying feel less stale or routine.[4]

- If you get easily distracted while you study, opt to visit a library or secluded field so that you can work without disruptions.

2. Making Things More Interesting:

a) Use colorful study materials.

Keep yourself engaged while you are studying by using bright, colorful school supplies to take notes and write down ideas. These may include pens and paper, note cards, stickers, highlighters, and Post-it notes. Adding color to the studying process will make it more fun and activate the creative part of your brain, which will help you retain things better.

b) Play background music while you study.

Atmospheric music will make studying more enjoyable and stimulate your brain without distracting you. Try playing classical music or movie scores in the background while you study. Play music at a moderate volume and avoid anything loud or jarring, which will break your concentration.

c) Watch educational videos.

Studying from textbooks and class notes can be boring, so improve your learning by looking for educational videos on the same topics. Video can be an effective learning tool because it engages students and enhances understanding. Search for credible videos online by making sure that:

- They are made by an expert in the field of study (e.g. a health video featuring a licensed doctor).
- Cite the third-party sources of the information being shared, either in the video or in the video description.

d) Draw pictures of your subjects and notes.

Drawing can help you learn your material, and it may prevent you from getting bored while you study. Instead of reading or rewriting your notes, draw a picture to represent the information instead.

- For example, if you are studying biology, draw pictures of cells and organisms. Label these with their proper parts.
- If you're studying literature, make a comic of the main events of the novel or story.
- If you're studying business or public policy, maybe make a chart or graph depicting trends.



3. Studying with Other People

a) Find study partners with similar habits.

Get to know people in your class and take the time to ask them about their study methods.

Look for a potential study partner who likes to study around the same time of day as you do and who uses similar methods of learning. Ask them if they'd like to study with you sometime, which will make the process less isolating and boring.

- For instance, if you prefer to study in the library at night, seek a study partner who does the same.
- Ask fellow students about their study habits by saying something like, "I always need to set up in a library to study properly. What works for you?"
- Avoid studying with friends or classmates who will be a big distraction.

b) Start a study group.

Assemble a group of study partners that share a common goal, such as studying for a big exam. Set up regular times to meet in a venue that will accommodate everyone, like a library study room. Make the most of the group dynamic by dividing up study tasks and working together to solve difficult issues.

- Studying with a group of people is a great way to tackle subjects that you don't understand or simply don't enjoy studying.
- The social aspect of group meetings will make studying enjoyable, and it is a good way to make new friends.

c) Schedule regular breaks during study time.

For every hour that you study, schedule ten minutes of time to relax. Breaks will reduce your stress levels and help you retain what you've studied. If you are studying with partners, study breaks will help to combat the feeling of isolation that studying sometimes creates.

- Use a watch or alarm to mark the time while you study.

You can use your breaks for brief activities such as going to the bathroom, getting a snack, or calling a friend.



Collected and Modified by
Mahantesh A Kumbar
Student Teacher
2nd Semester
RegNo : U06KU21E0033



★ **Mouthology:**

★ A Professor was travelling by boat. On his way he asked the sailor:

★ “Do you know Biology, Ecology, Zoology, Geography, physiology?”

★ The sailor said no to all his questions.

★ Professor: What the hell do you know on earth. You will die of illiteracy.

★ After a while the boat started sinking. The Sailor asked the Professor, do you know swiminology & escapology from sharkology?

★ The professor said no.

★ Sailor: “Well, sharkology & crocodilogy will eat your assology, headology & you will dieology because of your mouthology.

★ *****

★ **Captain:**

★ A navy captain is alerted by his First Mate that there is a pirate ship coming towards his position. He asks a sailor to get him his red shirt.

★ The captain was asked, “Why do you need a red shirt?”

★ The Captain replies, “So that when I bleed, you guys don’t notice and aren’s discouraged.” They fight off the pirates eventually.

★ The very next day, the Captain is alerted that 50 pirate ships are coming towards their boat. He yells, “Get me my brown pants!”

★ *****

★ **Elephant:**

★ The class teacher asks students to name an animal that begins with an “E”. One boy says, “Elephant.”

★ Then the teacher asks for an animal that begins with a “T”. The same boy says, “Two elephants.”

★ The teacher sends the boy out of the class for bad behavior. After that she asks for an animal beginning with “M”.

★ The boy shouts from the other side of the wall: “Maybe an elephant!”

★ *****



Collected and Modified by
Panduranga
Student Teacher
2nd Semester
RegNo : U06KU21E0043





★ **7. Listen in English**

★ Don't think of learning English as happening only in the classroom. You can learn English all day, every day by looking at and listening to what is happening around you, on the street, on the bus or train, in the supermarket. Keep your mind, ears and eyes open and you will be amazed how much English, and the culture of the people using it, you will pick up.

