

students that these words occur in all types of texts).

Methods for enhancing this activity may include:

- Encouraging students to bring their own sight words and making them part of the game.
- Encouraging student groups to create dictionaries of sight words with the words written on one side and a sentence using the word on the other. If possible, the students may draw/cut/paste pictures of that word. This will be a year-long project.
- Creating opportunities for students to play with the dictionary, e.g. each group calls out a word and the other group has to find it.

Outcome: Students will be able to read sight words fluently (fast and with understanding).

List of Sight Words in Hindi: A sample

A Few Sight Words					
मैं	था	है	थे	मेरा	कम
आप	वह	यह	सब	एक	नीचे
कुछ	उसे	और	उसके	उनके	
हम	कि	अधिक	आना	जाना	
कौन	क्या	क्यों	बाहर	रूपर	

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Activity 2: Communication skills

Task 1: Hello! How are you?

Language function: Greeting someone

Skill involved: Listening, speaking

Type of participation: Pair work

Level: Primary (especially for beginners)

Objectives

- To enable the learners to familiarize themselves with their classmates.
- To enable the learners to greet their friends verbally (in English).
- To enable the learners to initiate a telephone conversation in English.

Materials required: Two thermocol glasses and a thread.

Procedure

1. The teacher teaches the learners how to make a string phone using 2 thermocol glasses and a thread. The learners make this in pairs. The procedure of making a string phone is given below.



- a. Take two paper cups and poke a small hole through the center of the bottom of each cup. The hole should only be big enough for the string to pass through.

- b. Poke one end of the string through one of the cups and tie a knot on the inside of the cup.
 - c. Make the string as long as the distance between you and the other person.
 - d. Poke the other end of the string through the hole in the other cup and tie a knot so it will not pass through the cup.
 - e. Now that you have a cup on each end of the string, the telephone is ready to use.
 - f. Hold the cup to your mouth and talk a little loudly into it. Have your friend hold the other cup to their ear. It is important that you keep the string tight between the cups, and that nothing is touching the string. Now your friend should be able to hear your message through the cup.
2. The teacher demonstrates a telephonic conversation (using a string phone) with another teacher, or with another student.
 “Hello! My name is Sangeeta. What is your name?”
 The other person will respond by saying,
 “My name is _____”
 3. Ask all the learners to demonstrate their conversations, with their partners by greeting them and exchanging names using the string phone.
 4. The teacher will encourage the students to continue their telephonic conversation in English by talking about their school, parents, likes or dislikes etc.

USP: The above-mentioned task would enable young learners to familiarize themselves with their classmates: Working in pairs will build the confidence of the learners. Using a string phone made by the learners themselves will surely encourage them to use it for carrying out a telephonic conversation in English.

Task 2: My Likes, my friend’s likes

Language function: Expressing likes

Skill involved: Listening, speaking

Type of participation: Group Participation

Level: Primary

Objectives

- To enable learners to express their own likes verbally (in English).
- To enable learners to express their friend’s likes verbally (in English).

Procedure

1. The teacher divides the class in groups of 6-7 learners each. Each group is asked to sit in a circle. The teacher herself also joins a group.
2. Addressing a member of the group, sitting next to her, the teacher asks about his/her favourite clothes. He/she, first, expresses his/her own likes verbally, followed by the likes of another member of the group sitting next to him/her.
 Example: I like to wear sarees but Krishangi likes to wear frocks.
3. The learners of each group are asked to express their likes with regard to different themes such as food, heroes, games, drinks, cartoon characters, etc. The students express their likes verbally (in English), followed by the likes of an adjacent member of the group.
4. The learners are encouraged to speak in English. The teacher acts as a facilitator by helping the learners wherever necessary.

USP: In the above-mentioned task, learners will be given a chance to express their own likes. Tasks related to the learners themselves increase

their interest, motivation and eagerness to speak the target language. Tasks performed in groups allow the weaker and the shy learners to listen to the better learners, and thus identify and even use the structure correctly while speaking.

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Activity 3: Developing Listening Skills Using Songs and Music

Level: Upper Primary

Song: Home on the Range

A. Multiple choice (task to be done while listening to the song)

1. Play the track and let the students listen to it and enjoy it. Alternately, sing the song yourself if you know it.
2. Play the song again.
3. Students have to tick the words as they keep listening to the song. (Individual work)
4. Students can share their answers with their partners and write the correct words from the song.
5. Play the track again and let the students sing along.

*Oh give me a home where the buffalo groan/
roam*

Where the deer and the antelope pray/play

*Where seldom is heard a discouraging/
encouraging word*

And the skies are not cloudy all day

Home, home on the range

Where the deer and the antelope play

*Where seldom is heard a discouraging word
And the skies are not cloudy all day
Where the air is so pure/pure and the zephyrs
so free/green*

And the breeze is so balmy and white/light

I wouldn't exchange my home on the range

For all of the cities so bright/tonight

*How often at night when the heavens are
bright*

*With the light from the glittering/glimmering
stars*

*Have I stood there amazed and asked as I
glazed/gazed*

If their glory exceeds that of ours.

B Fill in the blanks (task to be done while listening to the song)

1. Play the track and let the students listen to it and enjoy it.
2. Play the song a second time.
3. While listening, students have to write the correct words in the blank spaces to complete the song.

Play the track again and let the students sing along.

Oh give me a home where the buffalo _____

Where the _____ and the antelope _____

Where seldom is heard a _____ word

And the skies are not _____ all day

Home home on the _____

Where the deer and the antelope play

Where seldom is heard a discouraging word

And the skies are not cloudy all day

Where the air is so _____ and the

zephyrs so _____

And the breeze is so balmy and _____

I wouldn't _____ my home on the range