

A Handbook for Primary English Teachers

Teachers' Resource Material



His Majesty's Government
Ministry of Education and Sports
Curriculum Development Centre
Sanothimi, Bhaktapur

A Handbook for Primary English Teachers
(Teachers' Resource Material)

His Majesty's Government
Ministry of Education and Sports
Curriculum Development Centre
Sanothimi, Bhaktapur

Publisher:

His Majesty's Government
Ministry of Education and Sports
Curriculum Development Centre
Sanothimi, Bhaktapur
Nepal

Advisor:

Chuman Singh Basnyat

Writer:

Bishnu Prasad Parajuli

Coordination:

Arun Kiran Pradhan

Language Editor:

Jagannath Awa

© Publisher

All rights reserved, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, recording or otherwise, without the written permission of the publishers.

First Edition: 2004, February

ISBN: 99933-708-4-3

PREFACE

One of the important aspects of quality education is the way a teacher teaches. The children of primary level naturally enjoy games and other activities rather than listening to lectures given by the teacher. The language teaching can only be effective if we can integrate language skills with games and other activities. They will certainly learn language skills without being aware of what they are trying to learn. Until and unless they enjoy your teaching, they will not learn anything. At present, there are not much useful reference materials available for Primary English Teachers. Keeping this in mind an attempt has been made to bring this book out which will, of course, benefit both teachers and students.

In developing any resource material, it is necessary to identify the difficulties prevailing in our schools. It is obvious that the communicative competence of our children is not up to the level we are expecting. It is, therefore, hoped that the content of this material will be useful to develop communicative competence in children. It contains a brief introduction of English Language Teaching in Nepal, classroom activities for four language skills and language functions set in the Primary Curriculum 2059.

Curriculum Development Center is grateful to all the experts who involved in bringing out this material. The teachers are expected to localize the activities presented in this material creatively.

Comments and suggestions are welcome.

Curriculum Development Centre
Sanothimi, Bhaktapur

CONTENT

1.	English Language Teaching in Nepal	
i.	Introduction	1
ii	The Past Education	3
iii	The Present Education	4
iv	Principles of Teaching	5
2.	The Classroom Language	6
3.	Teaching Language Skills	14
4.	Teaching Listening Skills	14
i	Some Listening Activities	15
ii	Listening Games	18
5.	Teaching Speaking Skill	18
i	Some Speaking Activities	20
6.	Teaching Reading Skill	23
i	Types of Reading	24
ii	Some Reading Activities	25
7	Teaching Writing Skill	28
i	Prewriting Activities	29
ii	Some Writing Activities	30
8.	Using Visual Aids	34
i	Flashcards	34
ii	Textbook Pictures	35
iii	The Blackboard	36
9.	Communicative Language Functions	36

1. ENGLISH LANGUAGE TEACHING IN NEPAL

INTRODUCTION

English is an important language of learning in all schools. It is the language of international communication, technology, higher education, commerce and industry. Its use as the working language in the world has made it vital for our students to attain a sound knowledge of English.

Today when much information is transmitted and published in English it is essential that our students acquire the skills (see below) of this language for their various needs. In Nepal English has the status of a foreign language in the national school curriculum.

a foreign language

WHAT IS A FOREIGN LANGUAGE?

Usually English is taught as a subject and not as a medium of instruction. A distinction is often made between 'foreign' and 'second' language learning.

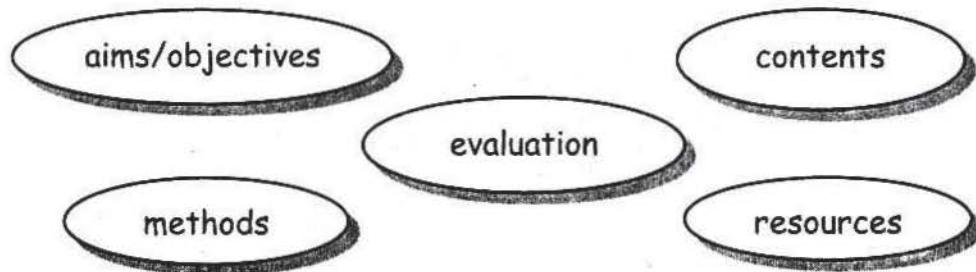
Precisely, a second language has social functions within the community where it is learnt (e.g. as a lingua franca or as the language of another social group), whereas a foreign language is learnt to contact outside one's own community or the country.

Lingua franca =

a common language used among people
whose native languages are different

WHAT IS A CURRICULUM?

A distinction is made between curriculum and syllabus. The curriculum includes the aims, objectives, contents, methods, resources and means of evaluation of all the learning experiences planned for students both in and out of the school.



Syllabus on the other hand refers to that subpart of curriculum that is concerned with an indication of what units will be taught. It is simply a framework of what is to be learned rather than what is to be taught.

In other words a curriculum does all these things:

1. It indicates learning and teaching activities to each grade.
2. It guides how to choose the right order of the contents.
3. It helps to develop textbooks for a certain grade
4. It helps to plan and check how much students have learnt.
5. It shows the way to teach.
6. It helps on developing a set of tests to find how well students have learnt.

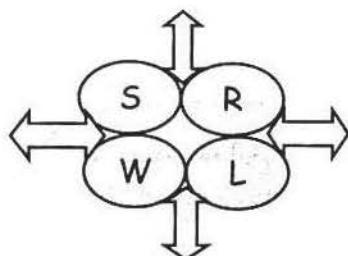
WHAT IS SO SPECIAL ABOUT THE PRESENT ENGLISH CURRICULUM?

It is:
skill-based
activity oriented
student centered
communicative
fun to teach and learn

WHAT ARE THE SKILLS OF ENGLISH?

There are four skills in English and they are: *listening, speaking, reading and writing*

Students learn and practice these four skills to gain language competency. And all these four skills are important and fit together like the four circles down below and they do not necessarily come in order like above while learning English.



Students do not learn about English, they learn to use it to communicate.

Communication is 'taking in' (reading, listening) and expressing our own ideas (speaking, writing). The arrows show us using the skills.

To master the skills of English there needs a lot of practice. So students will be doing activities for most of the lessons in the textbooks, and they and the teacher will find those activities interesting and enjoyable.

In fact, students learning skills is the aim of the present curriculum. It is equally true that students are more likely to achieve the desired level of competence in English if they are motivated to learn and use it.

