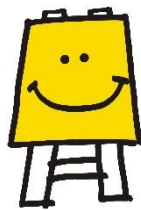


2016

# Let's Learn English



**Instructions'  
Manual-cum-  
Activity Book for  
English teachers**

**Unit 1 – Energizers**  
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## Unit 1 – Energizers

### What is an energizer?

An energizer is a short, fun activity done to:-

- i) Raise students' energy levels
- ii) Generate their interest in the lesson
- iii) Refresh their minds

#### Remember:

- ▶ An energizer should last between 5 to 7 minutes only.
- ▶ It is needed only when students appear bored and restless. If students look energized at the start of the class, you may skip it.

### Activity 1.1 – Gabbar Says

Objective	Skills	TLM
<ul style="list-style-type: none"><li>• To enable students to listen to, understand and follow simple instructions</li></ul>	<ul style="list-style-type: none"><li>• Listening</li><li>• Motor skills</li></ul>	<ul style="list-style-type: none"><li>• Nil</li></ul>

#### Method: -

- i) The teacher calls out different instructions, one-by-one, for the students to follow.
- ii) Students have to follow only those instructions that begin with the phrase 'Gabbar Says'.
- iii) If any student follows an action that does not begin with the phrase 'Gabbar Says', he/she is eliminated from the activity.

<b>Attention</b>	<ul style="list-style-type: none"><li>• Initially, call out only those action words that students are familiar with (jump, smile, etc.)</li><li>• Do not give more than 7 – 8 instructions at a time.</li><li>• Once students are comfortable with single instructions, move on to slightly more complex instructions like – clap and jump, touch your head, turn around, etc.</li><li>• Allow students to take turns to be Gabbar and call out instructions.</li></ul>
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## Activity 1.2 – If You.....

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To enable students to listen to, understand and follow simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

### Method:-

- i) The teacher calls out an instruction, loudly and clearly and asks students to follow it.

### You may write your own instructions or use one of the following:

- If you have two uncles, raise your hand.
- If you have one brother, stand up.
- If you have two sisters, raise both hands.
- If you are wearing green today, remain seated.
- If you are not wearing black today, clap once.
- If you have a ten rupee note, raise one hand.
- If you got up at 7 AM, smile.
- If you have two grandfathers and two grandmothers, jump.
- If you are left-handed, look towards your right.
- If you sleep at 11 PM every day, pat your back.
- If you have long hair, raise both hands.
- If you washed your hair today, lift one leg.
- If you were born in January, clap three times.
- If you were born in October, lift your left leg.
- If your name starts with the letter 'K', stand up.
- If there are three vowels in your name, put your head down.

<b>Attention</b>	<ul style="list-style-type: none"> <li>For students at beginner level, the instructions can be called out bilingually (English + Regional Language).</li> <li>Do not give similar instructions one after the other.</li> </ul>
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## Activity 1.3 – In my.....

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To enable students to listen to and memorize simple words</li> <li>To build students' vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Memorizing</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

**Method:-**

- i) Students stand in a circle.
- ii) One student says, "In my kitchen I have *Item 1*" (here item refers to anything normally found in a kitchen like salt, sugar, plates, etc.)
- iii) The student standing next to him / her adds an item to the list by saying, "In my kitchen I have *Item 1* and *Item 2*".
- iv) Students keep adding items to the list one-by-one. If a student misses any item (while saying their names), he / she is eliminated from the activity and the chain continues with the next student.

**Example:-**

- *Student 1: In my kitchen, I have a plate.*
- *Student 2: In my kitchen, I have a plate and a knife.*
- *Student 3: In my kitchen, I have a plate, a knife and a cup.*

<b>Attention</b>	<ul style="list-style-type: none"> <li>• For students at beginner level, the instructions can be given bilingually (English + Regional Language).</li> <li>• Since it is difficult for students to remember many words at once, you may break the chain after every 5<sup>th</sup> student.</li> </ul>
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**Activity 1.4 – What is it?**

<b>Objective</b>	<b>Skills</b>	<b>TLM</b>
<ul style="list-style-type: none"> <li>• To revise students' vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Visual Association</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

**Method:-**

- i) The teacher should ask for a student volunteer.
- ii) The volunteer goes outside the classroom and waits for a while.
- iii) While the volunteer is waiting, the class (as a whole) thinks of a word that can be enacted with ease (jump, doctor, cat, etc.).
- iv) When the volunteer returns, the other students mime the actions and gestures that will help the volunteer to correctly guess the chosen word.
- v) Once the volunteer has guessed the chosen word, the activity continues with the next volunteer.

<b>Attention</b>	<ul style="list-style-type: none"> <li>• The teacher must ensure that students must mime and not communicate with the volunteer in any other manner.</li> </ul>
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## Activity 1.5 – Chinese Whispers

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To introduce and revise simple words and/or phrases</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>A phrase or sentence written on a slip</li> </ul>

### Method:-

- i) Ask 8 – 10 students to stand in a straight line.
- ii) Write down one message on a slip (the message should be a simple sentence, proverb, phrase and should not be more than 10 words).
- iii) Give the slip to the student standing at one end of the line and instruct him/her to whisper the message in the ear of the next student. The next student must whisper the message in the ear of the next student and so on.
- iv) After the message has been whispered into the ear of the student standing at the other end of the line, he / she must share it with the whole class.
- v) Ask the first student for the original message and compare it with the final message. Ask students to find out if the two messages are identical or differ in any manner.
- vi) Continue the activity with the next 10 students and a new message.

<b>Attention</b>	<ul style="list-style-type: none"> <li>The teacher must ensure that students only whisper the message in each other's ears and neither call it out loudly nor communicate in any other manner.</li> </ul>
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## Activity 1.6 – Names & Adjectives

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To encourage students to use adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

### Method:-

- i) Each student must think of an adjective that starts / ends with the same letter as his / her first name and call out the 'name + adjective' combination together.

### Example: -

- I am **amazing Anita**.
- I am **smart Sahil**.
- I am **intelligent Ali**.

