

Customised Teacher's Training Package
for KGBV

ENGLISH



Department of Gender Studies

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

First Edition

December 2015 Pausha 1937

PD 1H MJ

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Educational Research and
Training, 2015**

₹

Printed on 80 GSM paper

Published at the Publication
Division by the Secretary, National
Council of Educational Research
and Training, Sri Aurobindo Marg,
New Delhi 110 016 and printed at ...

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FOREWORD

National Curriculum Framework 2005 states that a critical function of education for equality is to enable all learners to claim their rights as well as to contribute to society and the polity. We need to recognise that rights and choices in themselves cannot be exercised until central human capabilities are fulfilled. Thus, in order to make it possible for all learners from different socio-economic backgrounds, especially girls, to claim their rights as well as play an active role in shaping collective life, education must empower them to overcome the disadvantages of unequal socialisation and enable them to develop their capabilities of becoming equal citizens.

Reaching out to the girl child has been central to the efforts of Universalising Elementary Education (UEE). The *Sarva Shiksha Abhiyan* (SSA), a national flagship programme for UEE recognises the need for special efforts to bring girls, especially from disadvantaged groups, to schools, and to bridge gender disparities in education at the elementary level. This programme specially focuses on bridging gender disparities in education at the elementary level. In this regard the Ministry of Human Resource Development instituted the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme, an innovative and promising initiative that attempts to address the social, cultural and economic deprivation faced by girls from deprived and disadvantaged sections of rural society. Introduced as a scheme in 2004, it became a part of SSA in 2007. Currently it is operational in twenty-seven states.

A National Consultation on KGBV was organised by NCERT from 11-12 August, 2008 to share experience generated by the KGBV scheme over the last few years. This consultation brought together scholars in the field. The consultation strongly recommended development of Bridge Courses for girls entering in KGBV and Customised Teacher Training Packages for upgrading the skills of KGBV teachers. Under this backdrop Department of Gender Studies took initiative for developing Bridge Courses and Teacher Training packages based on NCF-2005, in collaboration with other Curricular Departments of NIE, RIEs, University Departments, DIETs of Delhi, NGOs and practising school teachers including teachers of KGBV. This material has been developed in the content areas of Science, Maths, History, Geography, Social and Political Life, Languages— English, Hindi and Art Education and is based on NCERT textbooks at elementary level.

The success of this effort largely depends on the multiple contextual steps that KGBV school principals and teachers would undertake to encourage girls to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, girls generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbooks as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat girls as participants in learning and not as a mere receivers of a fixed body of knowledge. The teacher should encourage girls to build on their own, acquire and perceive knowledge and link it with their lived realities.

The present training material attempts to upgrade the skills of teachers during their in-service training in their subject areas, of Science, Maths, History, Geography, Social and Political Life, Languages— English, Hindi and Art Education. Different participatory pedagogical methods have been adopted in all the subject areas to encourage activity-based teaching and learning. This material developed by NCERT has been revised based on the feedback of the teachers. It is not exhaustive in nature and it can be adopted or adapted according to the contextual needs of KGBV teachers.

The Department of Gender Studies (DGS) could not have gone ahead with this endeavour without the direction and guidance of Professor Krishna Kumar, former *Director*, NCERT. He had rightly envisioned the importance of the present Teacher Training Package in meeting the academic challenges of teachers of KGBV scheme.

We also gratefully acknowledge contributions of the Review Committee chaired by Dr. Sharda Jain, *Director*, Sandhan, Jaipur; and other members Sister Sabina, Former *State Project Director*, Mahila Samakhya Society, Patna, Bihar; Ms. Seema Bhaskaran, *State Project Director*, Mahila Samakhya Society, Kerala; Ms. Amukta Mahapatra, *Director*, School Scape, Chennai for their expert review and suggestions.

We are thankful to the members of Evaluation Team constituted by MHRD Ms. Sarita Mittal, *Director*, EE8; Ms. Kiran Dogra, Consultant Gender, Ed. CIL; and Ms. Dipta Bhog, *Director*, Nirantar for their inputs and suggestions.

As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

B. K. TRIPATHI
Director

National Council of Educational
Research and Training

New Delhi
May, 2015

PREFACE

The training materials for the Kasturba Gandhi Balika Vidyalaya (KGBV) teachers have been developed keeping in view the principles of the National Curriculum Framework-2005 of the NCERT. These materials developed in different subject areas, viz. English, Hindi, History, Geography, Social and Political Life, Arts Education, Science, and Mathematics are based on the NCERT upper primary textbooks. All these areas will contribute to the upgradation of professional skills of the KGBV teachers. These materials provide ample avenue to the KGBV teachers for their growth in pedagogy, methodology and approach in dealing with their subject areas. There is a considerable scope for exploration and creativity in the classroom. The use of bilingual technique in English will take teachers ahead in their thinking skills. The flexibility in the approach and suggested activities taking the help of work sheets, teacher demonstration, anecdotes, reciting poems, crossword puzzles, experimenting, hands on skills, oral traditions and reading material across various subjects are the highlights of the manual.

Each subject area has picked up key concepts across the upper primary textbooks. Each concept has been dealt through a different kind of activity without bringing any definition and the content for rote learning. The concept or the idea has been floated through activities for the learners to catch and analyse. It is hoped that this material will be of use as a resource and also as reference material. The activities are suggestive. Any alternate activity can also be carried out based on the local-specific contexts. Each activity has the scope of creating similar other local-specific activities not making it necessary to stick to the materials given in this package. Its scope will get enhanced if this creates a space for more such activities.

The motivating material on legendary women of Science and Mathematics makes the training packages of Science and Mathematics respectively even more interesting and gives an edge for making it very gender sensitive. The women of India and the world, who have achieved heights in these areas, will always encourage girls of the KGBVs to even explore these areas which have a masculine image. Kalpana Chawla will motivate girls to reach the heights of space while Florence Nightingale, the lady of lamp, will encourage them to think in numbers. Marie Curie, the only woman to receive the Nobel Prize twice, will make them feel proud for being the women themselves. The KGBV teachers thus

oriented to take up such challenges will certainly become guides and agents of social change.

Women have always been the backbone of several historical and contemporary movements. Recognising their important role in social reform and national movement the teacher training package in history highlights the contributions made by women like Rani Gaidinliu, Pandita Ramabai, Sarojini Naidu, Aruna Asif Ali and many more. Their trials and successes will continue to inspire girls to meet multifaceted challenges in life. Similarly the motivating material on legendary women like Rani Jhansi and Ila Sachani has been included in languages. The training package for Social and Political life attempts to make teachers sensitive towards unconventional roles and responsibilities. Examples like Laxmi Lakra and Fatima Bi will touch the hearts of common people. Geography equips teachers in spatial phenomenon. It instills human values and appreciations for regional inter dependence and resource conservation. Arts and Aesthetics attempts to inspire diversity in expression of art. It is through performing arts that all girls through various art forms can become communicative, creative and expressive.

Overall, keeping these variations in mind, the pedagogical approaches needed in the KGBVs will be multilevel and diverse for meeting the needs of KGBVs in different socio-cultural contexts.

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ACKNOWLEDGEMENT

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the development team responsible for this book. We thank the Publication Division, NCERT, for their support. We gratefully acknowledge the services of Meenakshi Mahajan, *DTP Operator*.

CONTENTS

<i>Foreword</i>	<i>iii</i>
<i>Preface</i>	<i>v</i>
Unit 1	
English Language Learning—Some Challenges	1-6
Unit 2	
Language in Context	7-13
Unit 3	
Listening	14-21
Unit 4	
Speaking	22-27
Unit 5	
Reading	28-34
Unit 6	
Writing	35-42
Unit 7	
Vocabulary in Context	43-50
Unit 8	
Grammar in Context	51-62
Unit 9	
Teaching Literary Texts	63-72
Unit 10	
Assessing Our Learners	73-88



Educate her, as She will Spread the Light of Knowledge



We all use language for a variety of purposes. We use language to communicate and also to acquire knowledge. Languages help us understand and connect with the world around us and this is true for all languages including English.

If you were to ask someone or yourself: Why do you want to learn English? The reasons can be various. We want to speak in English in our day-to-day conversations or want to participate meaningfully at the local and national levels. English also serves as a link language for various purposes, such as for social interactions and economic matters. You must have also observed that an increasing number of people want to learn English. In fact, parents want their children to study English from the primary stage itself. But in most of the cases it is seen that even after studying English for 5 to 6 years, learners are unable to speak, read or write fluently or coherently. Have you ever thought why?

Let us try and understand how we learn our mother tongue. We all learn our mother tongue effortlessly. This is because we are constantly listening to and speaking meaningful chunks of language in our mother tongue. These automatically become part of our repertoire and expression. But this does not happen with English, because students do not get enough opportunities to listen and speak in the language. A teacher while teaching English focuses mainly on reading and writing, whereas in learning any language, listening and speaking play an important role.

As teachers we need to think and analyse why our students hesitate to speak in English. In the present scenario students don't even get an opportunity to speak or to express themselves in their mother tongue. Then speaking or holding a conversation in English naturally seems difficult. Students have inhibitions while speaking in English because they lack confidence. They feel that if they make any mistake people will make fun of them. Students often face problems with pronunciation, sentence construction, grammar and weak vocabulary. Anxiety also affects their learning process.

We must remember that errors are stepping-stones to learning. We need to encourage students to converse in English without any fear.

To achieve this we need to follow some strategies. For example encourage students to speak or express themselves in their mother tongue. Once they have the confidence to speak in front of the whole class then they can gradually be encouraged to speak in English. Our effort should be to bridge the gap between the home language and English. Initially students may use only a few words of English before they gradually start speaking complete sentences. While teaching English you can ask questions or hold discussions in English where the students are required to respond in English. To get a response from the students they should be encouraged to use their mother tongue wherever necessary. In this way we will be using multilingualism as a resource in the classroom. You may use parallel texts, e.g. stories written in English as well as in their mother tongue to help the students understand the text. Bilingual learners' dictionaries promote comprehensibility and independent reading. Therefore, an input-rich communicational environment is needed to lay a sound foundation for learning English and to provide this in the classroom as teachers we need to:

- Create that environment in the classroom and ensure that all the students participate equally.



- Connect language learning to the learner's daily life, culture and society.
- Create class libraries.
- Use role-play, recitation of poems and story telling as a strategy to teach all the four skills in conjunction.
- Talk about incidents that occur in day-to-day life.
- Use media input such as magazines, newspapers, etc. in the classroom.

Familiarity with the language can be built initially through spoken and later on through meaningful spoken and written language inputs. The learners will therefore, pick up the working knowledge of the language. These inputs include textbooks, other print materials such as magazines, newspapers, etc. and media support like radio/ audio CDs, etc.

Connect classroom teaching to the world outside to make learning more meaningful. For example, drawing the attention of the students to captions, advertisements, notices, directions and signposts written in English from their immediate/local environment will help them with the language. Recitation of poems familiarises them with the pronunciation and sounds of English language. Role-plays help students engage with language in authentic contexts. Story telling helps in creating an input-rich communicational environment where all the four skills are used in conjunction. Pictures and picture cards can also be used and students can be asked to describe the images/ scenes, for example, a picture of a tree can lead to various responses. A print-rich environment in a classroom must display signs, charts and notices. Encouraging students to give their own ideas, using stories and contexts familiar to students will make the language class more interactive and effective.

Reading and writing skills have to be integrated with speaking and listening. Students should feel free to express their feelings in the classroom. All of them should be given opportunities to speak, read and write in the class.



Reassure them that no one will make fun of them while speaking. Encourage them to speak without any hesitation. Even if the sentences have grammatical flaws, they should be encouraged to speak. Students should be given ample activities in listening as well, which they can relate to their immediate environment.

The objectives of English language teaching are to enable learners to :

- help them understand spoken English,
- use English in their day-to-day conversations,
- express themselves fluently in English,
- understand the grammar and syntax of English,
- write logically and coherently,
- write simple letters, applications, paragraphs , notices, etc.
- be able to read with comprehension and draw inferences,
- connect the language with the world outside,
- develop their creativity.

Remember, language is always used in a context and to enhance the listening, speaking, reading and writing skills of the learners provide them with meaningful contexts.

अंग्रेज़ी सीखने की चुनौतियाँ

इस बात में तो कोई संशय नहीं कि 5-6 वर्ष अंग्रेज़ी की पढ़ाई करने के बाद बच्चों को क्या-क्या आ जाना चाहिए। उम्मीद यह की जाती है कि बच्चे-

- रोज़मर्रा की जिन्दगी में जहाँ-जहाँ अंग्रेज़ी की ज़रूरत है, वहाँ वे अंग्रेज़ी का सहज और उपयुक्त प्रयोग कर सकें, जो कि अपनी भाषा में तो वे स्कूल जाने से पहले ही कर लेते हैं।
- अंग्रेज़ी में कही गई बातों को समझ सकें।
- सिर्फ़ पाठ्यपुस्तक ही नहीं, बल्कि उससे इतर पठन सामग्री को समझ कर पढ़ सकें।
- हर तरह की परिस्थिति में आवश्यकता पड़ने पर अंग्रेज़ी का सहज उपयोग कर सकें।
- दैनिक व्यवहार, आवेदन पत्र लिखने, अलग-अलग किस्म के पत्र लिखने, तार लिखने में अंग्रेज़ी का इस्तेमाल कर सकें।



- स्कूली विषयों जैसे भूगोल, गणित, इतिहास को पढ़ने के लिए अंग्रेज़ी की मदद ले सकें।
- अंग्रेज़ी भाषा की प्रकृति की पहचान कर सकें (उसके नियमों और व्याकरण के प्रति समझ बना सकें।)
- अपनी मातृभाषा में लिखी कविता, कहानी, निबंध या किसी और तरह की सामग्री का ज़रूरत के मुताबिक अंग्रेज़ी में अनुवाद कर सकें।

साल के शुरू में ही हमें जानकारी हो जाती है कि हमारे बच्चे अंग्रेज़ी के संबंध में यह सब कर सकें, पर कर नहीं पाते हैं। उनके अभिभावकों के साथ-साथ हम भी तो यही चाहते हैं न कि हमारे विद्यार्थी फ़रॉटिदार अंग्रेज़ी न सही पर कामचला भर पाने वाली अंग्रेज़ी तो बोल ही सकें, अंग्रेज़ी के उपन्यास वगैरा न सही पर कम से कम अपनी पाठ्यपुस्तक और बहुत सी ज़रूरी सूचनाएँ इत्यादि तो समझ कर पढ़ सकें। यह सब कैसे होगा उसे जानने से पहले हमें

इन बच्चों की अंग्रेज़ी सीखने से जुड़ी दिक्कतों को समझना होगा। एक बार यह समझ में आ जाए कि आखिर अड़चनें कौन-सी हैं तो समाधान ढूँढना मुश्किल नहीं होगा। एक बात तो यही समझ में आती है कि इन्हें तो हिंदी यानि कि अपनी भाषा बोलने के भी मौके नहीं

अपने परिवेश की भाषा में बोलचाल की जो बुनियादी निपुणता कक्षा के बाहर भी बच्चे सहज रूप से हासिल कर लेते हैं, इस व्यापक उपलब्धि को क्या अंग्रेज़ी की कक्षाएँ भी अपना सकती हैं?