Competence = ability

THE PAST EDUCATION (HISTORICAL BRIEFING)

The origins of the education system in Nepal can be traced back from the sixth century till to the eighteenth century. Initially education in Nepal was associated with the monasteries and temples.

Monasteries=Buildings where a group of monks live

Following the unifying conquest of Prithvi Narayan Shah (the forefather of the present king) in 1768 education became the concern of none.

Forefather=ancestor

With the advent of the Rana period of 1846-1950, education was then the concern of the few i.e. only for those closely concerned with the regime. Families in power employed some European and Indian tutors, but there were no public provisions of education. English appeared in whatever education there was, since it was necessary to deal with the British colonial power in India.

British colonial power: the British Empire was the largest of the modern empires. At its greatest extent in the 19th century, India, one of the British colonies got independence in 1947.

After the collapse of the Rana regime in 1947 much progress has been made in building educational institutions. National Education System Plan (NESP) was introduced in 1974 in which English took a second place before Nepali to the development of Nepal.

THE PRESENT EDUCATION

Preprimary education is a preparatory phase for primary education in terms of nursery and kindergartens.

1. Grades 1-5 are regarded as primary level education
2. Grades 6-8 are regarded as lower secondary and 9/10 are secondary and 10+2 are higher secondary levels of education.
3. Beyond Grades 12, higher education leads to Bachelors Masters and even Doctorates to different fields.

PRIMARY LEVEL: GRADES (1-5)

Five to six hours per week are devoted to teaching English for Grades (1-5). English accounts for 100 marks out of a total of 700 for all subjects in the end of year examinations.

LOWER SECONDARY GRADES (6-8)

English continues to be given the same status as in primary grades in the curriculum for this level.

SECONDARY (9-10)

Students are offered now eight subjects and English continues to take one eighth of the total marks in the final examination. The final examination is taken nationwide at the end of Grade 10 which is called SLC (School Leaving Certificate) and 100 marks are allotted to English subject Students who pass the SLC examination are eligible for further education. The student sits his or her 10+² or intermediate examination after two years of study in one's respective field and if he or she is successful then one can further his/her education leading to a bachelor's degree. Then graduates can continue their studies in their respective fields leading to Master's or even Doctorates.

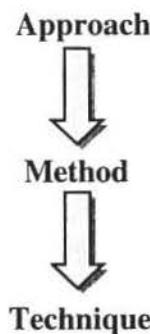
Note: English is a compulsory subject for undergraduates. For higher education students may answer examination questions of other subjects either in English or Nepali

1. PRINCIPLES OF TEACHING AND LEARNING

Until the 1970s, there was a heavy reliance on the Grammar-translation approach in framing English curriculum.

WHAT IS AN APPROACH?

An approach to language teaching relates to a particular theory about language or learning. Usually the order is:



WHAT IS THE GRAMMAR-TRANSLATION APPROACH?

- i) It is a way of learning a language by studying the rules of its grammar. Then applying these rules to the translation of sentences and texts.
- ii) This approach focuses on reading and writing skills with little attention to listening and speaking skills.

Later in 1980s, it was on the structural oral approach (SOS) curriculum.

WHAT IS SOS APPROACH?

This approach is based on the following principles:

- i) Language is primarily speech.
- ii) Language is a set of habits
- iii) The mother tongue is discouraged through the use of situations.
- iv) Grammar is taught with less emphasis on rules.

And very recently from 1998 onwards it is now on the communicative approach curriculum.

WHAT IS THE COMMUNICATIVE APPROACH?

- i) It aims to make the learner attain communicative competence i.e. use language accurately and appropriately.
- ii) The teacher is a facilitator (a person who manages the environment for learning) because the prime focus is on the learner.
- iii) This approach emphasizes the functions of language rather than the rules of grammar.

2. CLASSROOM LANGUAGE

The main aim of Language learning is:

To be able to communicate

To communicate means:

Listen with understanding
Speak with understanding
Read with understanding
Write clearly

Communication takes place in a society.

A classroom is a:

- a mini society
- place to practice language
- place to improve mistakes
- place where students spend most of learning hours
- place where students use language unknowingly in course of learning activities
- place where students can copy the language the teacher uses
- place where students are exposed to the target language

Therefore a teacher has to be very careful in using classroom language. Students copy more easily the language a teacher uses than the subject matter what he/she aims to teach. They internalize it and practice it both in inside-school-situation and outside-school situation. Language can be learnt in real life situation. If interaction in target language takes place between student and student, student and teacher, it will be a perfect situation to learn a language. English language is taught as a foreign language in all the schools of Nepal starting from primary level. The primary level curriculum focuses on communicative skills i.e. listening and speaking. Although language cannot be put in one formula, we are trying to give some examples of Key classroom language with the aim that the majority of primary teachers in Nepal can benefit considerably from it. Use the example given below as a guide talk about the things the students have done or experienced. Keeping this in mind, we are presenting some useful classroom language items which could be useful to all primary English teachers.

Make sure you use these expressions in ALL of your classes. Avoid using Nepali, if you can. The more English you use, the more your students will learn.

Greetings

Good morning.
Good afternoon.
Welcome back.
Hello everybody.
How are you today?
Are you well today?
How are you today?
Who is missing today?

Praising

Well done!
Good!
Good try!
Excellent!
Very good!
Thank you.
You are doing a good job today.
I am really proud of you.

Leaving

Ok, you can go now.
See you tomorrow.
Make sure you do your homework.
Don't forget to bring your books.
Bye, bye. Take care.
Be good.
Thank you for your good work, today.

Breaking the ice

Have you ever been to.....?
What do you think of?
Did you hear about.....?
Who knows what 'ransom' is?
What did we learn yesterday?
Have you done your homework?

Instructions

- | | |
|--|---------------------------------------|
| Would you mind closing the door, please? | Repeat after me. |
| Could you fetch the duster? | You can go now. |
| Please sit down. | Raise your hand. |
| Do stand up. | Work in pairs/groups. |
| Now, do the exercise in pairs. | Check your answers with your partner. |
| Read silently. | Try your best. |
| Be quiet, please. | |
| Do not disturb. | |

2.1

Before you begin the class

Instead of going straight to the textbook at the beginning of a lesson, the teacher can spend a few minutes '**chatting**' to the class about the topics of interest. Here is an example.