★ **8. Try and communicate in English with your teacher and friends**

★ Studying English at Scots gives you an awesome opportunity to **think in English** and speak English only. The more time you spend practising conversational English with your teacher and classmates, the better you would start understanding grammar rules, for example, tenses, regular verbs, irregular verbs, pronouns.

★ **9. Watch English movies or TV series**

★ Watch English movie and series with subtitles. Note the usage of language, tenses, subjects and verbs — the three areas people usually mess up in.

★ **10. Write more in English**

★ English grammar improvement also involves writing practice in class and writing for your own enjoyment outside of class. One simple way to practise writing is posting your Instagram, Facebook or Twitter status in English, leaving English comments, replies instead of in your mother tongue.

★ **11. Understand the logic behind a grammar rule**

★ There is always logic behind a grammar rule. Note down all the rules you erred in previously and figure out why a particular word or sentence is the way it is. Once you got to know its logic, you would never make that mistake again.

★ **12. Ask your teacher for extra help**

★ **Teachers** are a great resource and are happy to help you when they can. Feel free to ask your teacher about things you are not clear about. Also, they can help you to identify areas that you can work on and help you to develop revision skills.



Collected and Modified by
Pooja Hadapad
Student Teacher
2nd Semester
RegNo : U06KU21E0008



ADVANTAGES OF TECHNOLOGIES IN YOUR ENGLISH STUDIES

The role of Information Communication Technologies in English learning environments and how they benefit you.

Information and Communication Technologies or otherwise known as ICTs, are commonly used in most facets of life, and English as a Second Language (ESL) learning and teaching environments, such as Langports, are no different. Common ICTs that you may be used to using in the classroom include, but are not limited to smart phones, electronic applications or apps, websites, projectors, computers, electronic dictionaries and document cameras.

ICTs allow ESL educators to use technology in the classroom to help facilitate their lessons with the goal to enhance your overall learning experience.

So, what are the benefits of using ICTs to help you with your English language development? Well, ICTs can help you in the following areas:

- Helping with your motivation when learning English
- Enabling your teacher to introduce more authentic and original learning resources into their teaching practices
- Allowing you as the learner to learn through a means with which you are already familiar.

Because ICTs include smart phones, it is possible for you to learn even when you are not at school. This can be done by downloading electronic learning apps, meaning that the learning process doesn't have to stop once you leave the classroom; if you want it to, it is just the beginning. According to linguaorb.com the 8 best language learning apps to learn a second language for students are:

- Memrise (free)
- Basuu
- Cram (free)
- Babbel
- Duolingo (free)
- MosaLingua

- Talk English (free)
- Fun English

At Langports, our teachers use a range of ICTs to enhance their lessons so that you have a better opportunity to improve your overall English language skills in the quickest time possible. Our classrooms are all equipped with overhead projectors and lap-tops, which allows your teacher to engage you in authentic and original materials, allowing for productive and beneficial lessons to take place.

So, to make ICTs work for you in order to help you improve your English language development, embrace them as much as you possibly can for they may prove extremely beneficial in your quest to master the English language. Because ICTs are commonly used in nearly every other facet of your life, you are already an expert at using them so the goal now is to understand how they can benefit you in the classroom and as I have pointed out, outside of the classroom as well. I encourage you to find some electronic apps to download on your smartphone so that you can carry your English classroom wherever you go and to engage with the ICTs your teacher uses in their lessons as much as you can. Try this and I am sure you will not be disappointed with the role that ICTs can play in enhancing your overall English language development.



Collected and Modified by
Sushma E
Student Teacher
2nd Semester
RegNo : U06KU21E0018

USING A BLOG FOR LANGUAGE TEACHING

Why use blogs as part of a course?

There are many reasons why you may want to use blogs with your students. It helps students and teachers to stay connected also outside the classroom and provides an opportunity for different and engaging language activities. Blogs increase the sense of community and may help bringing students together.