मिल पाते हैं तो अंग्रेज़ी बोलने के अवसर कैसे जुटा पाएगी ये बच्चियाँ। और यह तो सभी जानते हैं कि भाषा सीखने में 'बोलने' का कितना महत्व है। घर का सामाजिक-सांस्कृतिक परिवेश इन्हें अपनी बात कहने और बहुत अधिक बोलने की इजाज़त नहीं देता ऐसे में दूसरी भाषा में बोलना- सीखना तो अपने-आप में बहुत बड़ी चुनौती है। ज़रूरत होगी कक्षायी माहौल को कुछ ऐसा बनाने की कि ये अपनी झिझक, डर और संकोच को अपने ऊपर हावी न होने दें।

बोलने के माहौल के साथ ही जुड़ा है सुनने का माहौल। इनके इर्द-गिर्द ऐसे कितने लोग हैं जो अंग्रेज़ी में बात करते होंगे? रेडियो के ज़रिए ये कितनी अंग्रेज़ी सुन पाती होंगी? टी.वी. सीरियलों से जो थोड़े बहुत अंग्रेज़ी के शब्द या वाक्य सुन लेती हैं, उनका प्रयोग अपनी सहेलियों के साथ तो करते देखा है पर उसी को आगे नहीं बढ़ा पाती हैं।



कक्षाओं और घर, दोनों ही जगह इन्हें बहुत उत्साहवर्धक माहौल नहीं मिल पाता है। भयमुक्त माहौल के बिना कुछ भी सीखना कैसे संभव हो सकता है? एक और महत्वपूर्ण बात यह है कि वे नई भाषा और अपने मानसिक संसार में संबंध नहीं जोड़ पाती है। अजब तरह के अन्तर्विरोध का सामना करती हैं वे विद्यालयी पढ़ाई में खासकर अंग्रेजी की पढ़ाई के संदर्भ में। अंग्रेजी भाषा सीखने के प्रति उत्साह तो रहता है उनके मन में पर उसकी अजनबीयत दूर करने के तरीके कक्षा में विकसित नहीं किए जाते। पहली भाषा को बिना छोड़े पहली भाषा से दूसरी भाषा में आसानी से आवागमन कर सकती हैं पर निर्धारित पाठ्यपुस्तकों के साथ आने वाली कुजियाँ भी उनकी राह में रोड़े बन जाती हैं।

स्कूल के अलावा अंग्रेजी से पढ़ने का मौका नहीं के बराबर होता है।

अंग्रेजी पढ़ाने वाले अध्यापकों को भी अंग्रेजी का बहुत कम प्रयोग करते देखा गया है। उनमें से बहुत से ऐसे हैं जो निर्धारित पाठ्यपुस्तक के अतिरिक्त अंग्रेजी भाषा में कोई और पुस्तक पढ़ने-पढ़ाने की ज़रूरत समझते ही नहीं हैं। इस सीमित सी सामग्री के पाठों के उत्तर कंठस्थ कर लेने भर को भाषा पर कुशल अधिकार की प्राप्ति का भ्रम पाले रहते हैं।

अंग्रेजी भाषा को एक खास रूप या नियमों के तहत पढ़ाया जाता है। पठन सामग्री से प्राप्त होने वाले संदेशों के अर्थ समझने पर जोर न देकर उसके रूप को रटने पर जोर दिया जाता है।

इन सबके अलावा और भी बहुत सी चुनौतियाँ हैं जिनकी मौजूदगी उनकी अपनी परिचित भाषाओं, जिनको लेकर वे स्कूल आती हैं, की प्रगति को भी पीछे कहीं धकेल देती हैं और अंग्रेजी की मूल आधारभूत आरंभिक स्तर की दक्षता हासिल करने में बाधाएँ खड़ी करती हैं।

इन चुनौतियों का सामना किया जा सकता है। उसके लिए तैयारी शिक्षकों के स्तर पर होनी ज़रूरी है। उनकी शिक्षा में निरंतरता हो। वे भाषा पढ़ाने के उन तरीकों पर गौर करें जिनमें उन्होंने स्वयं पढ़ा है उन तरीकों से आगे बढ़ने की सोची जा सकती है। अध्यापक अर्थवान स्थितियों में अंग्रेजी के साथ पहचान बनाएँ, मुख्यतः बोलचाल या लिखित और बोली हुई सामग्री द्वारा।

शुरुआती दौर में हिंदी व अंग्रेजी अनुवाद के समांतर पाठ पढ़े जा सकते हैं (अमर चित्र कथा) आदि।





You must have observed children at home, in the neighbourhood and at school speaking fluently in their own language and expressing themselves clearly in different situations. Have you ever wondered how they learnt to speak and communicate effortlessly in their own language at such a young age?

A child, right from her birth, is exposed to meaningful chunks of language which she comes across in different contexts and gradually learns. Children learn language from their immediate environment through interaction and exposure. Therefore, we can say that languages are learnt in natural contexts and in a variety of ways.

आपने घर, आस-पड़ोस और विद्यालयों में देखा होगा कि किस तरह प्रवाह के साथ बच्चे अपनी मातृभाषा में बात करते हैं। अलग-अलग स्थितियों में वे बड़ी सहजता के साथ अपनी बात स्पष्ट रूप से कह लेते हैं। आपको अचरज होता होगा कि इतनी छोटी सी उम्र में वे इतने प्रभावशाली तरीके से कैसे अपनी बात कह लेते हैं। दरअसल, अर्थपूर्ण संदर्भों में जुड़ी भाषा बच्चों के इर्द-गिर्द बिखरी हुई है। इसी भाषायी संसार से अपनी जरूरतों के मुताबिक बच्चे भाषा सीखते हैं। अपने परिवार के सदस्यों, पास-पड़ोस के लोगों, दोस्तों के साथ उठते-बैठते, बातचीत करते, काम करते वे भाषा के साथ तरह-तरह के प्रयोग करते रहते हैं।

Let us see how our immediate environment helps us learn a language.



लाडली

पढ़ेगी बढ़ेगी, नाम रोशन करेगी।

Ladli

Help her learn, grow and shine.

(Part of an advertisement issued by under a welfare scheme of Government of NCT, Delhi)



Pulse Polio Immunization Campaign

दो बूँद ज़िन्दगी की।

Two drops of life.

(Issued in public interest by the Government of India.)



जागो ग्राहक जागो

Jago grahak Jago

(Issued in public interest by the Government of India.)



These captions are both in Hindi and English. This shows that our environment helps us learn language through co-relation.

ये विज्ञापन हिंदी और अंग्रेजी दोनों में ही पढ़ने को मिल जाते हैं। और भी बहुत सी बातें हमें अंग्रेजी और हिंदी में पढ़ने व सुनने को मिलेंगी। इस तरह से हमारे इर्द-गिर्द का माहौल दोनों भाषाओं में संबंध जोड़कर सीखने में मदद करता है।

ACTIVITY 1

Now think of the situations where the message in your own language helps in comprehension of the message in English also.



1. Electricity Bill
2. Vacancy (Post of a teacher)
3. Matrimonial
4. News

ACTIVITY 2

You must have also read some stories. In which language did you read them?

Have you read stories in your language as well as in English? List a few.

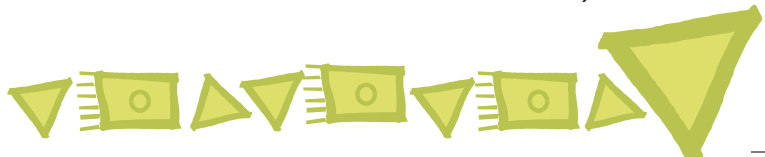
1. *Panchatantra* tales
2. *Jataka* tales
3. *Amarchitra katha*

What have we observed?

English is very much a part of our lives, and all around us. We come across English along with regional languages on shop boards, road signs, public instructions, and reading material also such as newspapers, magazines, etc.

English is no longer the language of a select few and is used for various practical purposes. It is an integral part of not just our immediate environments but also the world at large.

अंग्रेजी अब हमारे लिए कोई अजूबा नहीं रह गई है। हमारे परिवेश में कहीं न कहीं, किसी न किसी रूप में नज़र आती है और सुनाई भी पड़ती है। दुकानों के नाम अंग्रेज़ी में लिखे होते हैं। जगहों के नाम, आम सूचनाएँ अंग्रेज़ी और क्षेत्रीय भाषा दोनों में लिखे नज़र आते हैं। अब अंग्रेज़ी आम लोगों की ज़रूरत भी बनती जा रही है। अब तो जगह-जगह इसका इस्तेमाल हो रहा है।



You have seen that we learn a lot from our environment and as teachers we can create such an environment in our classroom.

The first task of the school is to relate home language to the school language. Therefore, initially if the learners express themselves in their mother tongue, they should be encouraged to speak and later on English can be introduced by connecting learning with the lives of the learners.

बच्चियों के पास उनकी अपनी भाषा है। स्कूल में उनकी भाषा को जगह मिलनी चाहिए। स्कूल की भाषा ऐसी हो जो उनके घर व पड़ोस की भाषा को खुद से जोड़ सके। कक्षा में माहौल ऐसा बने जिससे पहली भाषा को बिना छोड़े पहली भाषा से दूसरी भाषा में आसानी से जाया जा सके।

You can supplement these inputs with visual aids like **display of charts, pictures, posters** etc.

We learn language in a holistic manner by bringing together (integrating) all the four skills. Learning is meaning making and language is learnt when the learner uses language in real life situations and contexts. The four skills –listening, speaking, reading and writing–work better in the company of each other.

We learnt our mother-tongue as a whole and its rules (grammar) were discovered much before they were taught. The question that now arises is whether English can be learnt in the same manner? The answer to this lies in providing an environment to the learners wherein they get an opportunity to learn the language through meaningful contexts and real life examples, i.e., where they are able to connect language learning to the world outside.

हम अपनी पहली भाषा टुकड़ों-टुकड़ों में न सीखकर सुनना, बोलना, समझना सब एक साथ ही सीखते हैं। इस बात को तो नकारा ही नहीं जा सकता कि भाषा से जुड़े नियम (व्याकरण आदि) भाषा सिखाने-पढ़ाने से पहले ही सीख चुके होते हैं। पर अब सवाल दूसरी भाषा अंग्रेज़ी का है। क्या यह भी इसी प्रकार सीखी जाती है? दूसरी भाषा सीखने के लिए भी ऐसे माहौल की ज़रूरत है, जिससे बच्चे को अर्थपूर्ण संदर्भ प्रस्तुत किए जाएं। दिन प्रतिदिन के जीवन से जुड़ी बातों के माध्यम से दूसरी भाषा के अनुभव दिए जाएं।



So far we have seen many examples of language learning from our immediate environment. To create this environment in class we use textbooks. But we can also use magazines, storybooks, newspapers, brochures/pamphlets, learner chosen texts, audio visual CDs, radio, T.V., etc. in our classrooms.

These help us create an input rich communicational environment in the class.

ACTIVITY 3

Discuss in groups and note how you will connect language learning in the classroom to the world outside. Two have been done for you.

1. Use newspapers
2. Use stories

Through stories we can integrate all the four skills of language. Let us do some activities.

ACTIVITY 4

Write the names of some stories that you have read in English. Discuss what you like the most in these stories, for example, characters, the theme, or any other aspect.

ACTIVITY 5

In groups of four discuss the kinds of stories children like to listen to or read. You may use your classroom/ personal experiences for these. List the stories preferred by children in the space below:



What does this show?

- Children are fond of stories.
- ---
- ---
- ---

ACTIVITY 6 (PRE-READING)

Read or listen to the story ‘Taro’s Reward’ from *Honeysuckle*, the Class VI textbook and answer the questions given below. Remember that there is no single correct answer, as every individual responds to a text in a different manner.

1. List the different characters from the story? Who do you think is the main character?
2. Where is the story set?
3. Narrate the main episodes of the story? (You can use any language)
4. Enact any interesting episode from the story?
5. Can you change the ending of the story?
6. Can you suggest any other title for the story?
7. Do you think the story would be memorable? Why?

ACTIVITY 7 (WHILE READING)

Read the story, write a few questions and discuss these in groups.



ACTIVITY 8 (POST READING)

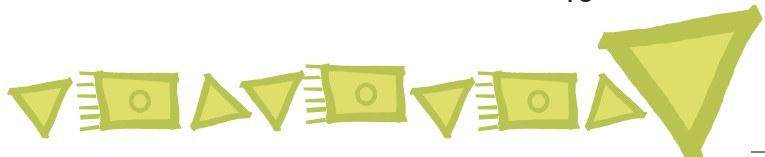
Dramatisation is also a kind of storytelling. But when we use the term 'storytelling' we mean using one's voice, facial expression and a few gestures (and these too are suggestive).

Enact the story in groups of four.

SUMMING UP

You have seen that language is learnt as a whole, in natural settings and in a holistic manner. Language learning is meaningful when the rules of the language are not learnt consciously. Connecting the classroom learning to the learners' daily life through role-plays gives scope for interaction and engages their interest. Stories are also wonderful tools in developing learners' listening, speaking, reading and writing skills.

भाषा सीखने के संदर्भ में सुनना, बोलना और पढ़ना-लिखना, अलग-अलग करके सीखी जाने वाली प्रक्रियाएँ नहीं हैं। ऐसा भी नहीं है कि ये कौशल क्रम में सीखे जाते हों। कहने का मतलब यही है कि भाषा टुकड़ों-टुकड़ों में नहीं बल्कि समग्र रूप से अपने इर्द-गिर्द के परिवेश से ही सीखी जाती है।





We spend most of our time in listening. Listening is such a routine activity you must have noticed that very few people think of consciously developing their listening skills. Learning to listen effectively can be difficult indeed, but it is one of the best ways to improve one's communication skills. Listening is the basis for all communicative skills. Effective listening requires a conscious effort and a desire to learn. Good listeners welcome new information and new ideas. This can make a lot of difference to our ability to communicate. Thus, developing listening as a skill in our learners is important. Through activities we can help learners develop their listening skills.

हालाँकि भाषा के विभिन्न कौशलों को एकीकृत रूप में प्रस्तुत करना ही महत्वपूर्ण होता है पर कई मामलों में सुनना बहुत महत्वपूर्ण हो जाता है। बोलने की तरह सुनना भी कई जटिल कौशलों का जाल है। जिंदगी की मौजूदा रफ़्तार में, चाहे स्कूल में या फिर स्कूल के बाहर, सुनना एक ऐसी आम सी बात हो गई है कि हम सचेत होकर 'सुनने' की तरफ ध्यान नहीं दे पाते। इस वजह के रहते बहुत से लोग प्रभावशाली तरीके से खुलकर अपनी बात न कह पाते हों। सुनने की कला के विकास में कहानियों, कविताओं, रोजमर्रा के जीवन से जुड़ी बातों की मदद ली जा सकती है।

Listening to stories, poems and day-to-day conversation can help us develop our listening skill.

ACTIVITY 1

List some of the situations where you listen. Two are mentioned.

(एक सूची बनाएँ जो यह दर्शाती हो कि रोज़मर्रा की जिन्दगी में 'सुनने' के मौके आपको कहाँ-कहाँ मिलते हैं? एक सूची ऐसी भी बनाएँ जिसमें खास उन स्थितियों का जिक्र हो जब अंग्रेज़ी में कुछ सुनते हों।)

Listening to your friends

Listening to songs

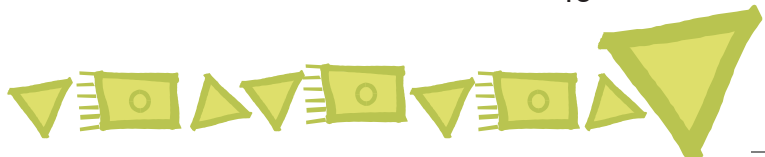
You have listed different situations for listening. This shows that listening skill plays an important role in language learning.

भाषा के विकास में सुनने की अपनी एक महत्वपूर्ण भूमिका है। जिस तरह वाचिक क्षमता बोलने के कौशल को समृद्ध करने के लिए सशक्त माहौल तैयार करना ज़रूरी है, उसी तरह 'सुनने' के लिए भी तरह-तरह की गतिविधियों का आयोजन करना ज़रूरी है। यहाँ स्टीरियो, कैसेट, रेडियो की भी मदद ली जा सकती है।



Listening activities can be done in different ways:

- A text is provided and the listeners are expected to tick off words/phrases as they hear them. 'सुनने' से जुड़ी बहुत सी गतिविधियाँ कक्षा में करवाना आसान है। नीचे कुछ गतिविधियाँ दी जा रही हैं।)
- **True/false**
After listening to a passage, the learners can be asked to say whether the statements are true and some false.
- **Understanding information**
Learners perform actions, draw shapes or fill in maps after listening to instructions.
- **Guessing**
Orally a person or a thing is described and the learners write down what they think it is.