- The teacher can conduct the activity with the following variations too: -

> <b>With names of fruits / flowers:</b>	> <b>With names of animals / birds / insects:</b>
○ <i>I am Mukesh and I like mangoes.</i>	○ <i>I am Rani and I like rabbits.</i>
○ <i>I am Saima and I like sunflowers.</i>	○ <i>I am Lata and I hate lizards.</i>

<b>Attention</b>	<ul style="list-style-type: none"> <li>Students at the beginner level, may speak their sentences bilingually (English + Regional Language).</li> </ul>
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## Activity 1.7 – Mirror Mirror

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To get students to observe and imitate actions</li> </ul>	<ul style="list-style-type: none"> <li>Visual Association</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

### Method:-

- i) Divide the class into pairs.
- ii) In each pair, 1 student is an actor and the other is the mirror.
- iii) The actor enacts (any action) and the mirror imitates it.
- iv) After some time, ask each pair to swap roles.

## Activity 1.8 – Pass the Action

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To get students to observe, memorize and imitate actions</li> </ul>	<ul style="list-style-type: none"> <li>Visual Association</li> <li>Memorizing</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

### Method: -

- i) Students stand in a circle.
- ii) The teacher demonstrates an action.  
*Teacher waves his / her left hand in the air.*
- iii) The student standing next to the teacher repeats the teacher's action and adds a new action to it.  
*Student 1 copies teacher's action (waves his / her left hand in the air) and adds his / her own action to it (clapping).*
- iv) The activity continues with every student copying the actions of all the students before him / her and adding his / her own action.
- v) If a student makes a mistake, he / she is eliminated from the activity.

**Unit 2 – Letters**  
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## Unit 2 – Letters

### What is a letter?

A letter is a symbol of the alphabet that is used in writing or printing to represent speech.

There are 26 letters in the English alphabet.

<u>A/a</u>	B/b	C/c	D/d
<u>E/e</u>	F/f	G/g	H/h
<u>I/i</u>	J/j	K/k	L/l
M/m	N/n	<u>O/o</u>	P/p
Q/q	R/r	S/s	T/t
<u>U/u</u>	V/v	W/w	X/x
Y/y		Z/z	

### Alphabet Song:

Come little children, come to me

I will teach you ABC

A - B - C - D - E - F - G

H - I - J - K - L - M - N - O - P

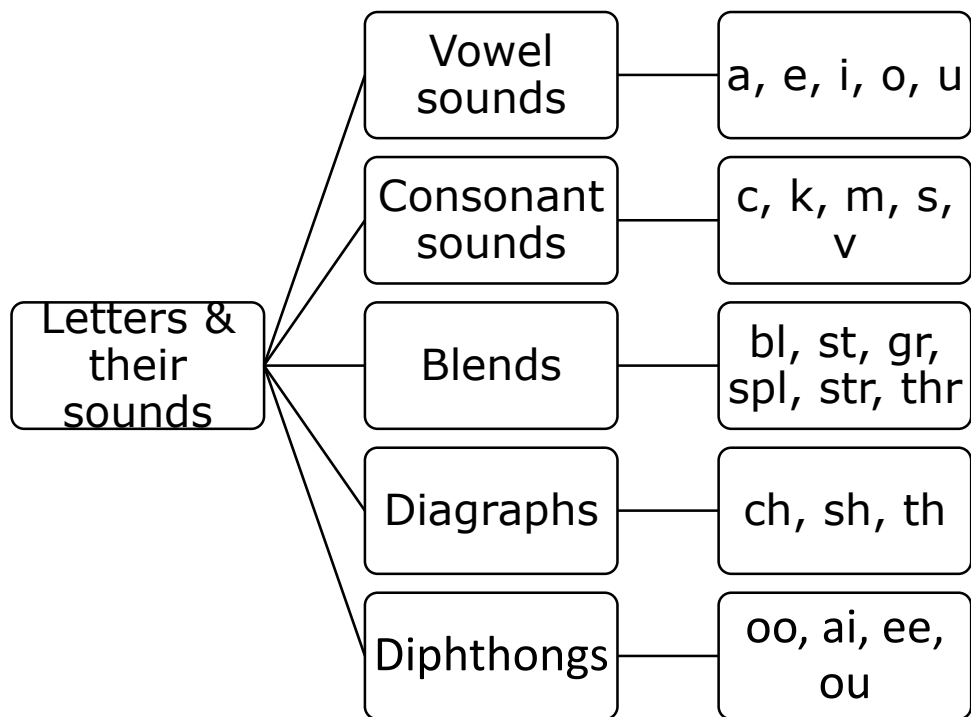
L - M - N - O - P - Q - R - S - T

U - V - W - X - Y - Z

Now you know your ABC

Next time won't you sing with me?

## Letters and their sounds



### Activity 2.1

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To familiarize students with the sounds of different letters</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Consonants Flashcards</li> </ul>

#### Method: -

- i) Select any letter randomly (write it on the board / use the relevant Consonant Flashcard).
- ii) Call out its sound and ask the students to repeat it after you.
- iii) Repeat step 2 at least 4 – 5 times (with the same letter).
- iv) Select another letter and repeat steps 1, 2 and 3 with it.

#### Extension: -

- i) Select any letter randomly (write it on the board / use the Letter Flashcard).
- ii) Call out its sound followed by a word that begins with that sound.
- iii) Repeat step 2 at least 4 – 5 times (with the same letter).
- iv) Select another letter and repeat steps 1, 2 and 3 with it.

<b>Attention</b>	<ul style="list-style-type: none"> <li>• If the students are already familiar with the name of the letter, do NOT call it out. Only focus on its sound.</li> <li>• This activity is meant for those students who are beginning to understand the concept of letters and their sounds. <b>Therefore do NOT do this activity with your students if they are already familiar with individual letters and their sounds.</b></li> <li>• While doing this activity, select the letters randomly not serially.</li> <li>• Once students have understood this activity well, you may divide them in groups and get them to ask each other the sounds of different letters by showing different consonant flashcards.</li> </ul>
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## Activity 2.2

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>• To familiarize students with the sounds of blends, diagraphs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• List of words</li> </ul>

### Method: -

- i) Draw the following grid on the board.
- ii) Write a blend/diagraph, etc. in the first cell of each column.

pl	br	sh	th	sm

- iii) Ask students to copy the grid onto their notebooks.
- iv) One-by-one, call out words (from a previously prepared word list).
- v) Instruct students to listen to each word carefully and write it in the column to which it belongs.