- Teacher** : Did you all enjoy the holiday?
Ss : Yes. Sir.
Teacher : Right, I enjoyed it too. I went on a picnic with my friends. Did you go on a picnic? Anyone?
Ss : No, sir/miss.
Teacher : What did you do, Ram?
Ram : Cinema, sir.
Teacher : Oh, you went to the cinema. Who did you go with?
Ram : With my mom, sir.
Teacher : That is about our holiday. Shall we start our today's lesson?
Ss : Ok, sir.
Teacher : Are you all ready, now?
Ss : Ready sir.

2.2

Checking Attendance

When you are with the students, every minute is very important; do not waste it. Do not consider '**chatting**' is out of course. This ultimately helps your students to consolidate their listening and speaking skills.

(As the teacher enters the classroom)

- Teacher : Good morning class/children/boys and girls.
Ss : Good morning sir/miss
Teacher : How are you this morning?
Ss : Fine sir/miss. And you?
Teacher : I'm fine too. Let me see, who is absent today, ok?
Ss : Ok, sir/miss.
Teacher : (*calls roll nos. 1,2,3,.... etc*) Is Anita absent today?
Student : Yes, sir. She has gone to hospital.
Teacher : What has happened to her?
Student : She has broken her ankle while climbing the stairs.
Teacher : Oh dear...let's hope she will be better soon. Ok, you are all present except Anita, right? Shall we start our lesson?
All students : Ok, sir.

2.3

Revising the lesson

Before you start a new lesson, it is a good idea to remind students of what they had learnt in the previous class. Below is an example:

- Teacher : What did we learn yesterday? Anybody?
Ss : Time.

- Teacher** : Yes, we learnt about 'telling times' ok? Ram, can you say what time it is now?
- Ram** : Ten o'clock.
- Teacher** : Listen everybody. Is Ram right, Rita?
- Rita** : No, sir. It is quarter to eleven.
- Teacher** : Good. It is quarter to 11, isn't it? What else did we learn?
- Ss** : Drawing clocks.
- Teacher** : Yes, we learnt to draw clocks to show different time, ok? It's all about what we learnt in our yesterday's class, now we are learning a new thing, are you all ready?
- All students** : Ready sir.

2.4

Introducing a new topic

Every word spoken by the teacher in the (language) class has great importance. Discussing only over the subject matter given on the course book can be boring to the language learners. The language used by the teacher in the classroom is one of the major tools that manage classroom behaviour and organizing learning. That's why the proper use of language in classroom can do a lot more than the textbook to develop language competency in students. Below is an example of a key dialogue to introduce a new topic.

- Teacher** : This morning we are learning unit 3, right? Are you ready class?
- Ss** : Ready.
- Teacher** : Turn to page 17, ok?
- Ss** : Ok, sir.
- Teacher** : It is about expressing likes and dislikes, ok? What do you see in the picture, Ram?
- Ram** : A boy, a girl, sir/miss.

2.6

Request and orders

This dialogue helps on ways of asking pupils to perform certain tasks for the teacher in polite ways. Can you say which language skill is practiced here?

- Teacher** : It's very hot in this room. Hari, open all the windows, will you? (*Hari opens all the windows*) Thank you. Don't you feel hot?
- Ss** : Yes, it is too hot.
- Teacher** : Deepak, can we have the fan on please?
- Deepak** : Yes, sir. (*Deepak turns on the fan*)
- Teacher** : That's much better now. Would anyone clean the chalkboard? (*Deepak cleans the chalkboard*) Thank you, Deepak. Now, class turn to page 21
- Ss** : Which page, sir?
- Teacher** : Page 21. Sita, open your book at page 21, quickly please

2.7

Taking turns

In Nepal or everywhere else, there are students of different levels in a class. Whenever a teacher asks some tasks to do only the active students play the dominating role. Our principle is to give equal opportunity to all despite their levels. When questions are asked to the class, either there is confusion who is supposed to answer or more than one will respond at the same time. To avoid this, the following dialogue will help the teacher if he/she uses creatively. Find out which language function is practiced over here?

- Teacher** : Now, class, I will ask you some questions, right?
- Ss** : Ok, sir.

- Teacher** : What is the capital of Nepal? (*Almost all students try to answer*) Oh! No, it's not your turn. It's Ram's.
- Ram** : Kathmandu.
- Teacher** : Very good, now it's Rita's turn, ok? Can you name the first Nepali woman who climbed Mt Everest first?
- (Silence)*
- Ss** : Isn't it your turn Rita?
- Rita** : Sorry sir, I don't know.
- Teacher** : All right, now your turn Rupa.
- Rupa** : Pasang Sherpa.
- Teacher** : Excellent. The answer is Pasang Lamhu Sherpa. Whose turn is it now?

(As given in this example a teacher can continue)

2.8

Dealing with late comers

Problem of discipline varies greatly from country to country and from culture to culture. Strict disciplinarian approach may harm students' learning interest. While maintaining discipline, the teacher must seek sympathetic attitude. In this sense, discipline can be defined as the state of harmony in the classroom or school. It is a mistake to regard discipline as control. Any warnings, threats or punishment, therefore, should be aimed primarily at reforming the pupil. The teacher should always show self control, and demonstrate an attitude of calm, self-confidence and patient. However, warning is required if students commit willful disobedience. Here is an example:

(A student comes half an hour late)

- Student** : Excuse me, sir. May I come in?
- Teacher** : Yes, but why are you late today, Ram?
- Ram** : Forget exercise book, sir.

- Teacher** : Oh, you forgot your exercise book so you.....
Ram : Yes sir.
Teacher : Don't worry; it's all right for today. You won't be late again, right?
Ram : Ok, sir.
Teacher : Good, come in and take your seat.
Ram : Thank you, sir.

3. TEACHING LANGUAGE SKILLS

WHAT IS LANGUAGE TEACHING?

- teaching listening
- teaching speaking
- teaching reading
- teaching writing

We cannot develop speaking skills unless we also develop listening skills. To respond to someone speaking, one has to understand what is said to him/her. Reading is possible only when we have written or printed texts. Therefore all these skills go together in language teaching. However, for the beginners more emphasis is laid on listening and speaking skills.

Listening

Speaking

Reading

Writing

4. LISTENING SKILL:

Why cannot a deaf person speak?

He cannot hear.

so

He does not learn to speak.

WHAT IS 'LISTENING' IN LANGUAGE?



Listening to the radio at work.
Listening to strangers talking themselves in a bus.