LET US DO SOME ACTIVITIES

ACTIVITY 2

Chinese Whispers: Let all the participants sit in a circle. One person begins by whispering a short meaningful sentence into the ear of the person sitting to her left, who in turn whispers it to the next person and so on. The last person in the circle will say the sentence aloud. If the sentence spoken by the last person in the circle is the same as the sentence whispered by the first person to her neighbour, it means all the persons in the circle are good listeners. However, very often it is seen that by the time the sentence reaches back to the first speaker it is quite different from what she had said, hence the need to develop listening skills.

ACTIVITY 3

Listen to the description of a fruit and guess what fruit is being described.

- It is generally quite big in size.
- Normally weighs around one to ten kilograms
- Smaller variety is also available.
- The outer crust is thick, hard and green and not meant for eating.
- The inner layer is white and not very hard.
- It is deep pink or red inside, quite soft, sweet and juicy.
- There are lots of black seeds in the portion that is meant for eating.

ACTIVITY 4

(a) **A word will be read out from the list given below. Circle the word you hear. Listen carefully. Each word will be read out only once.**

- | | |
|-----------|------|
| i. bird | bud |
| ii. cut | curt |
| iii. open | upon |



iv. decent	descent
v. hid	head
vi. full	fool
vii. sat	set
viii. sit	seat
ix. cot	caught
x. choose	chase

(b) **In our day-to-day life we come across similar sounding words. Sometimes we enjoy listening to them but sometimes we get confused. In this activity we have given a set of sentences which have two similar sounding words. One of us will read a sentence with one option. Let us see which one we encircle?.**

- I couldn't find the black **goat/coat** anywhere.
- I didn't expect her to **paint/faint** like that.
- Please put all these books in the **back/bag**.
- It's five o' clock. It's time for him to **pray/play** now.
- Minnie **hid/hit** the cat when she saw her mother coming.

Note for the teacher

Underline the words in your list to be read out beforehand.

ACTIVITY 5

At times we listen to something in a relaxed way, for pleasure, without paying much attention to every word, e.g. listening to a music programme, a poem or a cricket commentary.

Listen to the poem read out to you and enjoy the rhythm and melody.

The Baby Goes to Bareilly

What does the train say?

Jiggle joggle, jiggle joggle!

What does the train say?

Jiggle joggle jee!

Will the little baby go



Riding with the loco?
Loky moky poky stoky
Smoky choky chee!
Ting! Ting! The bells ring
Jiggle joggle, jiggle joggle!
Ting! Ting! The bells ring
Jiggle joggle jee!
Ring for joy because we go
Riding with the loco
Loky moky poky stoky
Smoky choky chee!
So, so, the miles go
Jiggle joggle, jiggle joggle!
Now it's fast and now it's slow,
Jiggle joggle jee!

ACTIVITY 6

(a) **Listen to someone introducing herself to others, and complete the task that follows:**

Conversation 1

Sameera, a new teacher meets Mohini, another new teacher.

Sameera Hello. I'd like to introduce myself. My name is Sameera and I'm the new English teacher.

Mohini Hi! I'm Mohini and I too have joined today. I'm going to teach Maths. Nice meeting you, Sameera.

Sameera Nice to meet you too.

Now, tick the right answer

1. Sameera is a Maths/English teacher.
2. Mohini is a Maths/History teacher.



ACTIVITY 7

Listen to the following unfinished narration of an incident and answer the questions that follow:



THEIR PRAYERS WERE ANSWERED

Jaiselmer: It was the 10th of August. There was a long dry spell. The temperature had crossed 47 degrees celsius. The ponds had dried to the last drop. The parched fields were strewn with corpses of animals, big and small. Every one, young and old, looked desperately to the sky in vain. There was no sign of rain. The temples, mosques, monasteries and churches echoed with prayers to please the rain gods. At last ...

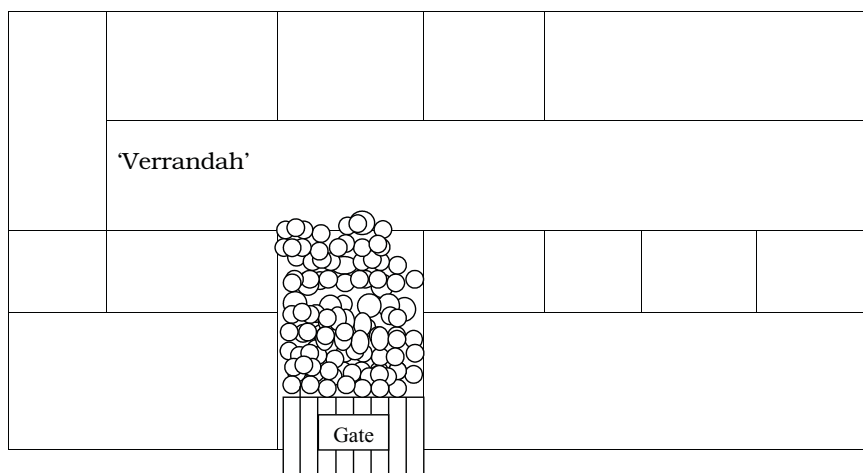


1. Tick the right answer
 - a. August 10 was a (happy/sad) day for the people.
 - b. The rain gods (listened/did not listen) to the people's prayers.
 - c. The people's wait (never came/came) to an end.
2. Did the title help you to answer the questions given above?

ACTIVITY 8

Your worksheet shows a map of your school complex. Write names of the classrooms, reception, garden, etc. in the appropriate spaces as they are described to you.





(To be read out): As you enter the gate there is a garden. There is a 'pucca' path from the gate up to the 'verrandah'. On the left, the first room is the Reception. The room next to the Reception is the Principal's room. Behind these rooms is the library. On the right of the corridor there are four classrooms for class V, VI, VII and VIII. At the back of these classrooms is the School playground, facing the library on the left.



ACTIVITY 9

Listen to the news report (from any local/national newspaper) (read by teacher) and prepare a few questions on the basis of this news.

ACTIVITY 10

Listen to English news bulletins at least twice a day. Recall the main points to yourself. Write these main points in your



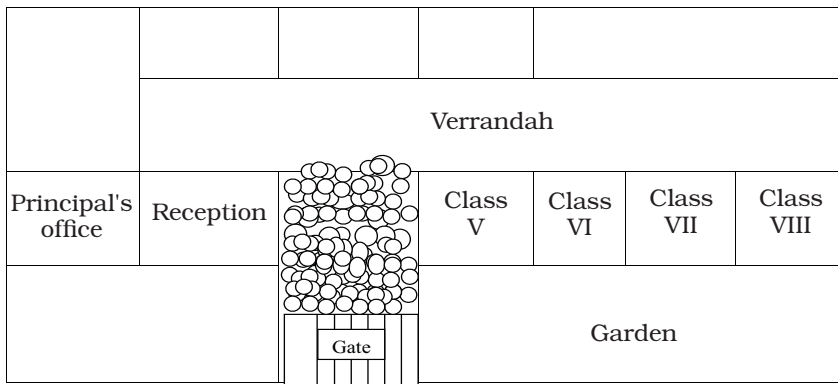
notebook. Now compare these notes to the coverage in a Hindi news bulletin and see if you've missed any points.

SUMMING UP

Effective listening not only improves one's listening skills, it also helps one to become a better communicator. It is a skill required not only in the classroom or at the work place but also in our social life. We can create an environment for listening in the class by narrating stories, reciting poems and doing role plays, etc. As teachers we should make a conscious effort to develop this skill in our learners.

अच्छे श्रोता सिर्फ अच्छी तरह से सुनते ही नहीं, बल्कि अपनी बात भी मज़बूती के साथ रख पाते हैं। स्कूल के भीतर की बात हो या बाहर की 'सुनना' बहुत ज़रूरी है। अध्यापक होने के नाते इस कौशल के प्रति हमें सचेत होकर प्रयास करने की ज़रूरत है। आश्चर्य की बात नहीं है कि सुनने को अब सिर्फ एक कौशल नहीं, बल्कि एक रवैया माना जाने लगा है जिसे प्रोत्साहित करने के लिए ऊँचे स्तर के प्रबंधन और प्रशासन के कोर्स उपलब्ध हैं। हमारी कक्षाएँ कहानी, कविता, नाटक सुनाने के माहौल से क्यों वंचित रहें? पंचतंत्र की कहानियाँ खासकर वे कहानियाँ, कहावतें खेल गीत जो बच्चे घर-मौहल्ले में सुनते हैं, उनको अंग्रेज़ी में सुनाने के तरीके खोजे जा सकते हैं।

APPENDIX 1





In our daily lives most of us speak more than we write. Children learn to speak their language easily because they get to hear a lot of it around them. They also pick up some English words which are part of their environment but find it difficult to speak complete sentences. It is because they are not getting a chance to listen and speak in English. Many English teachers spend most of the class time on reading and writing practice rather than focusing on speaking and listening skills. May be this is the reason that even after four to five years of learning English children are not able to speak in English. Since the aim is also to enable the learners to speak in English, then speaking skills should be practised in the language classroom.

अपने परिवेश की भाषा में बोलचाल की जो बुनियादी निपुणता कक्षा के बाहर भी बच्चे सहज रूप से हासिल कर लेते हैं, इस व्यापक उपलब्धि को अंग्रेजी की कक्षाओं में भी अपनाया जा सकता है। खास श्रोताओं के साथ जैसे विदेशी पर्यटकों के साथ अक्सर उन बच्चों को भी अंग्रेजी में बात करते हुए देखा गया है जो अंग्रेजी की कक्षा में कभी गए ही नहीं। आखिर वे कैसे कर पाते हैं। हमारे स्कूलों में 'बात करना' प्रायः गलत समझा जाता है। यह माना जाता है कि यदि कोई बात कर रहा है तो ठीक से पढ़ाई नहीं कर रहा होगा। इसलिए जैसे ही अध्यापक बच्चों को बात करते हुए देखते हैं, वह तुरन्त उन्हें रोकते हैं। बातचीत के प्रति उपेक्षा की वजह से हम शिक्षा में बातचीत के उपयोगों की अवहेलना करते आ रहे हैं जबकि बच्चों के लिए बातचीत करना सीखने और सीखी हुई चीज को मजबूत बनाने का बुनियादी माध्यम है। भाषा के संदर्भ में तो यह बात और भी महत्वपूर्ण हो जाती है। शायद यही कारण है कि स्कूल में चार-पाँच साल अंग्रेजी की पढ़ाई कर

लेने के बाद भी बच्चे अंग्रेज़ी बोल नहीं पाते हैं। बोलने के मौके दिए बिना बोलना भला कैसे संभव हो सकता है?

अपनी रोजमर्रा की जिंदगी में हम लिखने से कहीं ज्यादा बोलकर अपना काम चलाते हैं फिर भी देखा यह गया है कि अंग्रेज़ी की पढ़ाई हो या किसी और भाषा की, अध्यापकों का ध्यान 'पढ़ना' और 'लिखना' इन दो पर अधिक रहता है जबकि अंग्रेज़ी भाषा पढ़ाने का मक़सद तो यह भी है कि बच्चे अंग्रेज़ी में बात कर सकें।



To develop speaking skills we need to practise listening and speaking in a graded manner, i.e. from easy to difficult.

To become a good speaker one has to be a good listener. The inputs received while listening can be useful while speaking.

Pair work/group work is the ideal way to enhance the learners' self-confidence and give them practice in conversation and dialogues by creating situations close to real life. They can be encouraged to speak about.



जब भी अंग्रेज़ी बोलना सीखने की बात आती है तो यही कहा जाता है कि बोलने की कोशिश तो करो। बच्चे बोलने की कोशिश भी करते हैं पर अध्यापकों की टीका-टिप्पणी उनकी इस कोशिश को आगे बढ़ने से रोकती है। इसलिए जरूरी है कि -

- बातचीत के लिए अनुकूल माहौल पैदा किया जाए,
- अच्छा श्रोता बना जाए,
- सिर्फ पाठ्यपुस्तक आधारित सामग्री ही नहीं बल्कि अपनी जिंदगी के बारे में (अपनी पसंद-नापसंद, अपने दोस्त, मनपसंद फिल्म आदि) भी बात करने के मौके दिए जाएँ।

LET US DO SOME ACTIVITIES

ACTIVITY 1

Form groups of four and discuss your favourite serial.

While doing this activity you were listening to others and also speaking. In the process you pick up new words and



sentences from each other. You can do similar activities in the classroom with your students.

सभी जानते हैं कि खेल बच्चों की जिंदगी का अहम् हिस्सा है। क्या हम सब यह भी जानते हैं कि बच्चे शब्दों से भी खेलते हैं ? शब्दों को उलट-पुलट कर बोलना, शब्दों की खींचतान करना, अलग-अलग स्वर में दुहरा कर बोलना, उसको अलग ही रूप में रखकर बोलना, ये सब बच्चों के खेल और आनंद का प्रमुख साधन हैं। शब्दों के साथ इस तरह के खेल को शिक्षण शास्त्रीय नज़र से देखें तो भाषा शिक्षण मज़ेदार हो सकता है। कच्चा पापड़ पक्का पापड़, राधा की बूनी में नींबू की धारा, चंदू के चाचा ने , बहुत से खेल बच्चों को मज़ा देते हैं। अंग्रेज़ी की कक्षा में भी इनका उपयोग किया जाना बेहतर होगा।

We always love to play with words, eg., for sound, repetition, rhyme, rhythm, etc. You must have enjoyed speaking these in Hindi. In English also we have similar things which are called tongue twisters. Let's speak the following.

ACTIVITY 2

Speak the following sentences clearly but as fast as you can. You can also memorise them if you can.

- i. Sonia's seven silly sisters sang seven silly songs.
- ii. A noisy noise annoys an oyster.
- iii. She sells sea shells on the sea shore. But the seashells she sells at the seashore are not pure.

ACTIVITY 3

Listen to and repeat the following.

- | | | | |
|----------|-------|------|-------|
| (a) peer | dear | tear | here |
| gear | mere | rear | fear |
| near | cheer | jeer | year |
| (b) sin | shin | sort | short |
| sign | shine | sun | shun |
| seat | sheet | sow | show |
| fun | pun | one | won |

- | | | | |
|-------------|---------|-----------|-------|
| (c) measure | leisure | pleasure | |
| treasure | vision | confusion | |
| (d) ship | shed | sharp | sugar |
| wash | rush | fish | ash |

ACTIVITY 4

Work in groups of three and practise the conversations given below. You do not need to memorise the dialogues however you may change them if required.

- i. Introducing yourself and your peer in a **Formal** situation.

Renu Mehta and Gitanjali Kaul are new teachers at Kasturba Gandhi Balika Vidyalaya. They meet for the first time in the staff room. They are joined by Ruchi Monga, another new teacher.

- ii. Introducing yourself and your peer in an **Informal** situation.

Annu Sharma has recently shifted. She goes to introduce herself to her neighbour. Enact the conversation between them.

- Annu Hello, I'm Annu. I'm your new neighbour.
- Rashmi Hello, I'm Rashmi. I saw you shifting. I was about to come to see you. If you need anything do let me know.
- Annu Thank you. I wanted to know the timings of water supply.
- Rashmi We get water for one hour in the morning from 6 to 7 and in the evening also from 6 to 7.
- Annu Thank you.