<b>Sample Word List</b>	Brown	That	Shoe	Smile	Small
	Please	Brick	Thanks	Sheep	Ship
	Brought	Three	Play	Shy	Pluck

pl	br	sh	th	sm
Please	Brown	Shoe	That	Smile
Play	Brick	Sheep	Thanks	Small
Pluck	Brought	Ship	Three	
		Shy		

## Activity 2.3

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To familiarize students with the sounds of different letters in the context of a word</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>A Word List</li> </ul>

### Method: -

- i) Divide the class into 2 groups.
- ii) Write a word on the board.
- iii) Point to any letter in the word that can be clearly sounded out (in the context of that word) and ask the first group to give you the sound of the letter pointed at.
- iv) If the first group is unable to do so within the specified time, the task passes on to the second group and so on.

<b>Attention</b>	<ul style="list-style-type: none"> <li>The words chosen for this exercise should be simple and familiar to the students.</li> <li>Initially, practice the same sound in context of different words.</li> <li>The number of sounds to be practiced in a day should depend upon the students' competence.</li> </ul>
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## Activity 2.4

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To familiarize students with the sounds of different letters in the context of a word</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Reading</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>A Word List</li> </ul>

### Method: -

- i) Divide the class into 2 groups.
- ii) Write a word on the board leaving blank spaces in place of the letter(s) whose sound(s) you want to practice.
- iii) Pronounce the word loudly and clearly and asks the first group to give you the sound of the missing letter(s).
- iv) If the first group is unable to do so within the specified time, the task passes on to the second group and so on.

<b>Attention</b>	<ul style="list-style-type: none"> <li>The words chosen for this exercise should be simple and familiar to the students.</li> <li>Initially, practice the same sound in context of different words.</li> <li>The number of sounds to be practiced in a day should depend upon the students' competence.</li> </ul>
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## Activity 2.5

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To familiarize students with the sounds of different letters in the context of a word</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

### Method: -

- i) Divide the class into groups.
- ii) Think of a word but do not tell it to your students.
- iii) Sound out each letter of the word clearly and loudly and ask the first group to give you the word.
- iv) If the first group is unable to do so within the specified time, the task passes on to the second group and so on.

<b>Attention</b>	<ul style="list-style-type: none"> <li>The words chosen for this exercise should be simple and familiar to the students.</li> <li>As far as possible, each letter in the word must have a distinct speech sound.</li> </ul>
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## Activity 2.6

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To review spellings of different words</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

### Method: -

- i) Organize the class in a circle.
- ii) Call out an English word loudly and clearly and ask any one student to call out its first letter (name).
- iii) The next student must call out the word's second letter and so on.
- iv) If a student calls out an incorrect letter or stays quiet, he / she is eliminated.
- v) Repeat steps 2, 3 and 4 with the next word.
- vi) At the end of the exercise, discuss the meanings of all the words with the students.

<b>Attention</b>	<ul style="list-style-type: none"> <li>The words chosen for this exercise should be familiar to the students.</li> </ul>
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**Unit 3 – Words**  
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## Unit 3 – Words

### What is a word?

A word is a sound or a combination of sounds that has meaning and is spoken or written. A word combines with other words (or sometimes alone) to form a sentence.

### Activity 3.1

Objective	Skills	TLM
<ul style="list-style-type: none"><li>To develop students' vocabulary</li></ul>	<ul style="list-style-type: none"><li>Listening</li><li>Speaking</li></ul>	<ul style="list-style-type: none"><li>Nil</li></ul>

#### Method: -

- i) Divide the class into groups.
- ii) One member from the first group speaks out a letter sound.
- iii) The second group must say one meaningful English word that starts/contains/ends with that letter sound.
- iv) If the second group is unable to do so within the specified time, the task passes on to the third group.

### Activity 3.2

Objective	Skills	TLM
<ul style="list-style-type: none"><li>To develop students' vocabulary</li></ul>	<ul style="list-style-type: none"><li>Listening</li><li>Speaking</li></ul>	<ul style="list-style-type: none"><li>Nil</li></ul>

#### Method: -

- i) Divide the class into groups.
- ii) Stand where everyone can see you.
- iii) Say loudly and clearly, "I see something in the room that starts with /m/ (referring to an object in the room)".
- iv) Groups must raise their hands to answer (name the object).
- v) The group that is able to answer correctly gets a point.

<b>Attention</b>	<ul style="list-style-type: none"><li>The object being thought about must be present in the class.</li></ul>
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### Activity 3.3

Objective	Skills	TLM
<ul style="list-style-type: none"><li>To develop students' vocabulary</li></ul>	<ul style="list-style-type: none"><li>Listening</li><li>Speaking</li></ul>	<ul style="list-style-type: none"><li>A ball</li></ul>

**Method: -**

- i) Organize the class in a circle.
- ii) Call out a letter sound and at the same time throw a ball towards a student (who is supposed to catch it).
- iii) When the student catches the ball, he/she has to say a word that starts/contains/ends with that letter sound.
- iv) Then that student calls out a different letter sound while throwing the ball towards another student (who is supposed to catch it) and say a word that starts/contains/ends with that letter sound.
- v) If any student is unable to call out a letter sound, he/she is eliminated.

<b>Attention</b>	<ul style="list-style-type: none"> <li>• This activity requires some free space, therefore do it only if it can work in your class.</li> <li>• It is not necessary to use a ball. The goal is to build students' vocabulary.</li> </ul>
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**Activity 3.4**

<b>Objective</b>	<b>Skills</b>	<b>TLM</b>
<ul style="list-style-type: none"> <li>• To familiarize students with the sounds of letters</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

**Method: -**

- i) Divide the class into groups.
- ii) Assign a unique sound (single letter sound, blend, diagraph, etc.) to each group.
- iii) Ask each group to write down as many meaningful English words that they can think of with the sound assigned to them.
- iv) Once all groups are ready, have a representative from each group read out the words to the entire class.
- v) Discuss the meaning of each word with the class.

**Activity 3.5**

<b>Objective</b>	<b>Skills</b>	<b>TLM</b>
<ul style="list-style-type: none"> <li>• To build students' vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

**Method: -**

- i) Organize the class in a circle.
- ii) Decide a 'vocabulary theme for the day' and announce it to the class.
- iii) Instruct students that they must call out an English word (one-by-one) that is related to the chosen theme in some way.



