

# UNIT STRUCTURE

## Reading Advertisements, Giving and Following Directions

CLASS – V

Unit Overview	Rationale	Unit Outcomes				Methodology Support					Additional Reading		
		Learning Outcomes	Learning Gaps to be addressed	Related Lessons	Unit Objectives	Introduction	Case Study 1	Activity 1	Case Study 2	Activity 2		Summary	Suggested Questions
Overview of the language skill What the Gunotsav assessment shows us		<b>LO:</b> 5.16 Reading non textual print in surroundings, understand and answers queries	<b>Sub Area :</b> children will be able to read advertisement and understand and answer queries. Children will be able to follow and give directions	The Talkative Barber, Topsy Turvy Land, Gulliver's Travels, Nobody's friend, The Little Bully	In this unit you will read ways of helping learners to 1. read and comprehend an advertisement, 2. read and follow directions	what this unit is all about	Reading signboards	Reading an advertisement	Reading directions	Reading directions	what you learnt in this unit	Find the odd one from the following : i) West, best, nest ii) mouth, eyes, south, iii) east, least, feast iv) north, forth, fourth	<a href="http://www.tess-india.edu.in">www.tess-india.edu.in</a> ⇨ Beginners' English II-SCERT, Assam

### Overview

This unit discusses ways and activities that you can use in your classroom to motivate children to read advertisements and help them to follow and give directions. The ability to read non textual print in our surroundings has been identified as a learning outcome for the students of Class V. But it has been observed that students are not able to read non textual print like advertisements, signboards, directions to something or somewhere, time tables etc. outside the classroom. This unit will give you ideas on how to help learners comprehend non textual print in surrounding. The case studies and activities will give you practical strategies to address these learning gaps.

### Rationale

The habit of reading non textual print such as advertisements, banners, signboards, etc. and the ability to read and follow directions has to be developed in the early grades so that students are able to easily read English around them. The results of Gunotsav 2018 have shown that the inability to read print outside the class text negatively affects students' development of English. One of the ways this can be remedied is by giving students opportunities in the class to read and respond to a variety of texts in English.

## Introduction

My students are facing problem in reading English outside the classroom. When I ask them to extract information from any advertisement or signboards they are not able to give me the correct answer. If I give them directions or ask them to follow a set of directions by reading, they are not able to follow. What can I do to help them read such material?



Reading is an important skill for our students because they will need to read different texts in English inside and outside the classroom as they grow up. Inside the classroom, the teacher will be there to help them in learning. But outside the classroom they have to read many print materials independently. If we do not give them exposure to non textual print in the classroom and practice in extracting information from them, students will not be able to develop this important reading skill.

In this unit we will discuss some ways in which we can help students become confident to read advertisements and directions by themselves. We will try out a few activities and strategies to help students read non textual print and also read about cases of other teachers who have faced similar situations.

### Unit Objectives

In this unit you will read ways of helping learners to:

- ★ Read and comprehend an advertisement
- ★ Read and follow direction

### Case Study 1: Reading signboards

Gita Deori is a teacher in Namati L.P. School in Darrang. Here she shares her experience of helping students of Class V to understand English in the surroundings. She always involves students in interesting activities to improve their reading skills. She uses signboards to teach the students how to read and comprehend real life English texts. Here she describes how she does it.

I have always found signboards, advertisements, etc. to be really effective for language classes. They are easy to understand and very imaginative and creative. Here is what I usually do:

- ★ I collect a few pictures of signboards such as - a toy shop signboard, a flower shop signboard, a sweet shop signboard, etc.
- ★ I write down the information from the signboards, such as, the name of the shop, the date of establishment, the things available, etc.
- ★ Then I divide the students into small groups. I ask each group to select one group leader. Then I give one picture to each leader and ask them to discuss and note down all the important information on the signboard.
- ★ The leaders are instructed to write down the important points while discussing in the group.
- ★ To carry their discussion in the right direction. I supply a few related questions on the blackboard to each group so that they can extract all information from the signboard.
- ★ I observe each group silently and help them when needed.
- ★ Then I make each group make the signboard more attractive with their own ideas.
- ★ I make each group prepare their product on coloured chart paper (I get chart paper for them) and present it to the whole class.

- ★ Finally, I ask all the students to judge the performance of each team and grade them by using coloured stars.