ACTIVITY 5

Work in pairs. Talk to your partner about what you have in common. For example, you can talk about your dress or situations like coming from the same place.



: _____
 : _____
 : _____
 : _____

ACTIVITY 6

Look at the picture given below and describe it.



ACTIVITY 7

Work in pairs and spot the differences between the two pictures A and B given below. Say them aloud.

There are _____ differences in the given pictures.
 How many did you find?



ACTIVITY 8

Work in groups of four. Imagine you are part of the School Management Committee. In the annual meeting you suggest some changes in the teaching-learning process.

For example: 'Learning should be a joyful experience.'/ 'We should move away from rote-learning.'

While doing these activities you must have realised that there is an ample scope to create situations in the classroom where students get an opportunity to speak.

SUMMING UP

As teachers of English it is important for us to help our learners develop their speaking skills. They should be able to handle day-to-day activities in simple English and take part in short discussions as well.

We did a lot of activities, these activities can take place in classroom also. This will create an environment to encourage the student to speak freely without any fear of making mistakes of pronunciation or grammar.

अंग्रेजी बोलना सीखने को लेकर हमने बहुत सी गतिविधियों में हिस्सा लिया। कक्षा में बच्चों के साथ भी इनकी संभावनाएँ खोजी जा सकती हैं। ये गतिविधियाँ बच्चों को उच्चारण और व्याकरण की गलतियाँ करने के भय से बचाती हुई मजे-मजे में अंग्रेजी बोलने के लिए उत्साहित करेंगी।





Every year thousands of children learn to read but unfortunately, a large number of them fail to achieve the much-required reading skills. Many children also do not develop a liking for reading – be it reading for pleasure or otherwise. It is therefore important for teachers to focus on developing reading among learners in the primary school years so that reading becomes a life-long habit. Reading habits can be promoted through reading stories, retelling stories, choral reading, shared reading, etc. You can also create class-libraries for exchange of books and shared reading.

हर साल लाखों बच्चे 'पढ़ना' सीखते हैं पर दुर्भाग्य की बात है कि उनमें से अधिकांश इस कौशल को हासिल नहीं कर पाते। कई बच्चे आराम से पढ़ते तो दिखते हैं पर वास्तव में पढ़े हुए को ज्यादा समझ नहीं पाते हैं। प्रायः बहुत से लोग यह मान लेते हैं कि उन बच्चों में पढ़ने के प्रति रुचि ही नहीं है। ऐसा मानने की जगह हम ऐसा क्यों नहीं कहते कि पढ़ना सिखाने के तरीके ही ऐसे अपनाए जाते हैं जो पढ़ने के प्रति उनकी रुचि को कुचल डालते हैं। पढ़ना सिखाने के इन तरीकों में पढ़ने का आनंद तो पता नहीं कहाँ छूट जाता है। ऐसे में भला बच्चे पढ़ना कैसे सीख सकते हैं। इसलिए जरूरी है कि हम इस बुनियादी सवाल से जुड़ें कि पढ़ना सीखने की प्रक्रिया सार्थक कैसे बन सकती है?

ACTIVITY 1

Make a list of all the different types of texts that you read in any language. For example :

Newspaper

Magazines

Posters

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The list shows us that either we read for pleasure or we only scan the information or we quickly skim through the pages to get the gist of it, or sometimes we read carefully to understand the text with comprehension and draw inferences.

There are many different kinds of reading.

- We go through a text quickly, to find a particular piece of information sometimes, e.g. phone book, directory, list of items, etc.
- We quickly run our eyes over a piece of text to get the gist of it.
- We also read longer texts such as stories, novels, etc. for our pleasure.
- We read shorter texts to extract specific information.

Therefore, we can choose different kinds of reading material for our learners to develop their reading skills such as magazines, newspaper, cartoon strips, posters, etc. Keeping in view the interest and the context of the learners choose the texts.

पढ़ने की कई शैलियाँ हैं-

- किसी तरह की कोई खास सूचना हासिल करने के लिए हम पठन सामग्री को जल्दी से देख जाते हैं। जैसे फोन की डायरी, डायरेक्टरी, सामान की सूची आदि।
- कई बार पूरे पन्ने को इस तरह पढ़ते हैं कि बस उसका सार भर समझ में आ जाए।
- कई बार मजे के लिए पढ़ते हैं - कहानी, कविता, नाटक, उपन्यास आदि।



अध्यापक होने के नाते सिर्फ पाठ्यपुस्तकों पर आश्रित होना ठीक नहीं होगा। हम तरह-तरह की पठन सामग्री जुटा सकते हैं जैसे पोस्टर, पत्र-पत्रिकाएँ, कहानी, कविता की किताबें, चित्र आदि। अपने जीवन से जुड़े संदर्भों वाली सामग्री को बच्चों अनुमान लगाकर सहजता से पढ़ लेते हैं, बशर्ते उन्हें मौके और माहौल मिलें।

ACTIVITY 2

Look at the cartoon by R.K. Laxman and read the text along with it.



Get on with your homework
– the sums, the composition,
history, geography,
chemistry, physics – and stop
reading The Laws Against
Child Labour!

Work in groups of four and answer the following:

- i. What is the cartoon about?
- ii. Do you think it is funny? If so, why?
- iii. Do you think a cartoon is a serious drawing? Why? Why not?

ACTIVITY 3

Read the following story silently and complete the activity given on pages 63-64 of the **Bridge Course**.

READING A

ACTIVITY 4

Use the contexts given below to choose the best meaning or synonym for each highlighted word. Do this activity individually.

1. Lokesh and Bhuvan are having a **dispute** over which game to watch on T.V. It would be so much simpler if they both liked the same kind of games.

A dispute is a _____.

- a. musical instrument
 - b. choice of music
 - c. disagreement
2. When they heard the good news the crowd cheered and then began to **disperse**.

What is the **opposite** of 'disperse'?

- a. come together
 - b. smile
 - c. fly like a bird
3. Bipin Babu's head reeled. Was he **losing his mind**?

'Losing his mind' means

- a. getting a headache
 - b. becoming mad
 - c. getting angry
4. The little girl does not want to talk about the incident with anyone. She is still **traumatized**.

If one is traumatized, one is

- a. greatly shocked and distressed
- b. in great fear
- c. angry



5. John's family was celebrating Christmas at a beach **resort** in Kerala.

A resort is a

- pilgrim centre
- theater
- place where people go on a holiday



READING ALOUD PRACTICE

It is important to practise reading aloud small texts and passages every day. You can read aloud these texts individually or in groups. Reading Aloud can be carried out on the following:

- Small texts/passages
- Announcements
- Messages
- Role Play
- Short stories
- Newspaper headlines
- Short news items

Some sample texts are attached in Appendix. Read them aloud in the class.



अंग्रेजी भाषा शिक्षण के मामले में बोलकर पढ़ना फायदेमंद हो सकता है। बच्चों से रोजाना किसी न किसी संदर्भ से जुड़ी पठन सामग्री पढ़वाई जाए। यह काम बच्चे छोटे-छोटे समूहों में भी कर सकते हैं-

- तरह-तरह की घोषणाएँ
- खबरें
- संदेश, सूचनाएँ
- कविता
- कहानी
- अखबार की सुर्खियाँ

SUMMING UP

In order to make reading an interesting activity, it is important that children do not struggle over every word,



whether they are reading the text for general meaning or to pick out specific information.

Becoming a skilled reader is a matter of continuous practice and development.

पढ़ने को रुचिकर व आनंददायी बनाने के लिए ज़रूरी होगा कि बच्चे हर शब्द से जद्दोजहद न करें, चाहें वे सूचना ग्रहण करने के लिए पढ़ रहे हों या फिर सामान्य रूप से मज़े के लिए पढ़ रहे हों। बार-बार पढ़ने के मौके और समृद्ध माहौल उन्हें उत्साही और कुशल पाठक बनाएगा। यदि एक बार बच्चे को पढ़ने और पुस्तकों से सफलतापूर्वक जोड़ दिया जाए तो फिर उसके लिए संभावित उपलब्धियों का कोई अंत नहीं है।

APPENDIX

1. Small texts and passages:



Have you ever looked out of your window while on a journey by train or by car? If you have, you would surely have seen an odd looking figure standing in the fields, as if keeping guard. Do you know what these figures are called? They are called scarecrows.

The word scarecrow is made up of two words scare and crow. To put it simply, scarecrows were made to frighten away crows and other birds.

Nearly 2000 years ago, farmers found that as soon as their crop was ready to be harvested, crows and other birds would eat it. They had to do something to stop the crows and other birds from attacking their crops.

So they put their heads together, and came up with a very good idea. They decided to put a 'human-like' figures in the field which, they were sure would scare the birds away.

The farmers used all types of material to make their scarecrows. They used sticks, hay, mud pots, and even pumpkin shells. Then they dressed the figures in old clothing. While Indian scarecrows wear dhotis and pyjamas, the ones in America and England wear shirts and trousers!





There are many wild rabbits in our fields and forests. They have long ears, long whiskers and short tails. These wild rabbits are, however, different from pet rabbits because they are grey or brown in colour. Almost all pet rabbits are white in colour.

Wild rabbits can hide themselves from hunters because of their colour. The dry leaves, stones and earth can easily hide them because their colour is the same as these things. A wild rabbit can run very fast because its legs are very strong. It can also jump very far from its enemies. Cats, dogs, jackals and hunters are the enemies of the rabbit. Sometimes even lions and tigers catch them when they cannot find any other animal. Wild rabbits eat fresh grass and green leaves, which they find in plenty in the forest. But they never drink water. Rabbits live deep underground in burrows.





Writing helps us express our ideas and convey our thoughts. It is like an art which comes naturally through practice. Writing is not something that begins and ends when it is put down on paper. It is a process which should begin with the child's own life, her surrounding and not with dull writing tasks. The purpose of writing is the expression of ideas in a logical and coherent manner.

लिखना एक तरह की बातचीत ही है। अगर यह बात समझ में आ जाती है तो लिखना सीखना आसान हो जाएगा। पर अगर 'लिखने' को पढ़ी हुई चीजों की पुनः प्रस्तुति के रूप में देखते हैं तो अपनी भाषा में भी लिखना सीखना एक मुश्किल काम होगा। इसलिए लिखना सीखने की शुरुआत ज़रूरी नहीं कि बनावटी बातों से की जाए, जैसा कि आमतौर पर स्कूलों में अंग्रेज़ी शिक्षण के साथ होता है। लेखन का परिचय बातचीत के रूप में दिया जा सकता है यानी कि लिखने को अपनी बात कहने के माध्यम के रूप में लिया जाए।

ACTIVITY 1

When do we need to write?

We write to express our ideas. It can be a diary, a letter, any memorable experience or story. We also need to write for information, day-to-day functioning or official purposes such as notice, message, formal letter, application, etc.

लिखना सीखने की शुरुआत करने से पहले यह देख पाना ज़रूरी है कि बच्चे अंग्रेज़ी बोलने के प्रति मन में पल रही झिझक से निज़ात पा चुके हैं या नहीं। अगर वे अपनी ज़रूरतों, अनुभवों और सूचनाओं को किसी न किसी तरह अंग्रेज़ी में बोल कर कह पा रहे हैं तो समझिए कि अंग्रेज़ी लिखने की भी बढ़िया तैयारी हो गई है। अपने खेलकूद से जुड़ी बातों, इधर-उधर आते-जाते देखी गई चीज़ों के बारे में व्याकरण, काल आदि की गलतियों का ख्याल किए बिना लिखवाने की शुरुआत की जाए तो धीरे-धीरे पत्र, यादगार घटनाएँ, डायरी या फिर औपचारिक पत्र लिखने का सिलसिला शुरू हो जाएगा।

ACTIVITY 2

Write a paragraph on “**I would like to**”

ACTIVITY 3

Arrange the following list of steps in the order you would adopt while writing:

- saw that the sentences / ideas were linked to each other
- thought which words to use
- reason for writing
- tried to write neatly
- used punctuation marks



- thought about how I would begin
- thought of the correct spelling
- checked if I was using the correct sentence structure
- thought of the grammar items such as rules of verbs, agreement, articles, pronouns, conjunctions and so on
- thought of an apt closing sentence
- checked if the paragraph was clear

ACTIVITY 4

Given below is a set of sentences. Arrange these in the form of a paragraph.

Helen Keller

- She became deaf and blind when she was just 19 months old.
- Helen Keller was deaf and blind.
- Helen wrote eleven books and many articles.
- She is a role model for many people.
- Helen was a bright child.
- She learnt the signs for the letters of the alphabet from her teacher Anne Sullivan.

ACTIVITY 5

Share your memorable experience at KGBV with your friend.
(Write a letter)

Bikaner
09 May, 2009

Dear Sujata,



Bye,
Yours affectionately/With love/
All the best/Take care
(Signature)

ACTIVITY 6

Formal letters are written for official purpose and information. These letters must clearly state the name and address of the sender and the addressee (person whom the letter is addressed to). The date and formal salutation are a must as well.



There is no TV set in the common room. Write a letter to your warden requesting her to get a TV set installed.

Ritu Patel
Teacher in Charge
KGBV, Merrut
12 May, 2009
The Warden
KGBV
Madam,

Yours sincerely,
Ritu Patel



ACTIVITY 7

You must have seen notices. Where do you find notices and what purpose do they serve?



Ration Shop

Notice-writing is used to convey information formally to a specific group of people. Notices can be displayed on a school notice-board, in public places and in offices as well. They must contain the name of the issuing authority and date.

हमारे इर्दगिर्द बहुत से ऐसे लोग हैं जिन तक अपनी बात पहुँचाने के लिए 'लिखना' ज़रूरी हो जाता है। यह लिखना कई तरह से हो सकता है। इसमें 'नोटिस लिखना' भी शामिल है। नोटिस के ज़रिए हम लोगों के अलग समूह तक किसी तरह की सूचना पहुँचाना चाहते हैं। स्कूल, सार्वजनिक स्थानों, कार्यालयों और भी कई जगहों पर सूचनाएँ नोटिस द्वारा पहुँचायी जाती हैं। नोटिस लिखते समय सूचना के साथ-साथ तारीख और सूचना जारी करने वाले का नाम लिखना भी महत्वपूर्ण होता है।

Given below is a notice. Read it and answer the questions based on it.



NOTICE

KGBV

7 January, 2015

Republic Day Celebration

A small programme is being organised to celebrate the Republic Day on 26th January, 2015 at 10. a.m. in the school ground. Interested students may contact Miss Preeti.

Principal



1. What is the notice about?

2. When and where will the celebration take place?



3. Who should be contacted?

4. Have you seen other such notices?

ACTIVITY 8

KGBV is going to organise an inter class group song activity. Frame a notice to inform the girls.

ACTIVITY 9

While writing in your own language you express yourself comfortably? What difference do you find while writing in English?



The process of writing

Writing involves a number of activities such as generating ideas, organising information, using appropriate language, preparing a draft, reading, reviewing, revising and editing.

Prior to writing	This stage involves thinking and generating ideas through discussions or visuals. It will also include thinking about the purpose of writing. For example a letter of invitation will be more formal than a letter to a friend.
Writing	This stage involves organising information, selecting appropriate language and of course the act of writing itself! Revising is also part of this process as the writer may choose to pause and reflect on what they have penned before closing the piece.
Revising and reviewing	This process includes re-reading, reviewing on the lines of — Do I need to re-arrange my sentences? Have I missed a point? Are there repetitions? Can I present a point with better vocabulary or new examples? etc.
Editing	Here the writer ensures that the written text is correct and also checks punctuations, spelling and grammar, etc. A final careful revision is also carried out at this stage.

SUMMING UP

We want our learners to become good readers and develop a habit of writing. You may do the following to encourage the learners.