<b>Attention</b>	<ul style="list-style-type: none"> <li>Check students' pronunciation as they are calling out the words. Provide necessary corrections.</li> </ul>
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### Sample themes

Theme	Word	Other examples
<ul style="list-style-type: none"> <li>Colours</li> </ul>	<ul style="list-style-type: none"> <li>Blue</li> </ul>	<ul style="list-style-type: none"> <li>White, Green, Pink</li> </ul>
<ul style="list-style-type: none"> <li>Fruits</li> </ul>	<ul style="list-style-type: none"> <li>Orange</li> </ul>	<ul style="list-style-type: none"> <li>Pear, Apple, Banana</li> </ul>
<ul style="list-style-type: none"> <li>Clothes</li> </ul>	<ul style="list-style-type: none"> <li>Shirt</li> </ul>	<ul style="list-style-type: none"> <li>Tie, Shoes, Trousers</li> </ul>
<ul style="list-style-type: none"> <li>Professions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Farmer, Cook, Singer</li> </ul>
<ul style="list-style-type: none"> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Round</li> </ul>	<ul style="list-style-type: none"> <li>Square, Triangle, Oval</li> </ul>
<ul style="list-style-type: none"> <li>Vegetables</li> </ul>	<ul style="list-style-type: none"> <li>Potato</li> </ul>	<ul style="list-style-type: none"> <li>Beans, Onion, Capsicum</li> </ul>
<ul style="list-style-type: none"> <li>Modes of transportation</li> </ul>	<ul style="list-style-type: none"> <li>Car</li> </ul>	<ul style="list-style-type: none"> <li>Bicycle, Truck, Bus</li> </ul>

### Activity 3.6

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To review / teach verbs</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

#### Method: -

- i) Divide the class into 2 groups.
- ii) Ask each group to decide upon an action but not to tell it to the other group.
- iii) Any one member (volunteer) from the second group comes forward and one member from the first group whispers the chosen word (action) decided by his / her group to the volunteer.
- iv) The volunteer must enact this action while his / her group tries to guess the word.
- v) Write the group's response on the board and score them as follows:

0	1	5
Incorrect Answer	Correct answer in regional language	Correct answer in English language

### Activity 3.7

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To build students' vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Speaking</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Letter Flashcards</li> <li>Empty basket / box</li> </ul>

**Method: -**

- i) Put all letter flashcards in an empty basket or box.
- ii) Make the students stand in a circle.
- iii) Ask any student to hold the basket/box.
- iv) Stand outside the circle and begin clapping. As you clap, the student with the basket/box must pass it to the next student. This must continue until the clapping stops. The student who has the basket when the clapping stops, must take out a letter flashcard from the basket and should say an English word beginning with that sound. If the student is unable to say a word, he/she is eliminated from the activity.
- v) Repeat step 4 with the remaining students.

**Activity 3.8**

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>• To enable students improve their memory</li> <li>• To build their vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Memorizing</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

**Method: -**

- i) Write about 10 words on the board that you want to practice with your students.
- ii) Let students look at all the words properly for about 2 – 3 minutes.
- iii) Erase the words from the board and ask students to call out the words in the exact order (in which were written on the board).

**Activity 3.9**

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>• To review spellings</li> <li>• To build students' vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

**Method: -**

- i) Divide the class into groups.
- ii) Draw the figure (given below) on the board.
- iii) Ask each group to write down as many meaningful English words as they can by using the letters from the figure. They must include the central letter in each word they write and can include the other letters only as many times as it appears in the figure.

- iv) The group with the most number of meaningful and correctly spelt English words wins.

	<b>Go</b>		
	<b>Dog</b> <b>Dug</b> <b>Fog</b>	<b>Go<u>d</u></b> <b>Go<u>t</u></b> <b>Go<u>t</u></b>	<b>Hog</b> <b>Hug</b> <b>Tug</b>
	<b>Dough</b> <b>Fought</b> <b>Tough</b>		