Whenever I do such activities, all the students participate actively. I find them trying to think more deeply about what they are reading. They try to give more inputs to their advertisement. I realize that in this way they are likely to become more independent readers. With the signboards, I notice that the students read, analyze and engage themselves more with the materials. I see learning taking place in the sense of the term.

### Let's stop and think

- ★ Do you think this kind of activity is good to use in a classroom?
- ★ Do you think questions improve students' involvement while working with texts outside the class?
- ★ Do you think working in groups while reading real life English texts is better than working alone? Why?

### Activity 1: Reading advertisements

The learning outcomes identified for Class V include the ability to read print in the surroundings. Here is an activity which you can try with your students to give them practice in looking for information efficiently while reading an advertisement. Advertisements in English can be used in the classroom as prompts for speaking and writing activities as well.

For this activity, prepare or cut out an advertisement from a newspaper or a magazine. Make sure it is catchy and interesting for Class V students. Here is a sample advertisement in the form of a poster. You can use other kinds of advertisements too.



Prepare a few questions on the advertisement before you put it up. At the beginning of the activity ask your students to describe a few advertisements in English they have seen or read. Spend a few minutes talking about different advertisements and where they are found (on posters, billboards, shops, magazines, newspapers, buses, flyovers, roadside walls, and so on).

Then place the advertisement in the wall and make sure that everyone can see it easily. Ask the class to look at the picture and answer questions like:

- 1) What are the objects you see in the picture?
- 2) What is the word written after "summer"?
- 3) When do you get your summer holidays?
- 4) Which of these activities would you like to do during your summer holidays?
- 5) What are the timings of the camp and what is the fee?

Discussing these questions will give the students an idea of the information in the advertisement. Remember to take responses from all students so that they all participate. Then divide the class into groups and ask them to discuss the following questions–

- i) Who is organizing the summer camp and when?
- ii) What is the age limit? Can you participate?
- iii) What are the activities they are going to be held?
- iv) Where is it going to be held?

Now ask each group to present their answers. While one group is presenting other groups should listen attentively. You can then sum up the activity by discussing whether they liked the advertisement, and what they would like to have in it to make it more effective and attractive.

### Let's stop and think

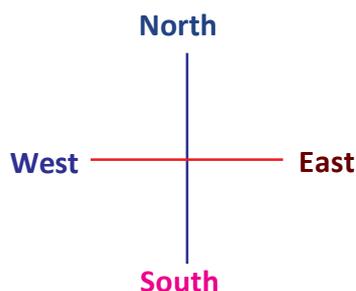
- ★ What other activities can you think of to teach English through advertisements? In what ways can we connect an advertisement to the textbook?
- ★ What other strategies would you use to involve all students? Can we extend this activity into a speaking and writing activity?
- ★ Can we ask students to create their own advertisements? What would be the benefits from it?

### Case Study 2: Learning to read directions

Pradip Khataniar, an active and energetic teacher of Bakultal L.P. School in Lakhimpur district, teaches English. In vernacular schools, exposure to English language is very little, and therefore teaching and learning of English becomes a great challenge. Mr Khataniar was very apprehensive while teaching 'directions' to the children. But to his delight children understood the activity very clearly and they completed the task within a short time.

Here Pradip Khataniar describes his experience:

Before starting my class on directions, I asked the students a few questions to check their previous knowledge of the topic. I asked them to name the four directions and then wrote them on the blackboard as shown below:

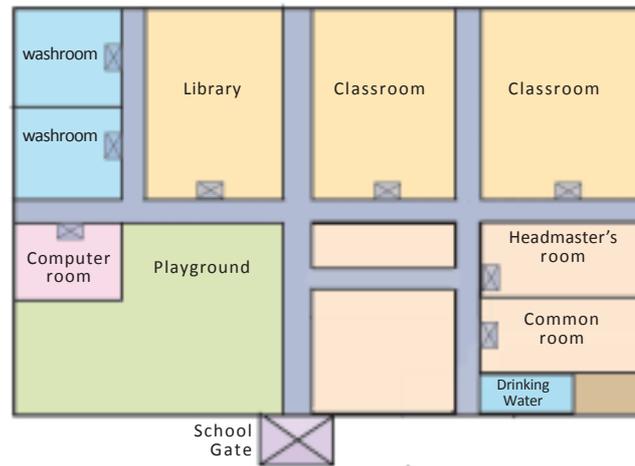


I showed them these four directions with hand movements. Then I asked the following questions–

- i) From which direction does the sun rise?
- ii) In which direction does the sun set?
- iii) In which direction is our playground from our classroom?
- iv) In which direction is the school gate?