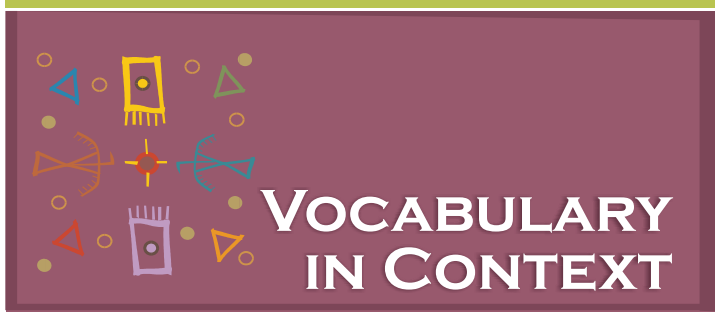
- Encouraging the learners to talk, share experiences.
- Provide a variety of visual and listening material.
- Encourage the learners to read as much English as they can.
- As far as possible get them to write about their life and related issues.
- Give them group work.
- Display learners' written work.



हम सभी चाहते हैं कि हमारे बच्चे उत्साही पाठक बनें और पढ़ना-लिखना उनकी आदतों का हिस्सा बनें। इसके लिए नीचे लिखी बातों पर गौर किया जा सकता है-

- बच्चों को अपने बारे में खुलकर बात करने के मौके दिए जाएँ। बोलते समय अगर अंग्रेजी की शब्द संपदा कम पढ़ रही है तो बीच-बीच में अपनी भाषा का शब्द इस्तेमाल करने की आजादी दें।
- तरह-तरह की दृश्यात्मक सामग्री दें।
- किस्से कहानियों को सुनाने के अवसर कभी न चूकें।
- अंग्रेजी में कहानियाँ, चुटकले, मॉर्निंग संदेश आदि ढेरों सामग्री पढ़ने के मौके दें।
- शुरू-शुरू में समूह में बात करवायी जा सकती है।
- स्कूल/कक्षा में उचित जगहों पर उनके लिखे हुए को सराहना के तौर पर प्रदर्शित किया जाए।





Vocabulary development in mother tongue happens quite naturally as the child is surrounded with innumerable words at home. Similarly, learning vocabulary at school for second language needs natural contexts so that the learners can see how the words are used. Words presented as isolated items are quickly forgotten. Isolated words do not present a linguistic reality, as meanings of the words in most cases are defined by the context. We must introduce vocabulary through context that will enable the learners to learn both the words and its usage.

Why do we need to enhance learners' vocabulary?

It is because without vocabulary they find it difficult to speak and write.

किसी बच्चे के लिए पढ़ने में मज़ा आना और अच्छी तरह पढ़ना सीख लेना स्कूली शिक्षा की महानतम उपलब्धि है। पढ़ने से ही जुड़ा है लिखने का कौशल जिसके लिए 'बोलना' यानी कि अपनी बात कह पाना बहुत ज़रूरी है। अपनी भाषा में कह पाना बच्चों के लिए मुश्किल काम नहीं है। भाषा की तमाम जटिल संरचनाएँ वे पहले से ही आत्मसात किए होते हैं। उनके चारों तरफ़ बिखरा भाषायी संसार उनकी अपनी भाषा में पकड़ को मज़बूती प्रदान करता रहता है। ज़रूरी नहीं कि उनके भाषायी संसार में अंग्रेज़ी भी समृद्ध रूप से समाई हुई हो और उनकी मौखिक भाषा में अंग्रेज़ी का विपुल भंडार हो। ऐसे में बोलने और लिखने के लिए स्कूल में ही सहज रूप में ऐसा माहौल जुटाना होगा जो उन्हें नए-नए शब्द समूह, वाक्य देता रहे और वे उनका सार्थक प्रयोग करते रहें। पर यह भी ध्यान रहे कि अकेले शब्दों के मायने नहीं होते। शब्द का अर्थ किसी संदर्भ से जुड़कर ही बन पाता है।

संदर्भ ही परिभाषित करता है कि अमुक शब्द कहाँ इस्तेमाल किया जा सकता है। अतः शब्द संपदा बढ़ाने के लिए पृथक रूप से शब्दों की भरमार चार्ट पेपर या किसी अन्य तरीके से उपलब्ध करवाने की जगह तरह-तरह की पठन सामग्री उपलब्ध करवाना श्रेयस्कर होगा।

ACTIVITY 1

Read the poem given below from *Honeydew*, Class VIII

A FEBRUARY SURPRISE

The **trees** are still asleep **today**
 And do not seem to know
 A **storm** came by last **night** and **heaped**
 Their branches full of snow.
 See how they start up with surprise
 As one by one they wake
 “Why, **gracious** me!”, they seem to say.
 And give themselves a shake.

(By Ralph Marcellino)

You must have noticed that some words are highlighted. Read these carefully. List them in the two columns:

Column 1	Column 2
Words you use frequently/often	Words you understand but do not use often
Today	gracious

Words in Column 1 are part of your active vocabulary, while words in Column 2 are part of your passive vocabulary.

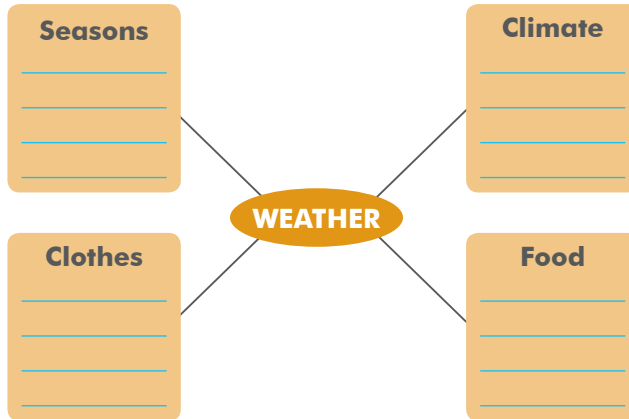
The words that we use frequently must be reinforced in different contexts.



जिन शब्दों या शब्द समूहों का बहुतायत में इस्तेमाल होता है, उन्हें भिन्न-भिन्न संदर्भों में प्रयोग करने के मौके दिए जाने चाहिए।

ACTIVITY 2

Divide yourselves into groups of five and list at least ten words on the given theme.

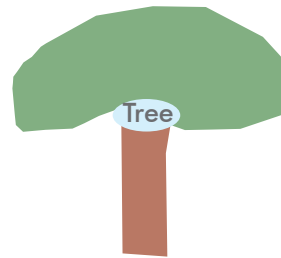


Now list the words according to the columns given below:

Frequently used words	Rarely used words	Totally new

ACTIVITY 3

What words come to your mind when you read or hear the word 'Tree'?



ACTIVITY 4

Given below is a list of practices for building one's vocabulary. Read these carefully and mark a (✓) tick against the ones that you use for developing extending/improving your vocabulary.

- reading newspaper
- reading magazines



- watching TV serials
- referring to/using a dictionary
- taking dictation
- playing word games
- solving crossword puzzles
- reading greeting cards
- going shopping with friends
- reading story books in English

ACTIVITY 5

Can you think of some more practices which will help build your/your learners' vocabulary?

Playing word games/vocabulary games can also help in building vocabulary.

Let us look at some vocabulary games given below.

Word ladders: Change **warm** to **cold** in 4 steps. You can change only one letter at each step.

ACTIVITY 6

Change **gone** to **came** in 3 steps. You can change only one letter at each step.

	warm
gone	worm
	word
	cord
came	cold

ACTIVITY 7

Word *antakshari* or word-chain: Saying words beginning with the last letter of the previous word. Let us take the word wind

Words: Wind – dew – wet – t—



ACTIVITY 8

Make as many words as you can from: **Grandmother**. One is done for you

Grand _____

ACTIVITY 9

Solve the word puzzles given below:

Nothing shakes her.

She has _____ in herself.

F			T	H
---	--	--	---	---

She is _____.

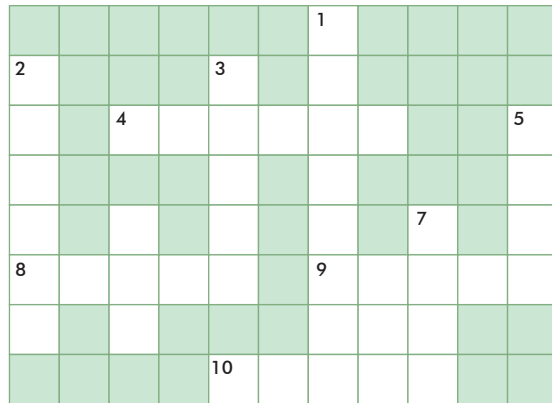
C		N	F		D		N	T
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ACTIVITY 10

Solve the Crossword given below.

Across

- What colour are brinjals?
- Look how _____ the grass and leaves are!
- This is the colour of snow.
- Penguins are white and _____.



Down

- The sunflowers are a bright _____.
- This colour is also a name of a fruit.
- Many bears are this colour.
- The sky is _____.
- Look at the _____ fire engine.
- This is the colour you get if you mix red and white together.



ACTIVITY 11

There are twelve words hidden in this table taken from *Honeysuckle*, Class VI.

- If you look carefully, six words can be found horizontally and the remaining six vertically.
- All of them are describing words like 'good', 'happy'. etc.
- The first letters of the words in each row/column are given below:

Horizontal	H	R	F	F	S	G
Vertical	A	W	S	F	L	Q

Now, find and encircle the words in the word maze given below.



ACTIVITY 12

Given below is a page from a dictionary. Look at it carefully and answer the questions given below.

term noun

1 a fixed length of time: *He was made captain of the football team for a **term** of one year.*

2 a part of the school year: *There are three **terms** in a school year.*

terms plural noun the things you are asking for: *If you agree to my **terms**—free meals and good wages—I will work for you.*

terrace noun

1 a level area cut out from the side of a hill

2 a flat area outside a house: *We sat on the **terrace** in the evening.*

3 a row of houses joined together

terraced adjective: a **terraced** house

terrible adjective

1 causing fear: *We saw a **terrible** storm.*

2 very bad: *Your writing is **terrible**.*

terribly adverb: *It is **terribly** (= very) hot.*

terrify verb

(present participle **terrifying**, past **terrified**)
to fill with fear: *The animals were **terrified** by the storm.*

terror noun (no plural)

great fear: *a feeling of **terror***

territory noun

(plural **territories**)

1 land ruled by one government: *This island is British **territory**.*

2 an area belonging to one person or animal: *Wild animals will not allow other animals to enter their **territory**.*

test¹ verb

1 to look at something to see if it is correct or will work properly: *Before he bought the car, he drove it to **test** it.*

2 to ask someone questions: *The teacher **tested** the children on their homework.*

test² noun

an examination: *I passed my driving **test** today.*

test tube noun small thin glass tube: *We put chemicals in **test tubes** in our chemistry class.*

text noun

1 the words used in a book

2 a few words from a book

textbook noun: A **textbook** is a book we use to learn about something.

than

(used when we compare things, in sentences like these): *My brother is older **than** me. Mary sings better **than** anyone else in the class.*

thank verb

to say we are grateful to someone: *I **thanked** her for the present she sent me.*

Thank you for the present you sent me.

No, thank you. I don't want any more tea.

thankful adjective very glad; grateful

thanks plural noun word used to show that we are grateful: **Thanks** for helping me. It was **thanks to** John (= because of him) that we won the game.

that

1 (plural **those**) the one over there; the one further away than this one: *This is my bowl; **that** bowl is yours.*

2 (plural **those**) (used to point out someone or something; used to mean the one known or mentioned already): *Did you bring **that** photograph? We played football and **after that** (= next) we went home.*

3 (used instead of **who**, **whom**)

(i) Find a word which means the same as *ghastly*. Write down the word and its two meanings.

(ii) Find a word that means a part of the school year.

(iii) Find a word that means examination.



ACTIVITY 13

Given below are a few words.

emotions mountains instead climb
fields totally frightened boiling

Identify which of these words can be introduced with the help of

- (i) pictures _____
- (ii) demonstration gestures _____
- (iii) explanation _____
- (iv) examples of usage in sentences _____
- (v) opposites/antonyms _____
- (vi) synonyms _____
- (vii) finding/identifying meanings from the context _____

You must have noticed that you can use more than one way to introduce words while teaching vocabulary.

SUMMING UP

Vocabulary is important as it helps in understanding spoken as well as written texts. It is important that new words are presented in an interesting manner so that the learners recognize them. It is important to get the learners to use these words in familiar contexts.

Reading newspapers, storybooks, magazines, pamphlets, brochures, labels and posters helps one in becoming familiar with new words in context. If you read extensively/widely you are likely to come across a number of new words. Using dictionaries and thesauruses also help learners in understanding the meanings of the new words.

संदर्भ के साथ शब्दों से परिचय बोली और लिखी हुई सामग्री को समझने में मददगार साबित होता है। बच्चों को इस तरह की सामग्री (कहानी, कविता, संवाद, खबरें) सुनने या पढ़ने को दी जाए जिनमें पहले से परिचित शब्दों के साथ-साथ नए शब्द भी रोचक तरीके से सामने आएँ। वे संदर्भ से जोड़कर अर्थ निकालना सीखें और परिचित संदर्भों में उनका इस्तेमाल भी करें। समाचार पत्र, पत्रिकाएँ, कहानियों की किताबें, पैम्प्लेट, चीजों के ऊपर लगे लेबल, पोस्टर ये सब नए-नए शब्दों से मेल करवाते हैं। शब्दकोश, संदर्भ कोश का शब्द संपदा बढ़ाने में अपना एक विशिष्ट स्थान है।





Grammar development in the mother-tongue takes place naturally as the child is surrounded by meaningful language input at home. Similarly, learners can understand how to use English at school if they are provided meaningful inputs and given ample opportunities to interact in the classroom. We can do so by narrating stories, anecdotes, etc. in English and also encouraging the learners to speak so that they pick up the correct use of language. For example, 'I went to the market' describes that the action took place in the past. 'I will go to the market' is spoken to describe the action that will take place in future. The context helps discover the rules of grammar.

संदर्भ से जुड़ा व्याकरण

बच्चों की भाषा में इस बात के पर्याप्त संकेत मिलते हैं कि वे अपनी भाषा का व्याकरण अच्छी तरह जानते हैं। अपने आस-पास बिखरे हुए भाषायी संसार के जरिए वे इस बात की समझ आसानी से बना लेते हैं कि बीते हुए समय के लिए 'कल मैं बाजार गई' और आने वाले समय के लिए 'कल मैं बाजार जाऊँगी' बोला जाएगा। यह बात अंग्रेजी के संदर्भ में भी लागू होती है। हर बच्चे के घर-परिवार के बारे में तो नहीं कहा जा सकता पर स्कूल में तो ऐसी कोशिशें हो सकती हैं कि उन्हें अंग्रेजी में कहानियाँ, घटनाएँ आदि सुनाई जाएँ और बोलने के लिए उत्साहित किया जाए जिससे वे इस भाषा की व्याकरण को भी समझने लगें।

इस तरह रोजमर्रा से जुड़ी बातों को अंग्रेजी में बोलने के लिए उत्साहित कर उनमें व्याकरण की सचेत समझ बनानी होगी जो आस-पास के परिवेश से जोड़कर तथा पाठों के संदर्भ से जोड़कर आसानी से हो सकती है।

Let us do some activities that will help us understand the use of language. Stories, poems, etc. given in the textbook provide us with situations that make it possible to understand grammar in context.

ACTIVITY 1

Through a text: Factual piece

- A. Read the following sentences from the lesson *Desert Animals* (Class VI, *Honeysuckle*)



Rattlesnakes feed on a variety of prey, including mice, moles, rats, chipmunks and many other small animals. Rattlesnakes *kill* their prey with venom. Like all snakes, they *swallow* the unfortunate animals whole.



The verbs in italics are in the simple present tense. When we use the present tense, we are not thinking only about the present. We use it to say that something happens all the time or repeatedly, or that something is true in general, i.e. habitual actions and repeated actions.