Listening to the instructions on how to handle a stove.
Listening to a piece of important news.

The first of the objectives of teaching English is listening to English and understanding it. Broadly speaking, there can be 'casual' listening and 'focused listening'. In the above examples the first one is **casual listening** and the second one is **focused listening**.

In language, a teacher has to practise '**focused listening**'. It requires motivation. You can only motivate, if you conduct interesting classroom activities.

4.1 SOME LISTENING ACTIVITIES

a) Listen and repeat:

The teacher produces sounds or says a word/phrase and asks students to repeat after him/her. For example:

Teacher : b (ब) d (ड) t (ट) f (फ) v (भ)

Students : b (ब) d (ड) t (ट) f (फ) v (भ)

Teacher : pan/fan, best/ vest, tin/thin, dead/ head, chip/sip, how/cow, some/sum

Students : pan/fan, best/ vest, tin/thin, dead/ head, chip/sip, how/cow, some/sum

Teacher : This is a pen.
That is a book
It's ok.
Come to the front
Do not make a noise

Students : This is a pen.
That is a book
It's ok.
Come to the front
Do not make a noise

Note: As in the example above, dialogues, songs and chants can also be practised.

b) Distinction between key sounds and intonation

Ear training with spoken practice is essential to build up students' pronunciation. Find out some troublesome sounds for your students. Say following pairs and ask students to say 'same or 'different.

1. t-d 2. p-b 3. p-f 4. the-thaw
5. Miss Baral-Miss Badal
6. Do you like coke?- Would you like a coke?
7. She has a gun- She has gone.
8. It's hot- Tea is hot.
9. You're friend- Your friend.

c) Listen and follow instructions

Go through the primary English coursebook, you will find instructions/commands like: stand up, sit down, go back, go left, stop writing, etc.

Give these commands to individual students or in group and see whether your students follow your commands correctly or not. It will be far better if this kind of activity is carried out by students themselves.

d) Listen and match:

Read a short and interesting text(better not from coursebook). Then make two columns on the board and assign your students to match according to the information.

Example:

Rita likes yellow color. Sita likes purple and
Bimala likes green. Urmila likes blue and
Sangita likes red.

Bimala	Red
Rita	Blue
Sangita	Green
Sita	Yellow.
Urmila	Purple

e) Listen and classify:

The teacher collects 10-15 words of three families(group). He/she gives the heading and says the words. The students **listen** the words carefully and classify them according to the category

Example:

grape, biscuits, cap, orange,
shirt, bread, blouse, egg, jacket,
mango, banana, curd, sweater, milk, orange

Food	Clothes	Fruits

f) Listen and Guess/Predict

The teacher starts telling a simple/short story and stops before the end then asks students " What will happen next? You can give clues to the students.

Example: Gita studies very hard. She is a good student. She likes English class.

Do you think Gita will pass the exams?

Note: the story should match the level of students.

g) Dictation

In dictation a teacher reads out a text at normal speed and students are supposed to write what they hear. We should be careful in selecting the text. It can be used for a number of different skills. But here we meant for listening practice.

4.2 LISTENING GAMES

a) Simon Says:

In this game, students follow the commands e.g. 'stand up', 'sit down' only if followed by the phrase **Simon says**. Those who follow the commands without **Simon Says**, are out or dead. The last remaining player wins the game.

b) Do this Do that:

All children stand up. The teacher does actions such as stretch hands up or wide. If the teacher says 'do this', children must do it, if the teacher says 'do that' children mustn't do it. If any one of them does he/she is out. Play until one remains.

c) Listen and transfer:

The teacher whispers a word, or sentence into one student's ear. That student whispers it to next one. This process goes on up to the last student who says the word loudly. The class evaluates whether the word/sentence is correctly relayed or not.

5. TEACHING SPEAKING SKILL

Which is the easiest and economical way to convey ideas and emotion?

Speaking

How does a baby learn to speak?

-imitating what he/she hears

Language is primarily speech. There are many languages in the world. Not all of them have script to communicate through writing but they are spoken. Speech is the powerful way of communication because:

- i) we can say a lot of things in a short time
- ii) it is accompanied by signs, facial expression and tones.
- iii) it takes place in front of audience
- iv) it can be rephrased/repeated if the audience do not understand

WHY DO WE SPEAK?

meet our needs

establish friendship/relation in society

share experience

SPEAKING CAN BE LEARNT BY:

only practice

Learning to speak a foreign language, in fact, takes time. Thus we should be patient. A baby acquires mother tongue easily and naturally. Learning a foreign language is not that easy. Students must be given enough opportunity to imitate and repeat the models to gain confidence to speak. We must not expect accurate and correct English from the learners at the beginning. Yet, we have to encourage them to use correct English. The accuracy will gradually improve as they keep practising

In our primary level English curriculum, certain language functions are specified. By using the subject matter given in the course book and other relevant activities, we have to try our best to achieve them.

In real life we speak to someone. We exchange information, share our ideas, describe things and so on. While teaching speaking, a teacher should try to create similar environment in class so that the classroom speaking resembles the real life speaking. The speech becomes natural if we give them real task or real activities to perform. This can be done in different forms. Some of the techniques you can

use while teaching speaking in your class are given below. Make sure the activity you are doing is appropriate to the students' level.

5.1 SOME SPEAKING ACTIVITIES.

a) Hello

Write a sentence "Hello, I'm Suresh". Read aloud this sentences two or three times clearly at a normal speed. All the students can participate in this activity. Ask one student at a time to introduce himself/herself with other friends saying "Hello, I'm Suresh" along with shaking hands. Allow 1 or 2 minutes time for one student. The student who introduces himself/herself with more friends is the winner. For encouragement, congratulate him.

This activity will really be a fun to your students. It enables them to practice one of the language functions. Can you guess what is that?

It is introducing oneself

b) Dialogues

Everyday we use dialogues in our life. Choose any dialogue from the course book or any reference material or prepare yourself for classroom practice. Do not forget to introduce the setting and the characters related to the dialogue. First you demonstrate and then encourage your students to act out in pairs or groups.

c) Listen and repeat

Under this activity you can conduct different kinds of drills. It helps both listening and speaking skills.

1. Repetition drill: Students are asked to repeat a sentence aloud as soon as he/she has heard it. He/she does this without looking at printed text. The sentence must be short enough to be retained by the ear.