Technology required:

Computer/PC/laptop, Internet Connection

Description/Learning Outcomes

You will be able to learn how to use blogs for language teaching

Procedure

- There are different platforms you can use to create a blog for free (such as Blogger or WordPress).
- Choose a platform
- Register in order to open the blog
- Explore the basic functions of the blog and see what tools it offers to complement your teaching
- Have a look at other educational blogs (what works and what does not?)
- Give a name to your blog
- Choose a layout/theme that is related to the contents of your course
- Decide how to incorporate the blog in your syllabus (think about the pedagogical reasons and decide consequently)
- Create the activities/tasks
- Invite your students to use the blog – remember to plan a session to explain how to use the blog and set possible rules

Advantages of Blogging in Language Learning

Blogs are useful for teaching because they provide a space for discussion and collaboration and they help motivating students to engage in learning activities. Some ideas for tasks to use in blogs:

- Sharing ideas on a specific topic
- Publish assignments and additional resources.
- Publish exercises for practice
- Students can use the blog independently at home in connection to activities developed in class or also during class for both individual and group tasks.
- The blog can be used also as a place to meet and exchange ideas about homework or study materials.
- The blog can be used as a space to use and practice the target language with peers
- Evaluation can be based on blog activities and participation
- Critical and Analytical Thinking : Many students, in a variety of educational settings, can benefit from the structure of a blog in several ways. A blog provides students with an opportunity to demonstrate critical thinking skills and to employ language and writing principles that demonstrate analytical thought and comprehension.
- Increased Exposure to Quality Content : As students apply various skills learned in the classroom to writing a blog, the chances that they will encounter scholarly material increases. When given a topic to write about, a student is likely to seek out data that supports her point of view. She may find content from a variety of sources and, through trial and error, will learn the difference between authoritative and non-authoritative sources. Blogging is an effective educational tool and can be used as part of the course requirements or as an extra credit endeavor. Either way, the blogs should be relevant to material covered in the classroom.
- Solitary and Social Interaction : Some people believe that blogs are commonly perceived as little more than an Internet message board. Some educators argue, however, that unlike message boards, a blog gives its creator a predominant space to express individual views, while message boards do not. Message boards highlight a group's thoughts more than they do the thoughts expressed individually. Simply put, blogs provide a stage for a single author, while message boards provide a stage for a group of individuals. This trait points to the worth and importance of blogs in education.
- Teaching and Administrative Benefits : Blogging benefits students by providing supplemental support for the administrative affairs of a classroom. According to Higher education blogs can also help to maintain engaged learners. For instance, in addition to official written correspondence between teachers, students and parents, a blog can serve as a central location that contains material relevant to the class, such as calendars of events, assignment recaps and course syllabi. With its ability to support digital photos and videos, a blog can also be a gathering place for students to view images and video of class activities, such as a field trip.



Collected and Modified by
Tejaswini H M
 Student Teacher
 2nd Semester
 RegNo : U06KU21E0019