- B. Find ten examples of verbs in the simple present tense from *Fire: Friend and Foe* and write them down here.



When a fact is presented as a universal truth the present simple tense is used.

The Sun *rises* in the East and sets in the West.

Calcutta stands on the banks of river Hoogli.

Honey is sweet.

The Earth *revolves* around the Sun and rotates on its axis.

Ice floats on water.



C. In the class you can use a dialogue and ask the learners to write the answers as given in the example below.

Salma Where do you live?

Amar I _____

Salma What languages do you speak?

Amar I _____

Amar What do you like to read?

Salma I _____

Amar What do you do on a holiday?

Salma I _____

Amar Which television programme do you like to watch?

Salma I _____

Amar Which is your favourite game?

Salma My _____

Note: You must have observed that while the focus was on present tense, but at the same time skills such as listening, reading and writing are also being developed.

ACTIVITY 2

Through a text: Story

- A. i. Read the following sentences from the lesson *The Banyan Tree* (Class VI, *Honeysuckle*)



The cobra struck and missed. Again the mongoose sprang aside, jumped in and bit. Again the birds dived at the snake, bumped into each other instead, and returned shrieking to the safety of the cactus.



Simple past is used to indicate that an action has been completed or happened in the past.

- ii. Encircle examples of simple past in the passage above.

B. Imagine that you went for a trip. Complete the travelogue given below using the words: saw, visited, ate, clicked, bought, enjoyed.

I went to _____ for a holiday last year. My family and I travelled by bus. We stayed there for a week. We went sightseeing.

Note: To make negatives or questions of sentences in the simple past, you need to use the verb did. For example: Ila Sachani's mother and grandmother taught her embroidery. Ila used her feet to embroider as she could not use her hands. She did not loose heart and worked hard. After some time she became famous for her needle-work.

- C. i. Put the correct form of the verb in the passage below.

The oldest woman in India (die) at the age of 105 two months after getting her name in the Guinness book of world records. Rajni Bala (not give up) working until she was 90 and (enjoy) good health. She (fall) sick six months before her death.

- ii. Now imagine a woman from your village has won a lottery, report this news to your friend using the words given in the help box.

buy a ticket	buy a goat
win a lottery	make a shed
be happy	



There was a poor woman _____

- iii. In the class room you can ask the students to write a paragraph on the basis of the information provided. The information can comprise biographical details as given below.

Name	Kalpana Chawla
Native place	Karnal, Haryana
Year of Birth	July 1, 1961
Profession	Astronaut
Achievement	Selected for space mission by NASA in the space shuttle Columbia
Year of Death	February 1, 2003

Note: Students are focusing on the use of past tense in context. They are also developing their skills.

Through a dialogue: Role-play

A. Read the conversation given below:

Ajay I'm hungry. I haven't eaten anything since morning.

Amrita I've some chocolates. Would you like some?

Ajay No thanks. I have stopped eating chocolates.



Look, the bus is coming...!

Now write a few sentences that you can ask your students to change to present perfect form.

Example: She is cleaning the house.

ACTIVITY 4

Through a situation : Enacting

A. Enact the following dialogue with your friend.

Geetha and Beena are sitting in a canteen.

Geetha I'm *going to* have idli with chutney. How about you?

Beena I think, I'm *going to* have vada with sambhar.

Geetha Are you *going to* have rasam too?

Beena No. I'll rather have a papad

Geetha I'm *going to* have papad.

(The waiter comes)

Geetha *I will* have idli with chutney. Can I have rasam with it?

Waiter Yes, of course.

Beena And I *will* have vada with sambhar and papad.

Waiter Okay.

As you can see, the verbs '**going to**' and '**will**' express the future time. They show that the action is going to take place in the future.

'**Will**' is used to express a decision about the future and *is/am/are + 'going to'* is used to talk about a future-plan.



B. If your friend asked you: What are you doing tomorrow?

You might say:

C. You can ask the students to complete sentences based on information in illustrations related to the sentences. A prompt can be given in the form of verbs in brackets. The students can then be asked to fill in the correct verb form.

Train no. : 1234
Arrival : 10:05 AM
Departure : 10:08 AM

The train is going to arrive at 10:05 am and ____ leave at 10:08 am. It stops here only for 3 minutes. (arrive/leave)

Morning Show
Cartoon film
9 am to 12 noon

The show ____ and _____.
(begin/end)

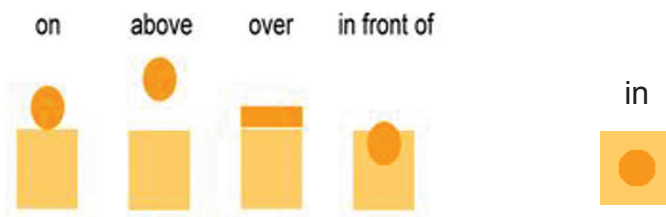
KGBV **SPORTS DAY CELEBRATIONS**
Arrival of the
Chief Guest : 8:00 am
Departure of
the Chief Guest : 11:00 am

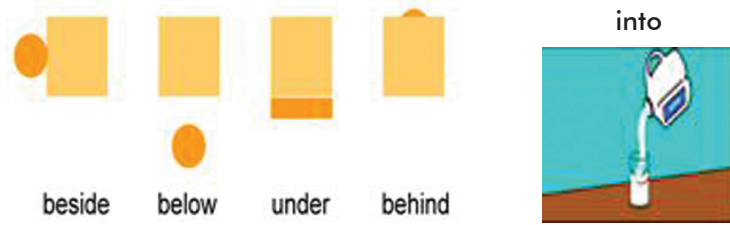
The chief guest ____ and _____.
(arrive/leave)

ACTIVITY 5

Through visuals

A. Look at the visuals given below





Using cues like this you can make the learners easily understand that a preposition (on, above, over, into, in front of, behind, under, below, beside, at) is a word which shows the relationship of a noun or a pronoun with another word in a sentence.

B. On the basis of the above information complete the following task. Use the inputs given and work in pairs.

You can meet me...

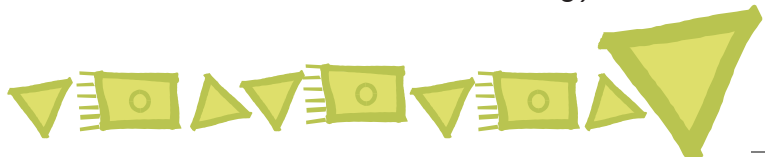
1.	in the city	at noon
2.	at the bus stop	in the morning
3.	near the post office	at 5 pm

After sharing the above information with your partner, ask a few simple questions: e.g.

- Can you meet me at noon? (Sentence 1).
- Can we meet near the post-office in the morning? (Sentence 2).
- Can you meet me at 5 pm? (Sentence 3).

Ask as many questions as you can.

C. You can ask the learners to look at some pictures and write as many sentences as you can using prepositions. A sample with hints has been given here.



- The butterfly is over the flower vase.
- The bird is in the tree.
- Stones are under the tree.

Where are the following:

- (a) book _____ (b) cat _____
 (c) flower-vase _____ (d) girl _____
 (e) flowers _____

ACTIVITY 6

Use of Passive Voice in context

A. Look at the following sentences:



- Milk is sold at the next counter.
- Thousands of persons were killed in the battle.
- You are requested to wait outside.
- Entry is prohibited.
- Readers are expected to maintain silence in the Library.
- Two minutes silence was observed.
- The result of CBSE examinations has been declared.



In this way passive voice can be taken up and extended through different activities.

Another way of teaching passive voice is through process of doing something.

B. Complete the following table as shown in the examples.

How to polish your shoes

• First we take shoes, polish and brush.	• First shoes, polish and brush are taken.
• Secondly, we remove the dust off the shoes.	• Secondly, the dust is removed off the shoes.
• Then we apply a little polish on both the shoes with the brush.	• Then _____



• After that we spread the polish thoroughly.	• After that _____
• We leave shoes for two minutes.	• _____
• Lastly we rub them with a clean cloth.	• Lastly _____

C. Now you can develop a similar activity for your learners on ‘How to make two cups of tea’.

How to prepare two cups of tea

• Take a pan	• A pan is taken
• Pour two cups of water	• _____
• Place the pan on the stove	• _____
• Allow the water to boil	• _____
• Add a teaspoon of tea leaves to the boiling water	• _____
• Cover the pan and let the tea leaves soak for 2 minutes on a low flame	• _____
• Pour the tea in to cups with a strainer	• _____
• Add milk and sugar (according to taste)	• _____



You can choose any of the following situations to make the activities:

- Role Play
- Reading aloud with actions
- Recitation of rhymes, poems, and making observations on a topic/theme
- Telling and retelling stories, anecdotes, and jokes
- Discussion, debate
- Simple projects
- Interpreting pictures, sketches, cartoons



SUMMING UP

Teaching and learning of grammar should focus on grammar in context rather than study of rules of grammar itself. Learning grammar itself is not the ultimate goal of learning English. The goal is that the learners should be able to use language accurately and effectively.

Grammar in context helps learners discover the rules of grammar when they are given a number of appropriate examples and adequate practice. However, *what the learners discover by themselves is remembered better by them.*

व्याकरण की अवधारणाओं की अमूर्त परिभाषाएँ याद करने से ज्यादा महत्वपूर्ण है उन्हें वास्तविक संदर्भों में समझना। इस उद्देश्य को पूरा करने के लिए पाठ्यपुस्तकों के अभ्यास प्रश्न और कक्षा में शिक्षक द्वारा इस्तेमाल की जाने वाली व्यावहारिक गतिविधियाँ और युक्तियाँ महत्वपूर्ण भूमिका निभाती हैं। अंग्रेज़ी सीखने का उद्देश्य उसका व्याकरण मात्र सीखना नहीं है। उद्देश्य तो यह है कि शिक्षार्थी बेहिचक प्रभावशाली तरीके से भाषा का प्रयोग कर सकें। अगर बच्चे व्याकरण से जुड़ा कोई नियम या बारीकी समझ नहीं पा रहे हैं तो विविध किस्म के पाठों में संदर्भ में पहचानकर उनका प्रयोग करना बताया जा सकता है। बेहतर यही है कि व्याकरण को कठोर यांत्रिक पृथक अनुशासन के रूप में न सुझाकर सहज रूप में प्रस्तुत किया जाए। कहने का मतलब यह है कि बिना किसी संदर्भ के व्याकरण के नियम रटाएँ न जाएँ।





There are different types of writings such as poems, stories, folktales, excerpts from plays, (auto) biographical writings, interviews, essays, articles, etc.

We read these for pleasure, appreciation, enjoyment and also for information. Stories, folktales and poems may be referred to as literary pieces and expository works like essays, interviews, etc. as non-literary pieces.

Except for poems, all literary pieces belong to the realm of prose. Prose is closer to our day-to-day experience of language than poetry is. There is prose in stories, novels and plays and also in scientific books, newspapers reports and magazines. We come across more prose than poetry in the classroom as well as outside it. As a result, learners also feel more comfortable in dealing with prose than with poetry.

भाषा का शिक्षण उसकी अनेक विधाओं के माध्यम से होता है। कविता, कहानी, लोक-कथाएँ, नाटकों के अंश, जीवनियाँ, साक्षात्कार, निबंध, लेख ये सभी लेखन के रूप हैं। कविता, कहानी साहित्यिक विधा कहलाती हैं, निबंध, साक्षात्कार आदि वर्णन से जुड़े होते हैं। कविता को छोड़ दिया जाए तो बाकी सभी लेखन का गद्यरूप हैं। हमारी रोज़मर्रा की भाषा 'गद्य' रूप के ज़्यादा नज़दीक है यानी कि व्यवहार में हम भाषा के जिस रूप को प्रयोग में लाते हैं वह 'गद्य' है। शायद यही कारण है कि 'गद्य' पढ़ने-पढ़ाने दोनों ही में कविता की अपेक्षा सरल और जाना पहचाना सा लगता है। कविता अपनी वाक्य संरचना, शब्दों की स्थिति और लय के कारण गद्य से भिन्न होती है। गद्य की भाषा हमारे दैनिक व्यवहार की भाषा के निकट होती है इसलिए इसमें विचार प्रधान होता है।

A poem, especially a short one, has an immediate impact on the listener and makes a direct appeal to our emotions and feelings. The rhythm and the flow of a poem enable us to memorise and recall couplets or lines without much effort.

READ THE FOLLOWING POEM

The Kite

How bright on the blue
Is a kite when it's new!
With a dive and a dip
It snaps its tail
Then soars like a ship
With only a sail
As over tides
Of wind it rides...

—by Harry Behn,

(*Honeysuckle*, Class VI, page 27)

The rhythm, the rhyme (blue-new, dip-ship, tail-sail, and tides-rides), and the alliteration (dive and dip) enhance the melody of the poem when read aloud. Thus poetry affects or influences the feelings of the reader. Appreciation generated by the images, the choice of words and the treatment of the theme/message by the poet. Richness of language including music of words can be perceived better through listening/reading aloud than through analysing words/phrases and grammatical items. (Syntax not important for its own sake).

The paraphrase while 'explaining' the meaning of the poem robs the reader of the pleasure, a chance to come out with various interpretations for a word or thought. We do not, and should not, use a poem to base a vocabulary or grammar lesson on it. In fact, we 'do not' teach a poem except in a very basic sense. We experience it and share our experience with the learners. Poetry, thus, is an experience more than just language.



While teaching poetry

- begin with a warm up activity related to the theme of the poem.
- talk about the background of the poem.
- read the poem aloud (learners should keep their books shut).
- ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem.
- read the poem aloud a second time.
- learners now will listen as well as follow the poem in their books.
- ask one or two questions from the poem.
- ask the learners to read the poem silently.

The objective is not 'to teach' vocabulary but to ensure maximum comprehension of the text, which is integral to total appreciation. Some global questions can be asked in the beginning, and some comprehension questions can be asked at the end of the poem. You may ask more questions on theme and content, structure and style, images and impressions. Writing tasks based on an open-ended discussion help the learners go beyond the textbook and relate the text to their own experience. If possible, a poem/a stanza of a poem with a similar theme can be read aloud in the class.

कविता साहित्य के दूसरे रूपों की तुलना में सबसे पुरानी विद्या है। कविता की भाषा सामान्यतः संकेतात्मक होती है। उसमें लय, तुक, अलंकार आदि का विशेष महत्व होता है। यह हमारी कल्पनाशक्ति को जगाती है। कविता को पढ़ाने का मतलब यह कभी भी नहीं है कि उसके शब्दों के अर्थ जाने जाएँ फिर उन्हें जोड़कर पूरी कविता का अर्थ जाना जाए। पहली कोशिश तो यही रहे कि उसे पढ़कर आनंदित हुआ जाए, मजा लिया जाए, शब्दों के उलट-फेर, लय, तुकबंदी इन सबका मजा लिया जाए। अब शब्दों के अर्थ पर जोर देने की जगह कविता में छिपे भाव को समझा जाए। यह भी ध्यान रहे कि हर कविता को एक ही तरीके से न समझाया जाए। कविता को अगर सस्वर पढ़ा जाए तो भावग्रहण में बहुत मदद मिलती है।

कविता की शैली, भाव, विषयवस्तु पर सवाल किए जा सकते हैं। किस समय/ परिस्थिति को प्रस्तुत किया जा रहा है, उस पर भी सवाल किए जा सकते हैं। इसी तरह से लिखने के लिए भी काम दिया जा सकता है। यह ध्यान रहे कि बच्चे अपने अनुभवों को जोड़ते हुए कविता में अर्थ ढूँढ़ेंगे। उसे बढ़ावा देने में संकोच का भाव नहीं होना चाहिए।



The following are a few poetic devices. We should be familiar with these to enjoy and understand the poem fully.