Example:

- T. This is a book.
- SS. This is a book.
- T. It is Sunday today.
- SS. It is Sunday today.

- 2. Substitution drill:** It is similar to repetition drill except one word is changed or replaced by another.

Example:

- T. This is a book. (pencil)
Ss. This is a pencil
T. It is Sunday today. (Monday)
Ss. It is Monday today.

- 3. Chain drill:** The teacher shows a picture or word card to one student at a time moving rapidly around the class. Students are instructed to respond with a sentence.

For example:

- T. a dog
Ss; This is a dog/ That is a dog

- 4. Chorus drill:** The teacher reads a text (part of a story, dialogue etc) aloud. The class as a whole or groups repeat what they have heard. The advantage of chorus drill is that students do not have to wait for their turn. Its weakness is that mistakes of individual student can go unnoticed.

- 5. Inflection drill:** In this kind of drill one word (mainly verb/noun) of a sentence/utterance appears in another form when repeated.

- T. I bought one ticket (two)
Ss. I bought **two** tickets
T. I go to temple every morning (yesterday morning)
Ss. I **went** to temple **yesterday** morning

- 6. Chain story:** Let one student say one statement/word, and then continue throughout. Each student supplies a new sentence/word

For example:

- S¹-There was a knock on the door. S²-Ramesh went to the door.
S³-He opened it. S⁴-A thief was standing there.
S⁵-He had a gun. S⁶-He fired at Ramesh.
S⁷-Ramesh was brought to hospital

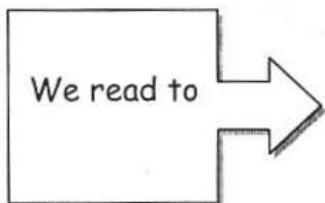
- 7. Read aloud:** Although it is a reading activity, it builds up the foundation to speaking skill. Select a reading material either from course book or from any other reference material. Ask your students to read aloud turn-by-turn. At the end give feedbacks.
- 8. Memory games :** There are many memory games. Some of them are useful to practice speaking skill. For example:
- i) One student say one word. The next student adds one word of his/her repeating the previous word.
- Example:
- S¹-cat, S²-cat, dog, S³-cat, dog, cow
S⁴-cat, dog, cow, goat,
S⁵-cat, dog, cow, goat, sheep
- (It will be difficult for the students, if there are more than 5 words)*
- ii) Write 8/10 words on the board. Read aloud the words you have written. Wipe out all the words. Then asks your students individually how many words they can produce.
- 9. Retelling story:** The teacher tells a story or a student reads a story from any book. Then ask one student to retell the story in his/her own words. If some one forgets part of the story, it does not matter. Our main aim is to practice speaking. Even if a student can reproduce only one sentence that's ok.
- 10. Mime:** You mime a simple action/event and your students have to tell you what is happening in comprehensive English. This focuses the students' attention because they are trying to decipher your actions. Select simple actions which your students can easily guess what you are doing. In case of difficulty you can give clues also: for example: ask questions like- **what am I doing?**
- Mime:** Running, making a telephone call, dancing, sitting, smiling, crying, jumping etc

6. TEACHING READING SKILL

WHAT IS READING?

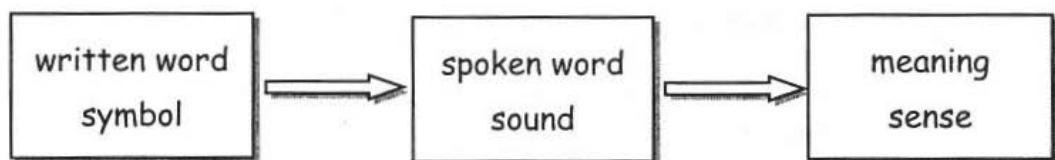
understanding written words/sentences

WHY DO WE READ?



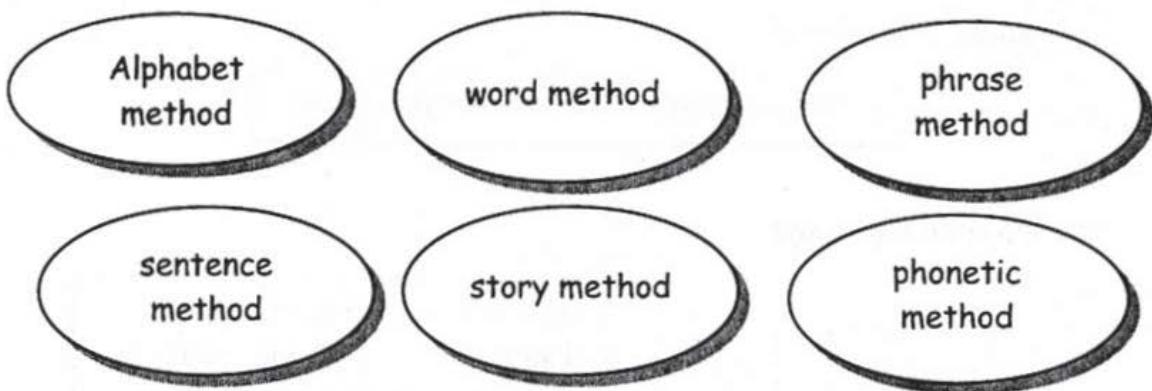
- find out some information
- learn some knowledge, attitude
- get pleasure and enjoyment
- prepare for examination
- meet our desires and needs
- find out solution to a problem

Reading is one of the important skills of learning a language. Everybody except physically abnormal person can listen and speak his/her mother tongue but all of them may not be able to read and write. To acquire reading skill one needs certain training. For the beginners we need to familiarize them with the basic shapes. The early reading material usually consists of letters and words in association with pictures. The following diagram reveals what happens when we read. Always remember these three Ss. Symbol, Sound and Sense



If a person changes the written word into the spoken form and stops there, he is not reading it. It is just like an American reading a Nepali word let us say '*Kisan*' written in English. He is not reading at all: he is only producing sound to the symbol. A reader must go a step further and pick up the meaning or the sense of the word.

There are different methods of teaching reading:



6.1 TYPES OF READING:

Reading aloud: This is also called oral reading and taught by the teacher in the early stages. Reading aloud trains students to link the written/printed symbols with the spoken word together with the meaning/sense. It helps to improve pronunciation and also gives confidence to speak English.

Silent reading: Reading silently is the most important skill a learner of any language should acquire

We do not need to read aloud very often.