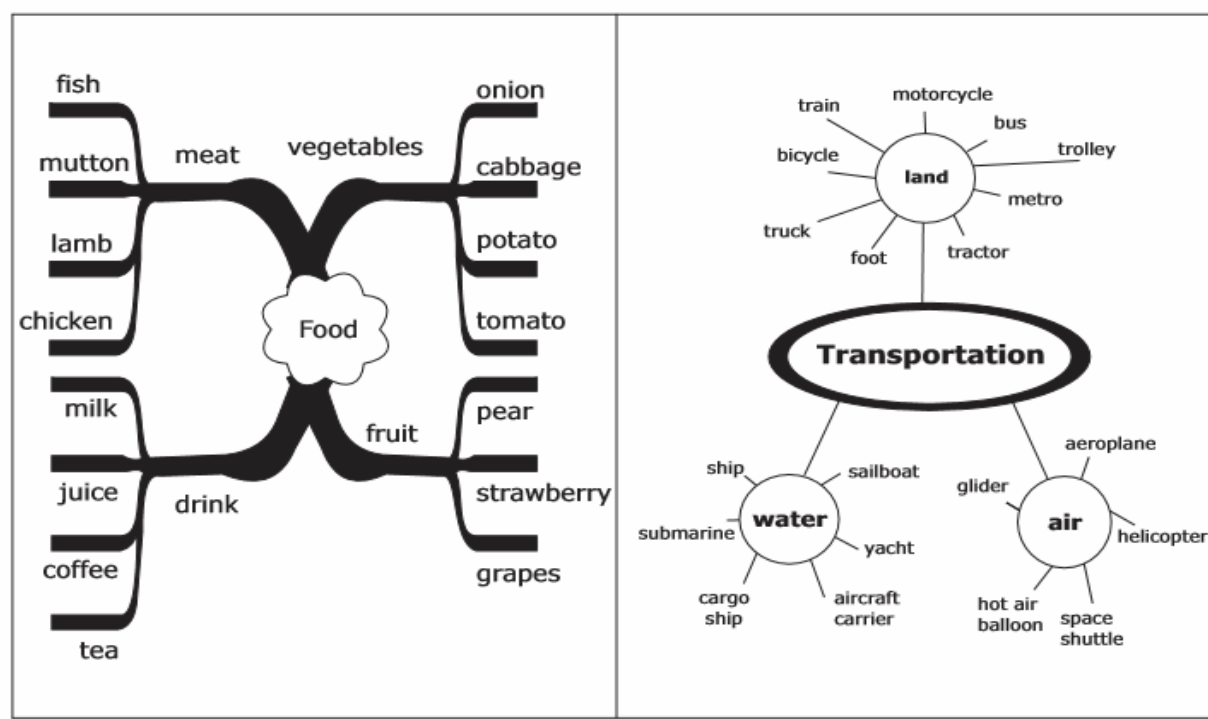
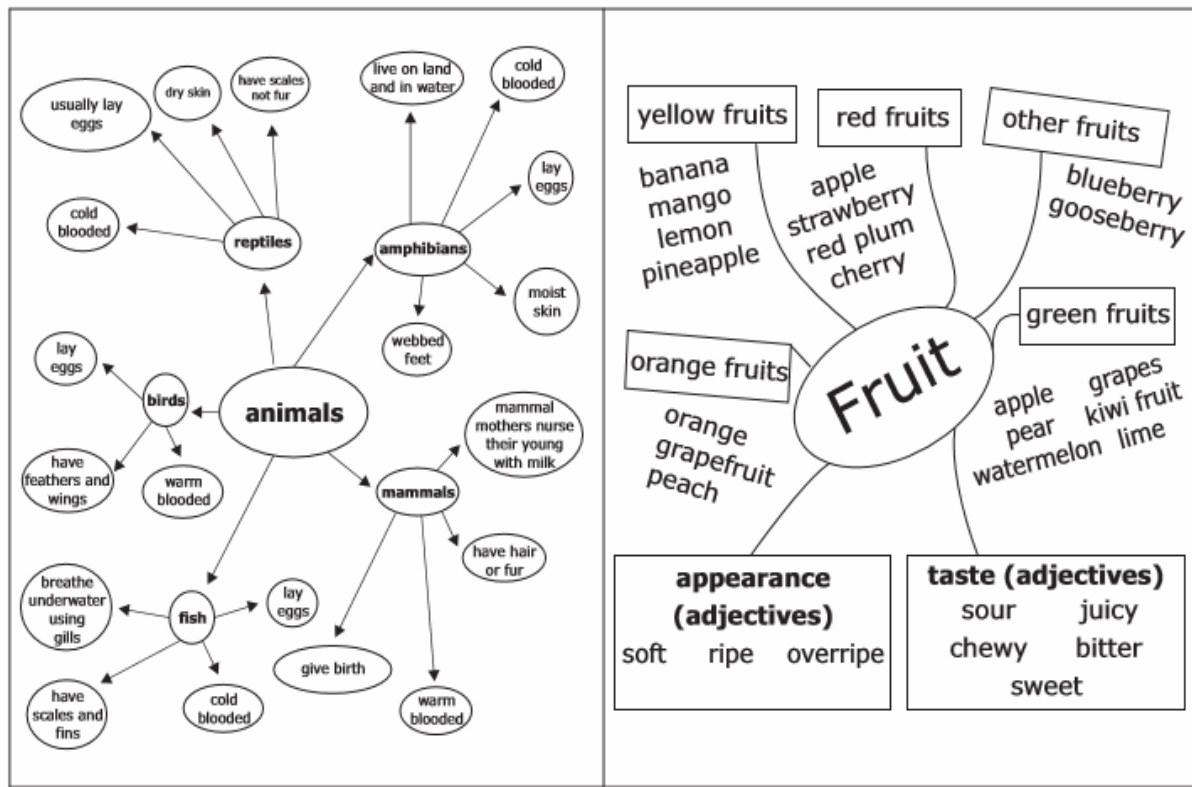
### Activity 3.10

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>To build students' vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Writing</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Picture Cards</li> </ul>

#### Method: -

- i) Divide the class into groups.
- ii) Give a picture card to each group and ask groups to brainstorm vocabulary around the theme of the picture card.
- iii) Instruct groups to categorize the words under each theme (*see Mind Maps below*).
- iv) One member from each group must present the group's work before the class.

# Sample mind maps on different themes



# **Sight Words**

## **What are Sight Words?**

Sight words or high frequency words, are commonly used words that young learners are encouraged to memorize as a whole by sight, so that they can automatically recognize these words in print without having to use any strategies to decode.

The advantage for learners to be able to recognize sight words automatically is that they will be able to identify the majority of words in an easy text before they even attempt to read it. Thus, the readers will be able to concentrate on meaning and comprehension as they read without having to stop and decode every single word.

## **How to teach Sight Words to students?**

### **Repetition**

One of the most popular methods of teaching Sight Words to students is by constantly repeating them. The repetition should be oral as-well-as written. This helps students to recognize the words and remember them. When students come across certain sight word(s) or a simple text containing sight words, make students read and write the sight word(s) multiple times.

Repetition is especially important in the case of such Sight Words that do not have a definite meaning (a, an, the) in Indian languages or such words whose meanings have to be derived from context (about, by, of, to) almost always.

### **Making Flashcards**

The Sight Words can be written on slips of paper (1 word per slip) and the slips can be pasted on classroom wall. This will ensure that students look at the sight words every day and remember them well.

## **Fry Word List**

A list of 500 Sight Words (500 'instant words' as developed by Edward B. Fry) has been given on pages 21 – 25. Each list consists of 100 words and the lists have been arranged in increasing order of difficulty. Depending on the capacity of your students, you may choose to discuss a certain number of words from the list, with them on a daily basis.