1. Simile - A simile is a figure of speech comparing two unlike things, often introduced with the word "like" or "as".

He fights like a lion.

He swims as fast as a fish.

He runs like a cheetah.

2. Metaphor – A metaphor is an implied Simile. In a metaphor the words – like and as, are not used, but, a metaphor takes for granted that the two things mentioned are one.

He was a lion in the fight.

3. Alliteration - Alliteration occurs when the initial sounds of a word, beginning either with a consonant or a vowel, are repeated in close succession.

She sells seashells on the seashore (Honeysuckle, Class VI, page 5)

4. Personification – Personification is when you give an animal or object human like characteristics.

The rain danced on the roof.

The sun smiled on the playground.

The swimming pool invited me to jump.



Look at the following lines from 'The Squirrel'

The Squirrel

You may have seen a squirrel sitting on the ground eating a nut. What did it look like? Here is a poet's description of just such a squirrel.

He wore a question mark for tail,

An overcoat of gray,



He sat up straight to eat a nut.
He liked to tease and play,
And if we ran around his tree,
He went the other way.

— Mildred Bowers Armstrong
(Honeycomb, Class VII, page 17)

He wore a question mark for tail,
An overcoat of grey,

- What are these lines about?
- Are they about a human being?
- What does 'tail' suggest?
- What does 'the tail' look like? A question mark! Where there is a question mark, there is a question. What's the question?
- What do you expect after 'wear' in a sentence? Clothes, an overcoat, socks, trousers, etc.
- What comes after 'wear' in this line? A question mark! Did anyone expect that?
- How does one understand '*a question mark for tail*'?

Whatever is given above is only a sample of warm-up activity. When learners open the books and look at the illustration, they will know it is a squirrel 'wearing a question mark for a tail'; to stir their imagination and to start a discussion you have the following five statements in the book (*Honeysuckle*, Class VI, page 3).

- The squirrel's tail looks like a question mark.
- It reminds me of the mark of punctuation that comes at the end of an interrogative sentence.
- Looking at this squirrel, you might say it was asking a question. What's the question?
- The squirrel is wearing a long overcoat reaching the tip of its tail.
- If it begins to run, its tail will look like the bushy end of a painter's brush.



These sentences are the likely responses from learners after they have had a chance to ‘understand’ and ‘appreciate’ the poem after reading the text. A free discussion of theme and content will enable the learners to relate all this to their own experience of having seen a squirrel or a bird in its natural surroundings.

Sequence the following steps for teaching poetry using your class room experience.

ACTIVITY 1

1. Reading aloud by the students
2. Comprehension questions
3. Warm-up interaction
4. Loud reading by the teacher
5. Glossary and supplementing glossary
6. Writing/speaking activity on any aspect of the poem
7. Asking to pick out poetic devices – rhyme scheme, simile, etc.
8. Highlighting the message/theme of the poem.

Stories/fables and other literary prose pieces

You may have noticed that there are a number of short stories in every language textbook. Why are there so many stories/fables in a language textbook?

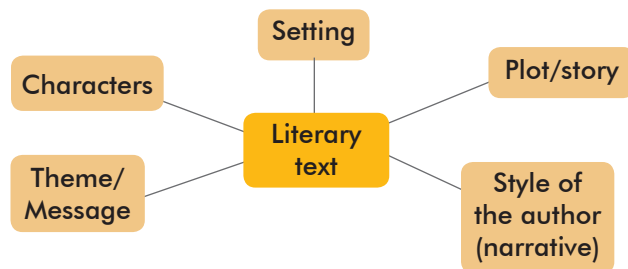
- One reason is that they make very interesting reading.
- Another is that they represent samples of authentic language used in writing as well as in speech as reflected in dialogues and conversation.
- And a third, and more significant, reason is that short stories/ fables deal with various aspects of life – events and situations that enable us to understand fellow-beings as characters performing a variety of actions in a given set of social circumstances. The insights that literary texts provide enable us to see the human relevance of happenings around us.



Every story is an imaginative reflection of life around us and enables us to come closer to the real world. Its main objective is to help us think maturely and to develop an understanding and appreciation of the contexts in which certain things happen.

The best way to teach appreciation is to first learn to understand, appreciate, analyse and reflect.

- Understanding is very essential for appreciation. After all, the purpose of a literary text is to make the reader appreciate it and not just to impart 'information'.
- Give ample opportunities to learners to understand the characters and happenings and draw conclusions. Interpretation and appreciation skills of the learners should be encouraged. Encouraging learners to discuss their opinions and views makes the class interactive. The interactive method is always preferred because it paves the way for discussion on a number of inferences, interpretations and opens different ways to explore a topic or a theme. Another way of helping learners understand a text is to guide them on specific areas through graphic organisers like web diagrams, tree diagrams, charts, etc. Example:



कविताओं की तरह गद्य विधाओं की भी अपनी एक विशेष बुनावट होती है और हर विधा को पढ़ने-पढ़ाने की विशिष्ट विधियाँ होती हैं। कहानी हो या जीवनी या फिर निबंध, इन्हें पढ़ते समय उनकी मूल विशेषता को भूलना नहीं चाहिए। कहानी पढ़ते समय ध्यान यह दिया जाए कि कहानी के माध्यम से बच्चों की कल्पना, उत्सुकता और जिज्ञासा को बढ़ावा दिया जाए। अक्सर देखा होगा कि एक कहानी में कई कहानियाँ छिपी होती हैं, इसलिए कहानी पढ़ते



समय उन मोड़ों पर भी बच्चों का ध्यान दिलाया जाए जहाँ से कहानी कोई नया मोड़ ले रही है या फिर अपनी दिशा बदल रही है। उन्हें आगे की कल्पना करने (लिखित और मौखिक दोनों ही तरह से) को उकसाया जाए। कहानी पढ़ते समय मन में कुछ चित्र/दृश्य भी उभरेंगे, उनको लिखवाने/बुलवाने से भी कहानी समझने में मदद मिलेगी। कहानी को नाटक रूप में भी बदलवाया जा सकता है, या फिर नाटक को कहानी के रूप में। कहने का मतलब यह है रचना की विशिष्टता को पढ़ते समय न भूला जाए।

ACTIVITY 2

Choose any story from the Bridge Course developed for KGBV and frame four questions for understanding and appreciation of the text.

A number of innovative activities can be planned to enable students to appreciate these areas.

- A set of questions can be put in a work sheet and given to the learners. The class can be divided into 3 or 4 groups. Each group may deal with one character of the story and can be asked to answer the questions after a discussion.
- To develop the creativity of learners:
 - they can be encouraged to convert stories/parts of stories into dialogues;
 - attempt a speech assuming the role of the character;
 - express orally or by writing, the best part of the story according to them; the best character according to them; if the story or character reminds them of some event or some person;
 - you may ask them to give a different ending to the story.



- The way conflicts are handled or resolved throws new light on the characters and on the characterisation by the writer. It is this insight that would lead the students to make connections, compare the character of the story to a similar person they have heard or known. After all, literature is close to life.

For example in *Honeysuckle*, Class VI, there is a story *Fair Play* by Premchand (Page 84). There is plenty of scope to guide through interaction or questions, the conflict in the story –

- faced by the two important characters (Algu vs Jumman) between themselves;
 - faced by the characters within themselves (First Algu as the Panch has to decide on the case of Jumman’s aunt; then Jumman as the Panch has to pass the verdict in Sahu’s case).
- By enabling learners to direct their thinking to these areas, the teacher prepares them to think critically; make connections; make comparisons; draw conclusions and finally pave the way for creative thinking.

SUMMING UP

Remember, poems need not be taught line by line, word by word. You give a model reading but let every child read the poem on her own to feel the richness of language, rhythm and music of words. Exercises accompanying the poem are more for understanding the poem as a whole than for teaching language items. A poem is best enjoyed and understood when it is read aloud. It merits multiple readings (aloud and silent) by teachers and learners. (Focus on sound and sense).

In addition to literary appreciation, stories are used for teaching of reading, writing, vocabulary and grammar, skills of communication, thinking and decision making. Teachers should build on the exercises given in the textbooks and design additional tasks/activities keeping in view learners’ interest, needs, and surroundings.



भाषा की कोई सी भी विधा हो, उनके शिक्षण की कोई एक विधि नहीं होती और सभी में मौलिकता और सृजनात्मकता की गुंजाइश ढूँढना ही सबसे महत्वपूर्ण बात है। कहानी पढ़ाने की बात हो या कविता या कोई भी दूसरी विधा, कोशिश यह रहे कि बच्चों के भीतर जो कल्पनाशीलता, विस्मय, कौतुहल, जिज्ञासा और सृजनात्मकता है उसे दबाया न जाए बल्कि इन विधाओं को पढ़ाने के ज़रिए उन्हें और विकसित किया जाए। विधाओं को समझने के लिए विषयवस्तु आधारित और उससे कहीं आगे जाकर प्रश्न पूछें जाएँ। पर प्रश्नों के बँधे-बँधाए उत्तरों की उम्मीद में न उलझे रहें। बच्चों में कविता, कहानी, निबंध आदि रचनाओं से तरह-तरह के अर्थ ढूँढने की असीमित संभावनाएँ छिपी होती हैं, उन्हें विकसित करने के लिए उनके उत्तर स्वीकार किए जाएँ।





INTRODUCTION

Assessment is a continuous and ongoing process. It goes hand in hand with teaching and learning activities. Assessment helps us to know the progress the learners have made, and to use this knowledge to develop the learners' proficiency rather than just giving grades or marks that do not reveal much.



Have you ever wondered?

- Why should students be assessed only on questions from their textbooks?
- Is assessing students only on questions from their textbooks sufficient for assessing their language-skills as a whole?
- Does the current pattern of assessment promote rote-learning?
- What should be assessed and how?



स्कूल में चल रही गतिविधियों पर गौर किया जाए तो सबसे महत्वपूर्ण बात जो समझ में आती है। वह यह है कि पढ़ाने के साथ-साथ पढ़ाई-लिखाई की जाँच भी जरूरी है अध्यापक, बच्चे और माता-पिता भी सीखे गए की जाँच यानि कि परीक्षा को विद्यालय की प्रमुख गतिविधि के रूप में देखते हैं। हमारे हर पाठ/गतिविधि की तैयारी इस बात से शुरू होती है कि जाँच के लिए कौन-कौन से सवाल किए जा सकते हैं। उन्हीं सवालों के इर्द-गिर्द सीखने-सिखाने की प्रक्रिया को ढाला जाता है। क्या यह सही है? परीक्षा या बच्चों द्वारा सीखे गए की जाँच से जुड़े मुद्दों पर सवाल करने चाहिए।

- क्या कक्षा में 'सीखने' जैसी कोई चीज़ हो पा रही है? या फिर बच्चे सिर्फ़ उन सवालों के जवाब देते हैं जिन्हें परीक्षा में पूछा जाता है? इसे सीखना कहा जा सकता है क्या?
- आंकलन के इस स्वरूप के आधार पर भाषाई विकास की जाँच कैसे की जा सकता है?

UNDERSTANDING LANGUAGE ASSESSMENT



Points to ponder over...

- Language assessment is not only related to the performance of the learner with respect to a particular syllabus. It should be based on assessing the language proficiency of the learners.
- Learning can also be assessed through routine activities and exercises in the classroom.
- The types of questions that are prepared and used for assessment need not be restricted to those found in the textbooks.
- Individual and group activities can be designed to enable learners to reflect and assess their learning experiences.



अंग्रेज़ी की कक्षा में पढ़ना-लिखना, बोलना-सुनना, सीखने की समझ हासिल करने के लिए बँधे-बँधाएँ पाठ्यक्रम से जुड़ी गतिविधियों से कहीं आगे जाया जा सकता है। रोज़मर्रा की जिंदगी से जुड़ी बातों को अंग्रेज़ी में समझ पाना, बोल लेना, पढ़-लिख लेना इन सब के आधार पर ही तो पता चलेगा कि अंग्रेज़ी के संदर्भ में बच्चे का भाषाई विकास हो पा रहा है या नहीं? क्या चार-पाँच कविता कहानी रटकर, सुना देने पर हम कह सकते हैं कि बच्चे ने अंग्रेज़ी बोलना सीख लिया है? क्या दिन भर में काम आने वाले कुछ वाक्यों जैसे- “May I come in”, “may I go to drink water”, आदि को रटाकर बुलवा लेने को कह देंगे कि बच्चे को अंग्रेज़ी बोलनी आ गई है? कुछ खास किस्म के पत्र जैसे- “letter to the Principal for granting leave for two days, to give fee concession, letter to father to buy a book”, आदि को रटाकर लिखवा लेने को कहेंगे कि बच्चे ने अंग्रेज़ी में लिखना सीख लिया है।



ACTIVITY 1

हम कब कह सकते हैं कि बच्चे ने अंग्रेजी में बात को समझना, बोलना, पढ़ना और लिखना सीख लिया है?

We must remember that assessment is not about giving marks but helping in the learning process.

ACTIVITY 2

How and when should we assess the learners?

How do you assess your learners?

On a daily basis?

Periodically?

Both?

We need to remember that no single assessment tool or method is capable of providing information about a child's progress and learning in different areas of development in isolation. Assessing the learner on daily basis means interacting with children and continuously assessing them in situations both inside and outside the classroom. Periodic assessment which may be once in every 3 to 4 months helps teachers check and reflect on the information collected. This, however, should not be in the form of a test or exam but for the purpose of reflection.

Assessment should be primarily based on:

- **Observation** – the teacher's observations and assessment of the student's work through a variety of assignments or tasks. Individual assessment focuses on individual work and accomplishments.
- **Oral presentations** — answering questions, story telling, reading aloud, describing things, actions, etc.,
- **Written work** – writing tasks such as paragraph writing, letter writing, process description, etc.



- **Portfolio** – a collection of written tasks over a period of time rather than a single writing sample.

This shows the stages of writing and can help the students reflect upon their work and hence improve it.

- **Group work** – discussions, debates, making projects, etc.

ACTIVITY 3



Portfolio

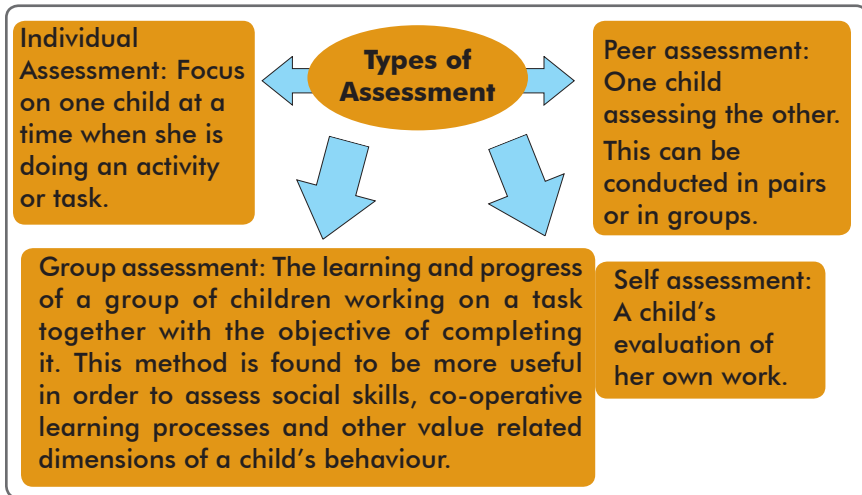
(i) Which of the following does a portfolio include?

- A collection of the students' writing tasks _____
- A record of their progress _____
- Students' self-reflection on their own work _____
- Achievements in certain areas _____
- Peer assessment _____
- All of the above _____

(ii) List at least 5 writing tasks that can be included in the learners' portfolio. They should be developed keeping in mind the above points.



TYPES OF ASSESSMENT



ACTIVITY 4

Which method of assessment do you use the most and why?