Reading silently saves both time and energy

Comprehension is effective in silent reading

Silent reading does not disturb others

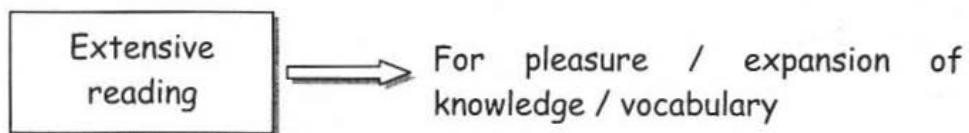
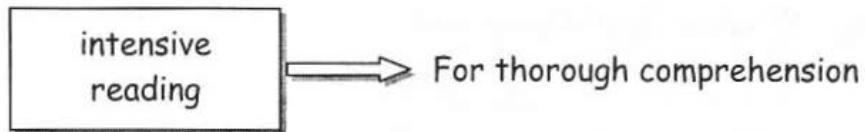
There are different ways of reading silently. Their purpose is also different.

skimming

To get the gist of whole passage

scanning

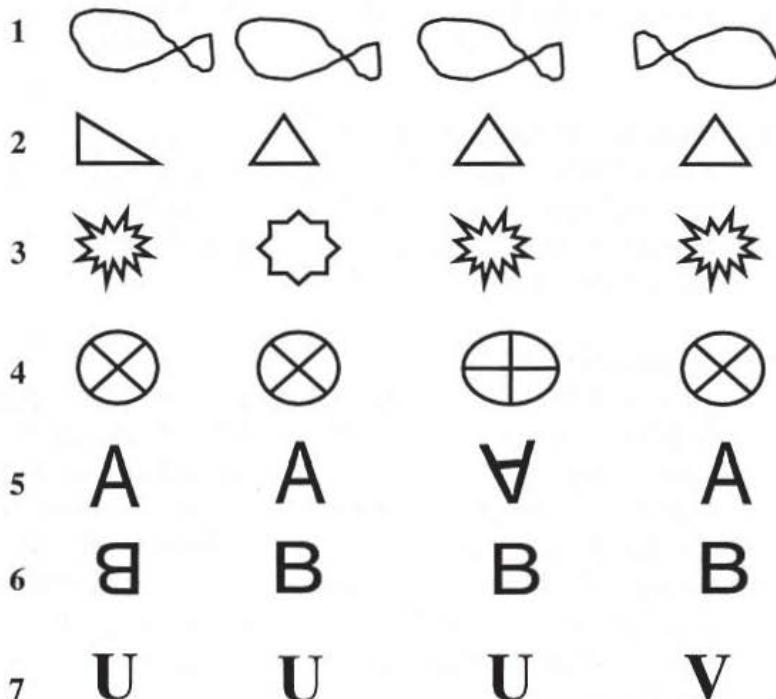
To get the main facts, date or data



6.2 SOME READING ACTIVITIES

a) Odd one out (Pre-reading)

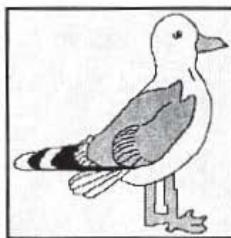
Draw a set of shapes or simple pictures on the chalkboard. Point at each in turn. If it matches, the children shout "yes". If it is different, they shout "no"



b) Reading with flash-cards/picture cards

In the early stages, before students are taught to read sentences, the teacher can use flash/picture cards as suggested below.

You need some pairs of cards: one with picture and another with word.



Bird

Let students look at the picture of a bird and also the word 'bird'. Say the word. Students listen and say it linking the visual cue with the written form of the word. Having done some practice, remove the picture and ask students to read the word card. After learning with some pairs of flashcards, students can read when you flash the card with the word. Later you do not need picture card any more. In the same way you can practice phrase and short sentences.

c) Read in Chorus (after the teacher)

This activity is also suitable for the beginners. The teacher selects a text and read aloud the sentence part by part. Students follow the teacher in chorus. In a large class it is useful because all the students are engaged in reading together.

d) Read and recall

Display 8/10 words on the board or on a cardboard paper. You need to select familiar words to your students. Display the words for just 1 or 2 minutes. During this period assign them to read carefully. Then remove the cardboard or wipe out the words if you have written on the board. Ask your student turn-by-turn how many words they can produce. The one/ones who produces more word wins.

For higher-grade students you can display short paragraphs or stories. And let them read the text to find the answers of pre-questions.

e) Changing sentences

Write a short sentence on the chalkboard and help them read it by pointing out the words as you say them. When all the children can

read the sentence confidently, tell them 'close your eyes' then you change one word in the sentence. Tell the children to open their eyes. Can they read the changed sentence?

This is my leg

This is my nose

f) **Mime**

Write some simple commands like dance, walk, write, smile, ride a bike etc on each piece of paper separately. Put them face down on the table. Then call a child to the front and ask him/her to pick up one piece of paper that says a simple activity to do. The child reads and mimes the activity and rest of the students try to guess the situation.

g) **Questions on a text**

Questions should check comprehension and also help students to read the text by focusing their attention on the main points. To achieve this, all the students should be involved in answering the questions and know why answers are right or wrong. Ways of involving the class:

- Ask students to write short answers to the questions, and then discuss them together.
- Divide students into groups to discuss the questions, and then go through the answers together.

Asking questions is not the only way to check comprehension. We can also ask student to do a simple reading task: for example, students read the text and note down information in a table.

As well as straightforward comprehension questions, we can ask questions that require students to respond to the text. Possible types are:

- Asking students to match what they read against their own experience.
- Asking students to imagine a situation related to the text.
- Asking students to express feelings or opinion.

7. TEACHING WRITING SKILL

WHAT IS WRITING?

drawing pictures
writing alphabets, words,

WHEN TO START TEACHING WRITING?

No need to wait until students have learnt other skills.

The earlier students begin learning to write, the more chance they will have to practice.

IN WHAT ORDER TO INTRODUCE THE LETTERS?

- It is not necessary to introduce letters in alphabetical order.
- It is better to teach letters with similar shapes together.

POSSIBLE ORDER IS :

l i t, c o a e s, n h m, r u v w, x z, d b, p q g j y, f k

WHICH LETTERS CAPITAL OR SMALL DO YOU WRITE AND READ MOST OFTEN?

small

So you have to teach your children to write small letters correctly and beautifully. Small letters can be divided into three kinds depending on whether the letters go above, remain between the lines or go below the line.