## Words 1 - 100

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	am
that	by	their	has	its
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

## Words 101 - 200

over	name	boy	such	change
new	good	following	because	off
sound	sentence	came	turn	play
take	man	want	here	spell
only	think	show	why	air
little	say	also	asked	away
work	great	around	went	animals
know	where	farm	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letters
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
thing	any	must	hand	should
our	some	big	picture	India
just	tell	even	again	world

## Words 201 - 300

high	light	life	sea	watch
every	thought	always	began	far
near	head	those	grow	Indian
add	under	both	took	real
food	story	paper	river	almost
between	saw	together	four	let
own	left	got	carry	above
below	don't	group	state	girl
country	few	often	once	sometimes
plant	while	run	book	mountains
last	along	important	hear	cut
school	might	until	stop	young
father	close	children	without	talk
keep	something	side	second	soon
tree	seem	feet	late	list
never	next	car	miss	song
start	hard	mile	idea	being
city	open	night	enough	leave
earth	example	walk	eat	family
eyes	begin	white	face	it's



## Words 301 - 400

body	usually	hours	five	cold
music	didn't	black	step	cried
colour	friends	products	morning	plan
stand	easy	happened	passed	notice
sun	heard	whole	vowel	south
questions	order	measure	true	sing
fish	red	remember	hundred	war
area	door	early	against	ground
mark	sure	waves	pattern	fall
dog	become	reached	numeral	king
horse	top	listen	table	town
birds	ship	wind	north	I'll
problem	across	rock	slowly	unit
complete	today	space	money	figure
room	during	covered	map	certain
knew	short	fast	busy	field
since	better	several	pulled	travel
ever	best	hold	draw	wood
piece	however	himself	voice	fire
told	low	toward	seen	upon

## Words 401 - 500

done	decided	plane	filled	front
English	contain	system	heat	feel
road	course	behind	full	fact
half	surface	ran	hot	inches
ten	produce	round	check	street
fly	building	boat	object	less
gave	ocean	game	am	machine
box	class	force	rule	base
finally	note	brought	among	ago
wait	nothing	understand	noun	stood
correct	rest	warm	power	yes
oh	carefully	common	cannot	clear
quickly	scientists	bring	able	equation
person	inside	explain	six	yet
became	wheels	dry	size	government
shown	stay	though	dark	fine
minutes	green	language	ball	pair
strong	known	shape	material	circle
verb	island	deep	special	include
stars	week	thousands	heavy	built

**Unit 4 – Sentences**  
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## Unit 4 – Sentences

### What is a sentence?

A sentence is a group of words that expresses a complete thought and is meaningful. A sentence may convey a statement, question or command. Usually, a sentence consists of a **subject** (who / what is the sentence about) and a **predicate** (what is being said about the subject).

### Parts of Speech

Words can be considered as the smallest elements that have specific meanings. Based on their use and functions, words are categorized into several types or parts of speech.

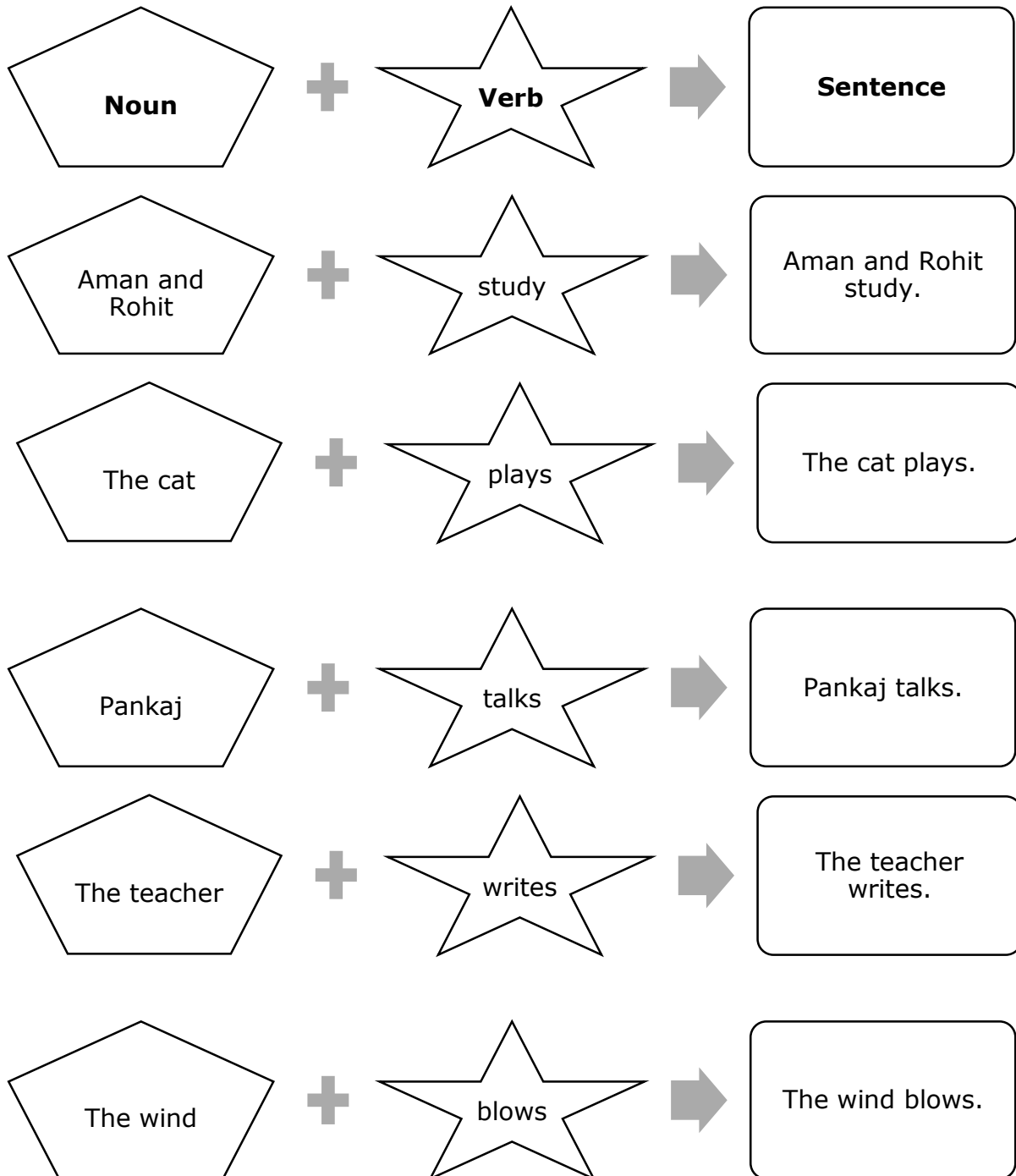
Parts of Speech	Noun	Pronoun	Verb	Adjective
	Adverb	Preposition	Conjunction	Interjection