My students answered these questions quickly. Then I made them do the following activity.

I hung a map of our school, showing the locations of the important buildings.



The map had words like east, west, north, south, right, left, and the names of the buildings. I began with an oral discussion of the map by asking the following questions:

- i) Is the Headmaster's room to the north of the Common Room?
- ii) Is the Computer room to the south of the library?
- iii) You are entering from the school gate to visit the Headmaster's room. Which direction would you take -left or right?
- iv) I am standing in the middle of the corridor. I want to go to the Class V classroom. In which direction will I go?
- v) Is the washroom opposite to the Computer room?
- vi) Is the water filter to the south of the Common Room?

The students enjoyed the activity and were very eager to answer the questions. Then I asked the students to write down in their notebooks the answers to these questions, which I also wrote on the blackboard. This way I could be sure that every child of my class understood the ways of understanding directions by reading a map.

### Let's stop and think

- ★ Do you think Mr. Khataniar's approach is the right approach to teaching directions in the classroom?
- ★ Do you think all students' involvement is possible with this kind of activity?
- ★ Can we extend this activity into a speaking and writing activity?

### Activity 2: Teaching directions

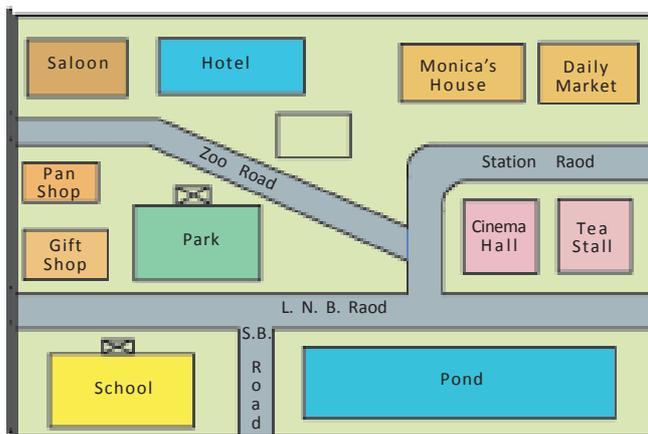
Directions can be challenging to teach, but their practical uses are important for students. There are many fun activities on directions. You can incorporate these into your teaching to make learning more enjoyable.

On the board draw a rough sketch of the school neighbourhood. Just draw a few roads, a few landmarks and the school. Then ask one or two students to come to the blackboard and locate the school on the sketch. Once they have located the school ask them about other roads, shops, temple, masjid, etc. near the school. Then ask one or two students to write the names of these landmarks on it with the help of other students. Now ask two students to do a role play. One student will give the direction to the school by looking at the sketch and the other will follow the direction on the sketch by holding a chalk. For example, 'from the main road turn left, go straight for 3 minutes, then turn right from the park' and so on.

To assess whether all students have understood how to give directions, you can give them an additional activity like the one below:

Choose the correct options to help Ratul reach Monica's house:

Ratul leaves the school and turns right/left. He walks along L.N.B. Road/S.B. Road. He takes the 1st/2nd turning on the left/right. Then he goes straight on/turns left. Monica lives in Zoo road/ Station road. Her house is opposite/behind the cinema hall near/opposite the daily market.



### Let's stop and think

- ★ Can we think of some other way to teach directions?
- ★ In what other ways can we make all children involved in the activity?
- ★ Can we extend this activity into a speaking and writing task?
- ★ Can we ask them to draw a sketch of the routes to their homes?

### Activity 3 : Understanding and giving directions

Draw the following sketch on the blackboard.



Ask the students to look at the sketch carefully. Then divide the class into groups of six. Now ask each group to follow the instructions given below. One question will go to one group.

- i) Group A will help Neel to reach the temple.
- ii) Group B will help Neel to reach children park.
- iii) Group C will help Neel to reach the school.
- iv) Group D will help Neel to reach the post office.
- v) Group E will help Neel to reach the sweet shop.
- vi) Group F will help Neel to reach the masjid.