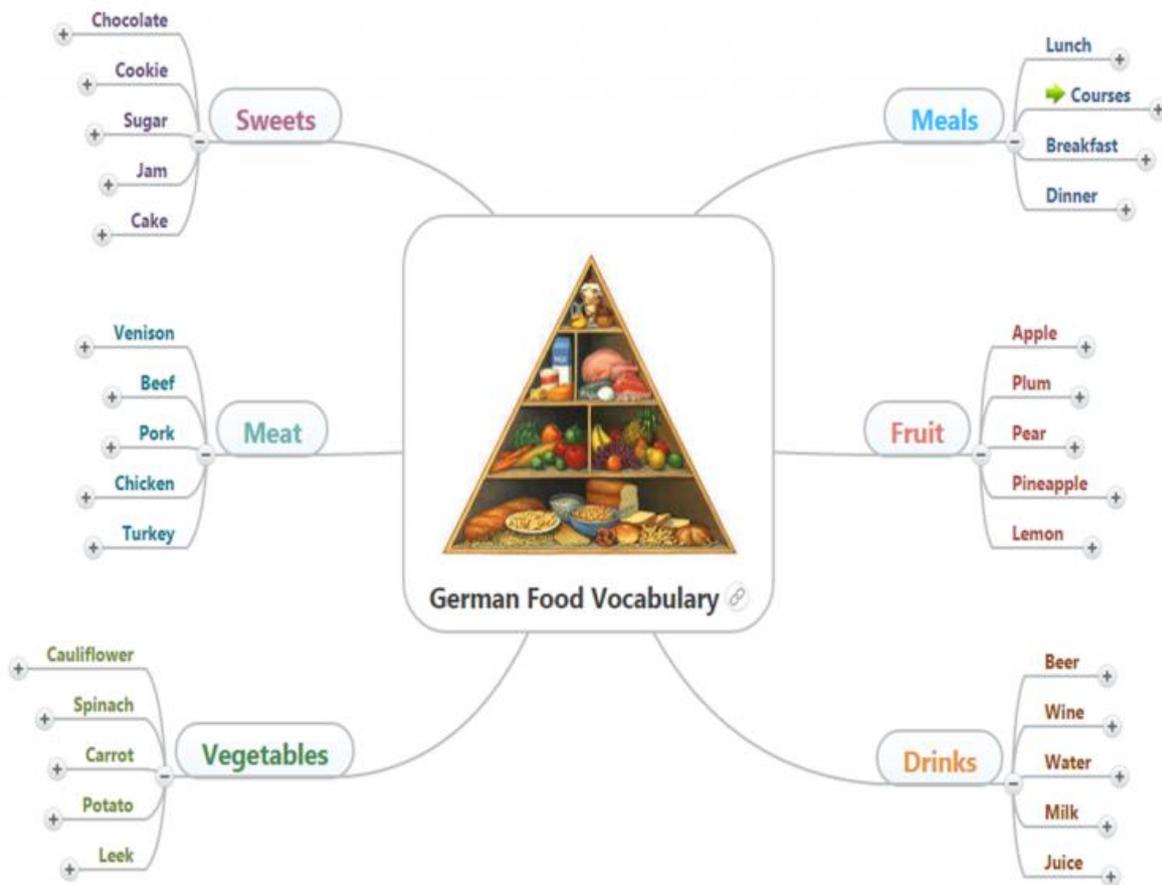
IMPROVE YOUR VOCABULARY WITH MIND-MAPS

Mind maps are very useful tools to enhance your learning and creativity. But, let's start by answering two important questions:

What are mind-maps? and

How can mind-maps be useful for improving your vocabulary?

A mind map is a diagram that connects information around a central theme. At the centre there is your main idea and the branches are subtopics or related ideas (see Fig.1 below). This technique maps out your thoughts using keywords that trigger associations in the brain enhancing the creation of further ideas.



Mind maps can help you develop your vocabulary proficiency by not only learning the definition of words but also making connections between words and their contexts. Mind maps also work as knowledge banks since they allow you to add links and attach files related to your vocabulary (you can, for example, add pictures or audio files for the correct pronunciation of a specific word).

LISTENING AND VIEWING STRATEGIES

Communication means interaction and therefore both production and comprehension.

Oral comprehension (listening and viewing) is very important for effective communication and often regarded as a very challenging skill. Listening (and viewing) is a key step in communication and this activity aims to help you reflect on your listening and viewing comprehension skills in order to find some strategies that can enhance your ability to communicate effectively. The text used for this activity refers to learners of English as a foreign language, but it can be applied to foreign language learning in general.

Outcomes

Upon completion of this task you will be able to:

- have a better understanding of how comprehension works when listening/viewing in the target language
- reflect on your listening and viewing skills
- use strategies to improve your listening and viewing skills

Technology required:

- Computer, tablet, internet

Material and links:

- Five essential listening skills for English learners (British Council)

Procedure

Before the activity:

- What is your level of comprehension in your target language?
- Is oral comprehension (listening and/or viewing) in the target language difficult for you? If yes, why? How? What areas would you highlight as problematic?
- Do you use any strategies when listening to someone talking in the target language? If yes, make a list.
- Compare how you listen in your native language and in the target language. Are there any differences?



★ **Activity** ★

- ★ • The following sections are included in the article Five essential listening skills for English learners ★
- ★ • Predicting content ★
- ★ • Listening for the gist ★
- ★ • Detecting signposts ★
- ★ • Listening for details ★
- ★ • Inferring meaning ★
- ★ • What do you think the titles refer to? ★
- ★ • Open the link and read the text, comparing your answers to the contents of the text. ★
- ★ • What did you find in the text that you were already familiar with? ★
- ★ • What new information did you find? ★
- ★ • How do you think the new information could be helpful for your language learning experience? ★



Collected and Modified by
Yashwini R
Student Teacher
2nd Semester
RegNo : U06KU21E0030



Why the sky is blue
Dr. C. V. Raman talks about science




TO
THE
WORLD OF
COLOUR

Presenter
Lalithamba
Reg No:ED150241
Student Teacher
Kumadvathi College of Education
Shikaripura-577427

Introduction to MICRO TEACHING

Presenter
Dr. Kiran Kumar K,S
Assistant Professor of Education,
Kumadvathi College of Education
Shikaripura-577427



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"If the deaf are to hear, the sound has to be very loud. When we dropped the bomb, it was not our intention to kill anybody. We have bombed the British Government. The British must quit India and make her free."



MY BEGINNINGS




TO
THE
WORLD OF
CRICKET

KAPIL DEV



Little Busy Bee





TO
THE WORLD
OF BEE







Play,
Learn
and
Grow...
Together!



Let's Learn
ENGLISH!