• Noun	It names a person, a place, an animal, a thing or an idea	My name is <b>Sameer</b> . She is a <b>girl</b> . They live in <b>Chandigarh</b> . The farm has two <b>horses</b> . We like this <b>book</b> .
• Verb	It shows an action or a state of being	I <b>play</b> in the evening. We <b>eat</b> lunch at 1 pm. Cheetahs can <b>run</b> very fast.
• Pronoun	It is used in place of a noun (to avoid repetition)	Akshay lives in Mumbai. <b>He</b> studies in college.
• Adjective	It describes or modifies a noun or a pronoun	Salim is very <b>intelligent</b> . I need a <b>long</b> rope.
• Adverb	It describes or modifies a verb, adjective or another adverb.	Cheetahs can run very <b>fast</b> . They will come <b>tomorrow</b> .
• Preposition	It shows the relationship of a noun/pronoun to another word in a sentence.	The bag is <b>on</b> the table. I will go <b>at</b> 7 pm.
• Conjunction	It joins two words or idea together.	He likes mangoes <b>and</b> oranges. We missed the train <b>so</b> we came back.
• Interjection	It expresses a strong emotion.	<b>Wow!</b> It's a beautiful house. <b>Ouch!</b> I hurt my knee.

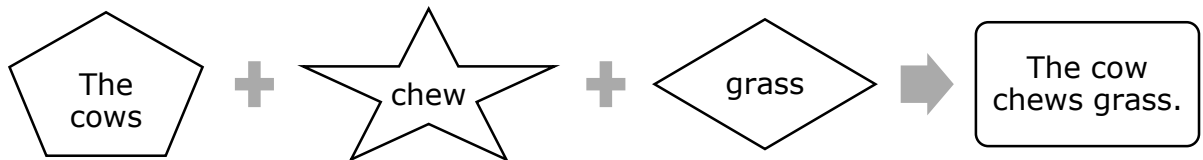
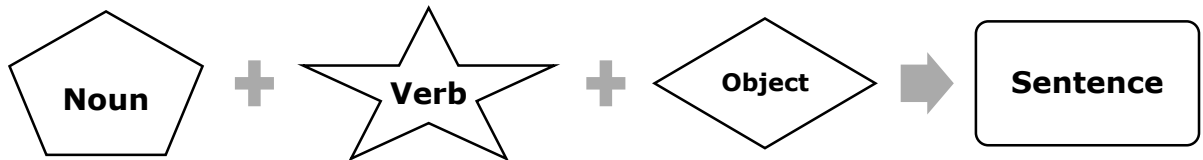
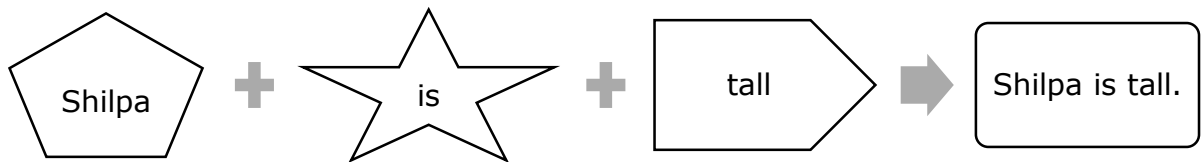
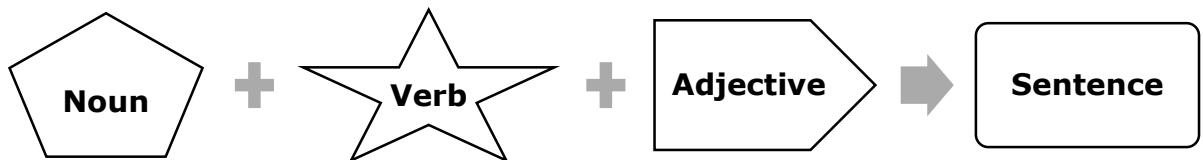
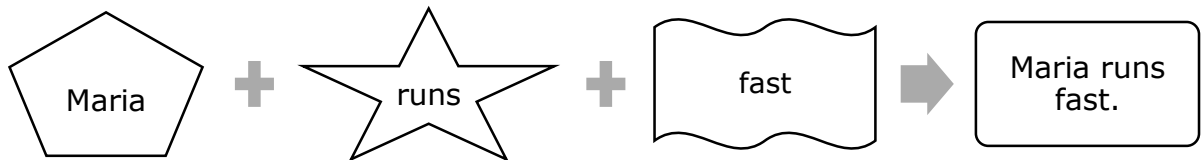
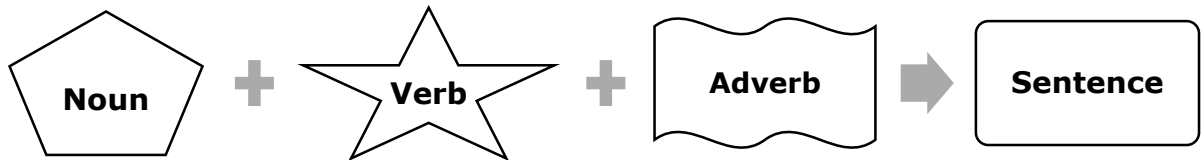
An article is a type of adjective since it modifies the noun in a sentence. In a sentence, the article is placed before the noun to indicate the type of reference being made by the noun.

## Sentence Construction

Teaching students to construct meaningful and complete sentences in any language is a gradual process. Initially, students should be taught making sentences with various noun and verb combinations.



As they progress, other words can be added to the sentences to make them more elaborate.



## 'To be' and 'To have'

### i) Verb - 'To be'

Noun / Pronoun	Present Tense	Past Tense
• I	• am	• was
• He / She / It / Singular Pronoun	• is	• was
• You / We / They / Plural noun	• are	• were

### ii) Verb - 'To have'

Noun / Pronoun	Present Tense	Past Tense
• I	• have	• had
• He / She / It / Singular Pronoun	• has	• had
• You / We / They / Plural noun	• have	• had

## Activity 4.1

### Sentence Substitution

Sentence substitution is a method of replacing a word or words in a sentence in a way that the sentence remains complete, meaningful and grammatically correct but the meaning of the sentence changes.