Turtle : a c e i m n o r s u v w x z

Giraffe : b d f h k l t

Monkey : g j p q y

ESSENTIAL STEPS TO TEACH INDIVIDUAL LETTERS:

- it will be a fun to write in the air
- write the letters on lines on the board

- get students to copy it several times
 - give the usual sound of the letter
-
-
-

7.1 PRE-WRITING ACTIVITIES

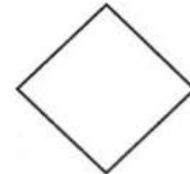
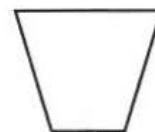
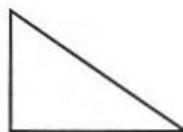
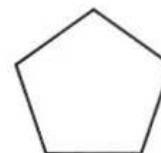
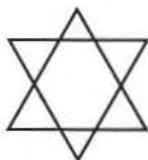
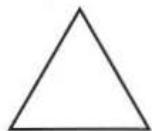
i) Copying patterns

The following activities will help children

- sit in the easy posture
- hold pencil correctly
- get used to left to right movement across the page



ii) Guided drawing: show the children how they can make simple drawings from shapes



7.2 SOME WRITING ACTIVITIES

a) Copying words

Once students have learnt letters, they start writing words and simple sentences. The simplest and most controlled form of practice is simple copying. Display the words on board or write on your student's exercise book and ask them to copy.

b) Delayed copying

Simple copying words or sentences from the board can be boring. So another way to make copying interesting as well as challenging is delayed copying.

The teacher writes a word on the board or shows it on a flash card, and the students read it: then the teacher erases the word, and the students are asked to write the word they have read. They have to think of the word as a whole, not just as a series of letters.

c) Anagram

It is simply making several short words out of a long one.

Example: Television

let vision son on lion one novel violin sole nose
love seen sent

d) Gap filling

First prepare the children by showing them pictures like: bus, pot, pen, book etc and ask them: what is this? What does it begin with? Ask them to write initial letter.

-us, -ot, -en -ook

Similarly you can put gaps in the middle or at the end of words.

e) Graded sentences

Go from easy to difficult. Use pictures the children have already learnt and can spell.

It's a house.



It's a -----



It's--- -----





f) Look-cover-write-check

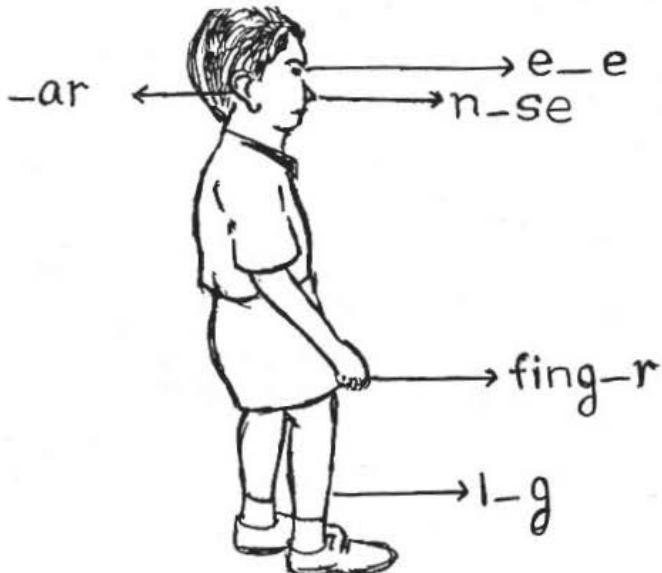
Choose a set of words the children are familiar with e.g. fruits-mango, apple, banana, grapes. Write one word from the set on the board. Help them say it and count the letters. Give them 20 seconds to remember it. Then cover or rub it out. Everyone remembers and writes it down. After that uncover or write it again to check whether your children have written correctly or not.

g) What's missing?

Write a set of words on the board. Check all the children can read them. Ask them to close their eyes and rubout one word. Children look, remember and write the missing word. It is a fun isn't it?

h) Labeling

You can use 'body parts' the children have already learnt. Help the children fill in labels for big picture on the board or drawing sheet.



i) **Simple crossword puzzles**

Children enjoy solving crossword puzzles. So the teacher should prepare suitable puzzles and give them as class work or homework. The puzzles given in the course book can also be used.

j) **Write words under these pictures**



k) **Jumbled letters to make words**

Present some jumbled words on the board or in a cardboard paper. Then ask your children to make meaningful words by rearranging them.

ohocsl, oby, koob, nep, moce, oolk, ese, mjup, lapy.
ulgha

l) **Filling a form**

Name :

Date of birth :

School :

Age :

Fathers name :

Address :

m) **Classify words**

Write/display 10 to 15 words of 3 families on the board. Ask children to write these words under appropriate headings:

bench, bread, skirt, egg, towel, sweets, chair, blouse

Food

Furniture

Clothes

n) Substitution table

Ask your children to write as many sentences as they can from the substitution table.

I He They She	am is are	(a)	farmers doctor student nurse
------------------------	-----------------	-----	---------------------------------------

o) Parallel writing

The teacher writes about himself and displays to the children on a cardboard paper. Tell children to write about themselves by replacing certain words.

Example:

Teacher : I am a teacher. I am 39 years old. I like to play volleyball. My favourite person is Laxmi Prasad Devkota.

Students : I am a student. I am 9 years old. I like to play cricket. My favourite person is Hari.

p) Writing answers to questions

You can ask children different kinds of questions after they have read a text.

Other writing activities:

arranging words in alphabetical order

describing experience

rewriting stories

dictation

describing pictures

letter writing

keeping a diary

report writing

essay writing

note making

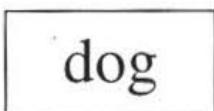
8. USING VISUAL AIDS

Anything that the teacher uses or students see (e.g. pictures, wall charts, diagrams, models, realia and even the view from the window) is visual aid. Visual material in class adds variety and keeps students interested in the lesson. They allow us to explain a word or concept simply, by showing a picture, or pointing to an object. We can save time by showing or passing pictures or objects round the class and getting group work going.