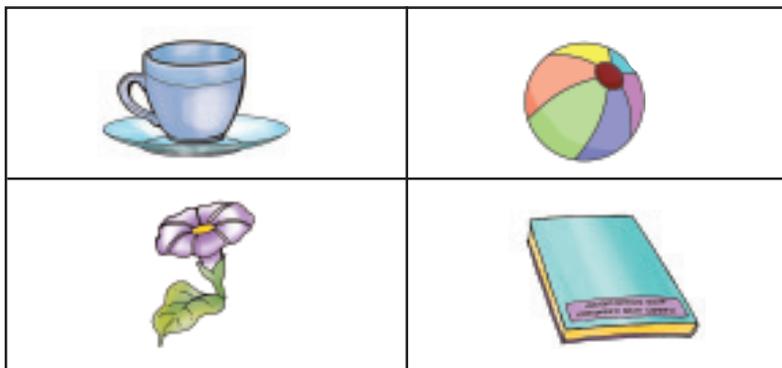
Then ask each group to share their directions with the class. You can help them by providing language inputs where necessary.

## Unit Summary

In this unit you read about the ways of teaching students to read and interpret non textual print materials in English found in their surroundings. This kind of activity will motivate your students to read independently. They will be able to extract information from real life print material and will be able to respond in English with more confidence in the class. To make reading a daily habit you can encourage students to read different types of texts inside and outside the classroom. In this way they will be familiar with different styles of writing. This will enable them to understand the different ways in which ideas may be expressed and connected to one another.

### Suggested questions:

- 1) If I stand facing the rising Sun, which side will be north from my position.
- 2) Look at the picture below and say Yes or No.



- i) The cup and saucer are to the north of the flower. (Yes/No)
  - ii) The ball is to the east of the cup and saucer.(Yes/No)
  - iii) The book is to the south of the ball.(Yes/No)
  - iv) The flower is to the east of the ball.(Yes/No)
- 3) Read the following noticeboard and answer the questions:

**School Noticeboard**

**Request to all Class Captains**

**Please collect old books, magazines, shoes, clothes and dolls and take them to the Headmaster. The students of Class VI will visit our orphanage on 26th of January.**

- a) To whom is the request made?
- b) What things are to be collected?
- c) Who will take them?
- d) Who will visit an orphanage and when?
- e) Why are they collecting the materials?

4) Read the notice and answer the questions:

**Teachers' Day Celebration**

**Venue:** School playground  
**Date:** 5<sup>th</sup> September, Wednesday 2018  
**Time:** 10 a.m. to 1 p.m.

- i) When do we celebrate Teachers' Day?
  - ii) At what time will the function be held?
  - iii) Where will the function be held?
- 5) Fill in the blanks using the right word:
- i) The function will be held on .....September, 2018.
  - ii) The venue of the programme is.....
  - iii) The function will be held from.....to.....
- 6) Read the following advertisement and answer the questions:

**Shilpa Girls' Hostel**

**Home away from home...**

*Come and be a part of the best hostel in the city*

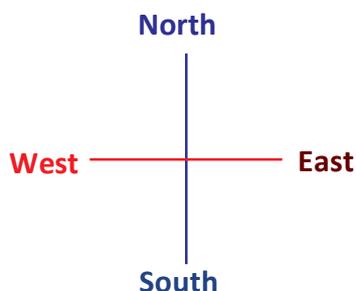
**Facilities available**

Air conditioned single/shared rooms, running water,  
Inverter, 24hrs Wifi, TV, fridge in each floor, laundry,  
vegetarian/non vegetarian food, special menu for Sunday  
and many more...

*For details contact us at.....*

House No.001,  
LGB Road,  
Hazarikapara, Guwahati, Assam

- i) What is the advertisement about?
  - ii) Are they providing accommodation and other facilities to boys also?
  - iii) What are the most attractive facilities in the hostel?
  - iv) Do you think this is the best hostel in the city? If yes ,why?
  - v) Is the phone number of the hostel owner given in the advertisement? If not, then how would you contact them?
- 7) I start and walk South, then turn east and walk for 1 k.m. Then I turn north and walk 1 k.m. Then I again turn east and walk 1 k.m. more. In which direction am I from the standing point?



- 8) In pairs, complete this task. Create a maze in the classroom by rearranging the desks and chairs. One student will be blind folded while the other partner will give directions to help their partner to get through the maze.