#### Examples:

Sentence before substitution	Substitution of...	Sentence after substitution
The dog plays with a ball.	▶ Noun (dog)	The <b>rat</b> plays with a ball.
Ajay runs fast.	▶ Verb	Ajay <b>walks</b> fast.
The doctor is very strict.	▶ Helping Verb	The doctor <b>was</b> very strict.
I am a dancer.	▶ Pronoun (I)	<b>He</b> is a dancer.
The book is very thin.	▶ Adjective	The book is very <b>thick</b> .
The city is beautiful.	▶ Noun and Adjective	The <b>movie</b> is <b>funny</b> .
We go to the park on Sundays.	▶ Day of the week	We go to the park on <b>Tuesdays</b> .
The chair is made of wood.	▶ Object (wood)	The chair is made of <b>plastic</b> .

When teaching sentence substitution to students, write a simple sentence on the board and also write other words that students can use in place of the substituted word(s).

**Examples:**

i) The shop is closed today.	<ul style="list-style-type: none"> <li>▶ Open</li> <li>▶ Park</li> <li>▶ School</li> </ul>	<ul style="list-style-type: none"> <li>a) The shop is <b>open</b> today.</li> <li>b) The <b>park</b> is closed today.</li> <li>c) The <b>school</b> is closed today.</li> </ul>
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ii) Heena will buy a new car.	<ul style="list-style-type: none"> <li>▶ Sell</li> <li>▶ Old</li> <li>▶ Sameer</li> <li>▶ Must</li> <li>▶ House</li> </ul>	<ul style="list-style-type: none"> <li>a) Heena will <b>sell</b> a new car.</li> <li>b) Heena will buy an <b>old</b> car.</li> <li>c) <b>Sameer</b> will buy a new car</li> <li>d) Heena <b>must</b> buy a new car.</li> <li>e) Heena will buy a new <b>house</b>.</li> </ul>
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**Activity 4.2**

Objective	Skills	TLM
<ul style="list-style-type: none"> <li>• To develop students' vocabulary around a particular theme</li> <li>• To develop students' sentence writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards (1 per group)</li> <li>• Blank sheets of paper (1 per group)</li> </ul>

**Method: -**

- i) Divide the class into groups and give each group a Picture Card which they are familiar with (e.g. market, railway station, school, etc.).

**Part 1 – Vocabulary**

- a) Each group must write down words (in English) that relate to their topic.
- b) After each group is ready with its set of words, they take turns to read them to the class.
- c) At this point, the other groups must ask the reader group to:
  - ▶ Spell a read word
  - ▶ Tell its meaning
- d) Groups may be given points for correct answers.



## Part 2 – Sentence Formation

- a) Each group must write down sentences that relate to their topic.
- b) Depending on groups' capacities, the sentences may be written in English or bilingually.
- c) While writing the sentences, the group must include the vocabulary generated in the first part of this activity.
- d) After each group is ready with its set of sentences, they take turns to read them to the class.
- e) Groups may be awarded points for grammatically correct, meaningful and complete sentences.

## Activity 4.3

Objective	Skills	TLM
<ul style="list-style-type: none"><li>• To develop students' sentence construction skills</li></ul>	<ul style="list-style-type: none"><li>• Listening</li><li>• Speaking</li><li>• Reading</li><li>• Writing</li></ul>	<ul style="list-style-type: none"><li>• Nil</li></ul>

### Method: -

- i) Divide the class into 3 groups.
- ii) The first group is the 'Noun' group, the second group is the 'Verb' group and the third group is the 'Corrector' group.
- iii) Ask any one member of the noun group to give you a noun and write it on the board.
- iv) Ask any one member of the verb group to give you a verb and write it on the board.
- v) The 'Corrector' group will:
  - Arrange the words in the correct order
  - Add Articles, if necessary

As students progress, you may have more number of groups in the class to add more components to a sentence

- Noun + Verb + Adjective
- Noun + Verb + Adjective + When (Time)
- Noun + Verb + Adjective + When (Time) + Where (Place)
- Noun + Verb + Adjective + When (Time) + Where (Place) + How (Adverb)

## Unit 5 – Texts

### Our Storybook

Our Storybook comprises 34 short texts. Each text focuses upon certain words while simultaneously reviewing the previously taught words.

### How to use 'Our Storybook'?

The texts from 'Our Storybook' must be taught **sequentially**.

#### i) **Discussing the key words:**

Select some words from the text that you would like to discuss with your students. Discuss the meanings of these words with the students.

#### How to discuss the meanings of the chosen words?

Depending on the type of words chosen to discuss, you may:

- ▶ Explain the meaning of the word through actions, gestures.
- ▶ Explain the meaning of the word by using it in a sentence.
- ▶ Explain the meaning of the word by directly translating it in the students' first language.

#### ii) **Reading the text:**

Write the text on the board and read it to the students (Model Reading). Point at the words as you read them. The text must be read with fluency, accuracy and the right pronunciation. Since the texts are not very lengthy, you may read them at least 3 – 4 times.

Once students have understood the right way of reading the text, ask them to read the text. You may use any 1 or all of the following methods for this purpose:

- ▶ The teacher reads each sentence (from the text) and the students read the same sentence after him/her.
- ▶ The teacher and the students read the text together.
- ▶ The teacher reads the first sentence from the text, the second student reads the second sentence, the third student reads the third sentence and so on.
- ▶ The students can be divided into level-appropriate groups. While the strong readers can be asked to read the text on their own, the teacher can sit with the struggling readers and help them to improve their reading skills. By working exclusively with the struggling readers, the teacher can identify and focus on improving their pattern of mistakes.

### iii) Working with the text:

Once students have read and understood the text, level-specific post-lesson tasks can be assigned to them. For this purpose, you may refer to the following table:

<b>Students' Learning Levels</b>	<b>Suggested Activities</b>
<b>▶ Beginner + Letter Levels</b>	<ul style="list-style-type: none"><li>▪ Students can look for particular letters in the text</li><li>▪ Students can look for words beginning/ending with or containing a particular letter(s)</li></ul>
<b>▶ Word Level</b>	<ul style="list-style-type: none"><li>▪ Students can look for particular letters in the text and say/write additional word(s) with that letter</li><li>▪ Students can substitute certain words in the text with relevant words</li><li>▪ Students can summarize (orally and/or in writing) the text bilingually</li></ul>
<b>▶ Sentence + Story Levels</b>	<ul style="list-style-type: none"><li>▪ Students can look for certain words in the text and say/write meaningful English sentences with that letter</li><li>▪ Students can write answers (in English or bilingually) to direct and indirect questions based on the text</li></ul>