Assessing Listening and Speaking

For assessing the skills of listening and speaking the oral method should be used. Different types of activities or tasks can be used for this purpose. These activities can be conducted *formally* and *informally* while learners are engaged in classroom work.

The teacher can informally assess their performance while they participate in different activities by conducting question-answer sessions during:
a lesson, group work, pair work, role play, etc.



Some formal tasks can also be used for this purpose as given below:

- (a) **Answering questions:** This is a useful method for assessing the use of vocabulary and various structures in addition to pronunciation and intonation. In this, learners are asked questions of various types and she is required to answer them. Some questions may be simple, requiring one word to one sentence answers, whereas, others may require long answers consisting of 3 to 4 sentences.
- (b) **Story telling:** While using this, the learner is told a story by the teacher or she is given a story for reading. After this, she is asked to tell the story in her own words and assessment is done on how well she reproduces the original story.
- (c) **Reading aloud:** Reading aloud is a good activity to help learners improve their pronunciation. It can also be used for assessing oral skills. Dialogues, short conversation pieces, parts of a play or passages from textbooks can be given to learners to read aloud. The assessment may be on specific points like pronunciation of vowel sounds and consonants, intonation patterns, stress, etc.
- (d) **Describing things, actions, etc:** In this the learner is shown an object, picture or an action and asked to describe it. The description can range from one sentence to 2-4 sentences. Through this method, the learner's use of vocabulary and structure and her pronunciation can be assessed.

ACTIVITY 5

Read any story from the Bridge Course for KGBV.

Frame questions which have:

a one word answer:

a single sentence answer:



an answer consisting of 3-4 sentences:



Prepare a list of objects/actions/pictures that can be used for vocabulary enhancement of the students from:
the textbook:

the learners' environment:



ACTIVITY 6

Assessing Reading

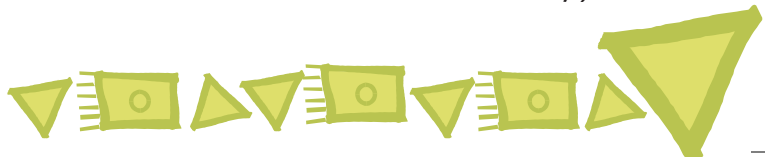
Reading skills should also be tested continuously. You can use various types of passages like those listed below.

A story	From a newspaper, a local folk tale, etc.
Time table	Based on a railway/bus time-table, student-life
Instructions	How to perform an activity like planting a tree, drawing some object
Small poem	Based on themes like self, community, environment, etc.

Keep in mind that the selection should be based on the learners' interest, age and their cognitive level.

The types of questions that can be prepared for assessing reading are:

- Comprehension and inferential question answers
- Gap filling
- Completion type
- Word attack questions
- Table completion type questions



The questions should be such which do not require lengthy writing. For classroom use, quick tests of comprehension can be made using true/false type of questions, but these should not be used in examinations as learners can guess the answers.

ACTIVITY 7

Read the given passage carefully and prepare questions for reading assessment in pairs. Now discuss them with other



After four years of drought in a small town in the Northeast, the priest gathered everyone together for a pilgrimage to the mountain, where they would pray together and ask for the rain to return.

The priest noticed a boy in the group wearing a raincoat.

"Have you gone mad?" he asked. "It hasn't rained in this region for five years, the heat will kill you climbing the mountain."

"I have a cold, father. If we are going to ask God for rain, can you imagine the way back from the mountain? It's going to be such a downpour that I need to be prepared."

At the moment a great crash was heard in the sky and the first drops began to fall. A boy's faith was enough to bring about a miracle that not even those prepared truly believed in.



groups and see if there were any other questions that you could have developed.

While grading answers for reading tasks, it is important to remember that they are not a test of the writing skills



of the learners. The learners should not be punished for errors in spelling, punctuation and grammar. Rather, you should look for content which indicates the comprehension level of the child.

- **Assessing Writing**

Class work and assignments/home-work involving written work can also be used to assess learners' writing ability. Writing tasks should be accompanied by hints/guidance so that learners know what they are supposed to write. It is important that a proper context is provided for the task.

- **Samples of different types of Questions and Tasks**

The following tasks/ways could be used quite effectively to assess different language skills.

- **True or False**

The learner is given a statement and has to mark/state if it is true or false. This type of question is mainly used to assess reading and listening comprehension. It can also be used to test grammar and vocabulary. A true or false question can be given as a question instead of a statement, and the student has to give her answer in yes or no.

ACTIVITY 8

Decide if the following statements are true (T) or false (F).

- (From the text: Class VI, Lesson 9, Desert Animals)
Animals can live without water. T/F
Or,
Can animals live without water? Yes/No
- (Beyond the text: local community)
A postman brings our letters. T/F
Or,
Does a postman bring our letters? Yes/No



Match the following

The learners are given two groups or columns of words, phrases or sentences, and they are asked to link each item in the first group or column to a different item in the second group or column. This kind of exercise mainly tests vocabulary.

ACTIVITY 9

Match the word on the left with the words in the second column with its meaning.

- (From the text: Class VI, Lesson 6, *Who I am*)

Engineer	Works in sports or activities such as running, jumping etc.
Journalist	Designs the system by which a computer runs or gives information
Athlete	Reports on recent news for newspaper, radio, or TV

- (From the text: Class VII, Lesson 8, *Fire: Friend and Foe*)

Fuel
Oxygen
Heat

-lighted matchstick
-air
-coal
-burning coal
-wood
-smouldering paper
-cooking gas

Multiple Choice Question

A multiple-choice question consists of a **stem** and a number of options (called **distracters**), from which the students have to select the right one.

ACTIVITY 10

Choose the correct word to complete the sentence.

- (Beyond the text: local environment)

Cow is a _____ animal.

(a) water (b) domestic (c) grass-eating (d) wild

Multiple-choice questions can test grammar, vocabulary, and reading and listening comprehension. The learner can be required to give the answer in one word or sentence.



Gap-filling

The learner is required to fill a gap to complete the sentence. You can hint at the word to be added or inserted by providing the basic form or root of the word in parentheses as indicated below.

ACTIVITY 11

Use the correct verb to complete the sentence.

- (Beyond the text: self and family)
Rani _____ a letter to her grandfather.
Or, Rani _____ a letter to her grandfather.
(write)
Do you like playing khokho _____ hide and seek. (so, or)

Gap-filling questions are useful for testing vocabulary and grammar. They can also test listening for specific words.

Transformation

Here learners are required to change a sentence according to the instruction given by teachers. Transformation questions usually assess the learners' ability to transform grammatical structures and understanding of grammar or grammatical constructions (forms).

Example: Change the following sentence into past tense.

- (Beyond the text: self)
Rani goes to school by rickshaw. Rani went to school by rickshaw.

Rewriting

Learners are required to rewrite a given sentence after making necessary changes as instructed, but without changing the basic meaning of the sentence.

Example:

- (Beyond the text: school)
She was allowed to take the test in spite of arriving late.
Although she was late yet she was allowed to take the test.



This is helpful in finding what a learner knows or doesn't know.

Translation

Translation can be used in a variety of productive ways, particularly in multilingual classrooms. When learners can understand two or more languages, translation may be used as a testing strategy. Learners can be asked to translate sentences or passages to or from English.

Translation is useful in obtaining information on what students know or do not know, especially in a class where both the teacher and the learners speak one language which is usually the mother tongue or first language.

Open-ended questions

Open-ended questions are generally asked after a listening or reading activity to test comprehension. They can also be used to test oral/speaking and writing skills. Open-ended questions can also have multiple answers. Each learner may answer them in her own way. If they are based on a text, the situation in the text is used as a take off point and the learners can give answers according to their individual thinking and experience.

Example:

- (Beyond the text: Environment)
Why should we not cut trees?
- (From the text: Class VIII, Lesson 8, *A Short Monsoon Diary*)
Mention a few things that can happen when it rains continuously or does not rain at all.

The Cloze Procedure

The Cloze procedure is a well-established test of language proficiency. It has also been found to be very effective for testing grammar, vocabulary and intensive reading. A Cloze test can be based on articles, prepositions, verbs, etc.

In a Cloze test, learners are given a text in which every nth word has been deleted. The learner is asked to complete



the text by filling in as many of the deleted words as she/he can. There are two methods for deleting words in a Cloze passage:

- (i) every nth (e.g., 5th or 7th) word in a text is deleted (fixed ratio method), and
- (ii) the words to be deleted are selected on the basis of certain characteristics, e.g., only past forms of the verbs are deleted (variable ratio method).

Making a Cloze test is very easy. Take a passage which will be interesting and challenging for learners. Keep the first and last sentence intact. Start counting words from the second sentence. Delete every 7th word. Keep the length of the blank constant. Learners should not be able to guess from the blank whether a small or a big word is to be filled in.

भाषायी निपुणता की जाँच करने के लिए क्लोज़ टेस्ट बहुत ही आसान सुस्थापित तरीका है। क्लोज़ टेस्ट प्रक्रिया के तहत विद्यार्थियों को कोई भी पाठ्य सामग्री पढ़ने के लिए दी जाती है। पढ़ने के लिए देने से पहले पाठ्य सामग्री में हर वाक्य का कोई सा शब्द, आमतौर पर पाँचवा या सातवाँ शब्द हटा दिया जाता है। विद्यार्थी से यह उम्मीद की जाती है कि वह पूरी पाठ्य सामग्री को पढ़े और हटाए गए शब्दों के स्थान पर संदर्भ से जोड़ते हुए अपनी समझ से शब्द सुझाए।

यह देखा गया है कि जो बच्चे क्लोज़ टेस्ट में निपुणता दिखाते हैं वे भाषा के हर पहलू की समझ रखते हैं। ऐसे बच्चों में दूसरे विषयों में कुछ बेहतर कर दिखाने की संभावनाएँ नज़र आती हैं, आखिरकार कुछ भी सीखने के लिए भाषा की जानकारी, समझ और निपुणता ज़रूरी है।

क्लोज़ टेस्ट बनाना बहुत ही आसान है। किसी भी गद्य या पद्य पाठ्य सामग्री का कोई सा भी अंश चुन सकते हैं। अंश रुचिकर हो, चुनौतीपूर्ण हो। पहले और आखिरी वाक्य को ज्यों का त्यों रहने दीजिए। बाकी वाक्यों में कोई सा शब्द, आमतौर पर पाँचवा या सातवाँ शब्द हटा दें। जो शब्द हटा रहे हैं उसकी जगह यानी कि खाली जगह पर लाइन खींच दीजिए। यह ध्यान रहे कि खाली जगह दर्शाने वाली रेखा की लंबाई एक सी हो। मिसाल के तौर पर पहले वाक्य में आपने 'अमरूद' हटाया है और दूसरे वाक्य में 'वी' हटाया है। 'अमरूद' शब्द 'आम' की अपेक्षा अधिक जगह घेरता है पर खाली स्थान दर्शाने वाली रेखा दोनों ही स्थानों पर बराबर आकार की ही होगी। इस नियम

के पीछे तथ्य यह है कि बच्चे कम या ज्यादा जगह के आधार पर शब्दों का अनुमान न लगाने पाएँ।

क्लोज़ टेस्ट के लिए दिए गए खंड में कम से कम बीस रिक्त स्थान तो होने ही चाहिए यानी कि जो पठन सामग्री आप दे रहे हैं उसमें कम से कम 160-170 शब्द तो जरूर होने ही चाहिए। क्लोज़ टेस्ट की स्कोरिंग करने के बहुत से तरीके हैं। पहले तरीके में तो केवल उन्हीं शब्दों को सही माना जाता है जो मूल पाठ्य सामग्री में मौजूद हैं। दूसरे तरीके में उन शब्दों को भी सही मान लिया जाता है जो मूल रूप से मौजूद तो नहीं हैं पर संदर्भ से मेल खाते हैं।

Read the paragraph carefully. Fill in the blanks only when you are re-reading it. Fill in only one word in each blank.

One day Rancho, a monkey, saw some children going into a school building. You know a monkey (1)_____ to do what he (2)_____ others doing. So Rancho (3)_____ in with the children. (4)_____ sat down in their (5)_____. Rancho too sat down (6)_____ them. The children took (7)_____ their books from their (8)_____. Rancho saw a book (9)_____ near him and he (10)_____ it up. The children (11)_____ turned over the pages (12)_____ their books to read. (13)_____ too did the same. (14)_____ made the children laugh. (15)_____ then the teacher came in the class. Rancho jumped out of the window and ran away.

The Original text: One day Rancho, a monkey, saw some children going into a school building. You know a monkey likes to do what he sees others doing. So Rancho went in with the children. They sat down in their chair. Rancho too sat down with them. The children took out their books from their bags. Rancho saw a book lying near him and he picked it up. The children now turned over the pages of their books to read. Rancho too did the same. This made the children laugh. Just then the teacher came in the class. Rancho jumped out of the window and ran away.



Dictation

Dictation is one of the most widely used assessment tools in a language classroom. However, are you aware that the present-day dictation test is significantly different from the traditional dictation test which mainly tests spelling? The modern dictation can also test, to some extent, punctuation and listening, comprehension as well as writing, reading and grammar as chunks of language as opposed to single words are given for dictation.

A useful source for dictations at all levels is the class textbook itself. Dictations must be selected according to the learners' abilities, and the usage and style should be similar to what the learners are expected to produce on their own in the course, both verbally and in writing.

Assessing learners' work

Throughout the term, the teacher should periodically collect the learners' notebooks to evaluate the kinds of errors being made. While evaluating the teachers must differentiate between comprehension errors and spelling errors. Comprehension errors include both phonological mistakes and grammatical mistakes. A phonological mistake would be spelling the word physics as fysics; a grammatical mistake would be transcribing Yesterday he worked as Yesterday he work. Spelling errors would be like receive/recieve. By doing this the teacher gets an insight into the strengths and weaknesses of the learners and she can help them.

Writing reports about the learners' progress

A report should convey what a learner has or has not learnt rather than what has been taught, i.e. the syllabus. The report should indicate:

- what the learner has achieved in terms of her previous performance along with overall proficiency
- her performance in the class while doing activities and interacting with others
- the strengths and recognize the achievements of the learners
- suggestions for improvement



ACTIVITY 13



Pair work – Report writing

Discuss with your partner and write a report for the following:

- a child who is struggling with reading or writing
- an 'above average' child
- a child you judge as 'average' for the class

Remember to include all aspects of English language learning with an emphasis on their achievements.



SUMMING UP

Teaching for successful learning cannot occur without high quality assessment. Assessment, therefore, needs to be integrated with the process of teaching and learning. The greater the integration, the better will be the outcomes of learning. In order to undertake holistic assessment, all aspects of learning need to be given due recognition by the teacher. Though the methods may vary, teachers should regularly observe the progress of learners; this will help them maintain a profile for each learner, which can help in reflecting upon, giving feedback, planning and implementing measures to enrich and enhance the learner's learning.

आपने यह जरूर महसूस किया होगा कि बच्चों द्वारा सीखे गए की जाँच करना कोई अलग गतिविधि नहीं है और न ही यह बच्चों या शिक्षकों पर अतिरिक्त भार है। इसके लिए बच्चों को भी विशेष रूप से अतिरिक्त समय और प्रयास की जरूरत नहीं है और न ही शिक्षकों को क्योंकि यह तो कक्षाओं में चल रही सीखने-सिखाने से जुड़ी प्रक्रियाओं का ही अभिन्न अंग है। यहाँ पर यह बात जोड़नी भी जरूरी है कि बच्चों के सीखने के संबंध में एक विषय में जानकारी लेते समय दूसरे विषय क्षेत्रों से जुड़े पहलुओं के बारे में भी जानकारी हासिल की जा सकती है। आंकलन बच्चे के सीखने को और भी समृद्ध बनाएँ न कि उसमें भय पैदा करें, ऐसी हमारी कोशिशें हों।