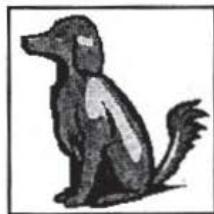
A teacher has to choose appropriate visual materials for specific purpose. Realia (real objects) such as money, tickets can be more effective in some cases and pictures such as food, animals, fashion etc can be more effective in other cases. Do not think that only expensive visual aids are useful. You can use simple picture cards, magazine cut-outs, flashcards, and textbook pictures. Your students learn mainly through the actual quality of your teaching and how you use your materials. Some easily available visual materials in our context are discussed below.

8.1 FLASH CARDS

These are cards on which pictures, words or phrases are printed or drawn. They should be big enough to be seen clearly by every student in the class. Flash cards can be used for teaching vocabulary practicing structures and word order, or for a variety of games. They are simple yet effective for language teaching.



- word card



- picture card



- picture with word

Using your flashcards:

- Don't just stand, hold it high or low so everyone can see, and move around class showing it clearly
- Say the word clearly, many times
- Use hidden cards for guessing games

Example:

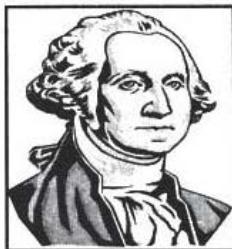


Is it a bag?

No, it isn't.

Yes, it is.

Use sets of cards- for practicing structures.



He



car

He drives a car.

8.2 TEXTBOOK PICTURE

Children enjoy looking pictures than written words. Therefore there are many pictures in children's book. Before you start the actual lesson, spend a few minutes on pictures. These pictures are useful for presenting practising and revising vocabulary or as prompts for teaching activities such as drills. Instead of saying a word, you just show the picture. You can also build up a story with the help of pictures. Get your students describe the picture orally or practise question/answer e.g. Is it a bag? Are these birds? How many----, What----? Who----?, Why----? Get the students to ask each other question. Give prompts if necessary by indicating the kind of questions or tense, or question word you want. You can, of course, use textbook pictures in different ways. You can, for instance, do the first picture on one day and the second later-which will enable you to revise most of the vocabulary items before getting on to the second picture. You

can also use the picture composition with only one specific objective in mind, e.g. vocabulary, structure, or getting the students to work out the story on paper.

8.3 THE BLACKBOARD

This is one of the most important visual aids, commonly available and inexpensive. It has the advantage of providing a focal point of attention for the whole class, and can be used for a variety of purposes. The teacher's hand writing on the blackboard has the greatest influence in shaping the student's handwriting. Whatever teaching method, be it lecture, demonstration or any other, we use the blackboard for writing assignment, spelling, definition and outlines. When using the blackboard, certain points should be kept in mind:

- Prepare your blackboard work in advance to your particular objective
- Start with a clean board
- Write/draw clearly- so that all children can see, even those at the back of the class
- Use the left-hand side for current work and right for keeping a record of the work done during the lesson.
- Hold the piece of chalk comfortably and rotate while writing
- Correct spelling and punctuation are essential.
- Practice a good, clear, legible handwriting and learn to draw simply and unambiguously on the board
- Be careful that you do not stand for a long time on the board with your back to the class while student doing nothing
- Talk and narrate while writing on the board
- Keep the students involved by getting them to read and repeat parts of what you have written
- Clean the board when you leave the class. Remember
- To minimize the dust, always wipe vertically (top down)

COMMUNICATIVE LANGUAGE FUNCTIONS

The origins of communicative language teaching (CLT) are to be found from the late 1960. The goal of language teaching is to develop *communicative competence* (Hymes: 1972). (Halliday: 1970:145) He described **seven basic functions** that language performs for children learning their first language:

1. Instrumental function : using language to get things
2. Regulatory function : using language to control the behaviour of others
3. Interactional function : using language to create interaction with others
4. Personal function : using language to express personal feelings and meanings
5. Heuristic function : using language to learn and to discover
6. Imaginative function : using language to create a world of the imagination
7. Representational function : using language to communicate information.

Learning a second language was similarly viewed by proponents of communicative language teaching as acquiring the linguistic means to perform different kinds of functions.

Our new Primary Level Curriculum 2059 has specified grade wise language functions which are given as follows:

GRADE ONE

1. Greeting
2. Introducing and naming
3. Giving simple commands
4. Identifying
5. Counting numbers 1-10
6. Giving information with plurals
7. Describing, asking and answering about location
8. Describing colour and size
9. Asking/answer about present action
10. Describing possession
11. Describing/asking about present action
12. Asking/answering who question
13. Describing immediate possession
14. Talking about home and family
15. Talking about days of week

GRADE TWO

1. Leave taking
2. Describing/asking about occupations
3. Discriminating (using which)
4. Asking and answering about actions
5. Counting 1-100
6. Asking/ answering about age
7. Giving and obeying positive and negative commands and instructions
8. Asking/ answering about present actions or movement
9. Discriminating persons
10. Describing: using adjectives and their opposite
11. Giving information and asking about immediate possession.
12. Describing a scene or picture
13. Describing action
14. Telling the time
15. Describing immediate past actions
16. Talking about days of the week
17. Describing events in the past
18. Listening to and retelling stories
19. Responding to range of statements, questions and commands

GRADE THREE

1. Apologizing
2. Interrupting or getting attention
3. Congratulating and praising
4. Telling the time
5. Expressing ability
6. Asking for permission
7. Describing actions involving known pronouns or objects
8. Narrating, asking and answering about past events
9. Giving directions
10. Asking/Answering with a choice
11. Relating objects with "also": same: and "different"
12. Describing weather
13. Using numbers 1-100
14. Describing future action
15. Using telephone

GRADE FOUR

1. Warning
2. Expressing surprise and pleasure
3. Talking about habits and facts
4. Giving times of habit
5. Describing frequency
6. Using ordinal numbers
7. Narrating the past
8. Giving directions
9. Checking and correction
10. Expressing likes and dislikes
11. Expressing knowledge
12. Asking/answering about countable and uncountables
13. Linking ideas
14. Expressing obligation
15. Asking for and giving a range of information

GRADE FIVE

1. Expressing wants
2. Asking/ answering about reasons
3. Talking about the picture
 - a. plans, intention
 - b. actions
4. Describing with possessive pronouns
5. Describing locations and giving direction
6. Describing properties or possessions
7. Talking about months and seasons
8. Discussing prices, times, days, menus
9. Reminding
10. Narrating series of events and stories
11. Describing the time of events
12. Describing quantities
13. Checking and confirming
14. Describing people