

# UNIT STRUCTURE

## Teaching Pronunciation and Punctuation

### CLASS – IV

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	Teaching resources, links & ideas		
<p>Overview of the language skill</p> <p>What the Gunotsav assessment shows us</p>		<p><b>LO 4.12</b> : The learner uses punctuation marks appropriately in reading aloud with intonations and pauses such as comma full stop and question mark.</p> <p><b>LO 4.17</b> : The learner reads printed script on the classroom walls, notice board, in posters and in advertisements.</p>	<p><b>Sub Area: i.</b> use appropriate pronunciation in words and sentences.</p> <p><b>Sub Area: ii.</b> use punctuation in reading</p>	<p><b>Unit - 3</b> Run ! Nasruddin's Aim</p> <p><b>Unit - 4</b> Why? Alice in Wonderland</p> <p><b>Unit - 5</b> Don't be Afraid of the Dark H e l e n Keller</p>	<p>In this unit you will read ways of helping learners to:</p> <p>⇒ pronounce words and to help them read sentences.</p> <p>⇒ use punctuation in reading such as comma, full stop and question mark.</p>	<p>What this unit will teach you</p>	<p>Improving students' pronunciation</p>	<p>Improving students' pronunciation with practice</p>	<p>Involving students in interesting activities</p>	<p>What you learnt in this unit</p>	<p>Sample Questions : Q1. Find out the odd one out from the following three words: Ship, sheep, deep Q2. Say these words aloud and feel how your tongue moves: toe, top, too, ten.</p>	<p>⇒ www.tess-india.edu.in</p> <p>⇒ Pronunciation</p> <p>⇒ Punctuation</p>

## Overview

At the elementary level, ensuring that children are able to read aloud fluently is a huge challenge, all over the state. To help students meet the learning objectives specified by NCERT, teachers will need to make them practise reading aloud, with appropriate pronunciation and attention to punctuation. This unit discusses ways in which teachers can develop oral reading skills in children. It includes a few activities that teachers can try out in class, and Case Studies that show how other teachers have tried to help students read efficiently. The Case Studies and activities are for students in situations like ours, where we teach children from different language backgrounds, ability levels and social backgrounds. As an English teacher, you will find that many of the problems discussed here are the same as yours. We hope you will find the unit useful, and the activity suggestions relevant for your classroom.

## Rationale

Data analysed from the recent assessment of the third phase of GUNOTSAV 2017 and National Assessment Survey (NAS) clearly show that students of Class IV have not been able to learn as per the learning outcomes specified for their level. There are especially problems with pronouncing words and sentences correctly while reading aloud, and with using punctuation marks appropriately, such as question marks, commas and full stops. Children are also unable to read printed scripts on classroom walls, notice board, posters and advertisements. To help the learners to attain the expected LOs, they need to be given more practice in reading aloud with appropriate pronunciation, pace and pause. This unit may help you to design appropriate activities to help your learners improve their oral reading skills.

## Introduction



Many of my students find it difficult to read their English textbook. They cannot read with appropriate pronunciation, pace and pause. What can I do to help them read and enjoy the lesson?

Reading is an important skill for our students, because they will need to read different texts in English as they grown up. When they are inside the classroom, we will be there to help them. But what happens outside the classroom?

This unit discusses how you can help your students to read appropriately with correct pronunciation, pace and pause. Sometimes students do not like to read because the words are long or because they don't understand the meaning. Making reading enjoyable will encourage students to read more. Finding ways of helping them identify the sounds and letters of words easily when they read will help them read sentences with good speed and pronunciation. Do your students face such problems in reading? How can you help your students to develop the reading skill?

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

## Unit Objectives

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

- i. pronounce words and to help them read sentences.
- ii. use punctuation in reading such as comma, full stop and question mark.

## Case Study 1 : Improving students' pronunciation

Anima Choudhury teaches English in Class IV. She recently tried an activity to help the students pronounce words with certain sibilant sounds ('s', 'sh', 'ch', 'z' etc.) correctly. Let us read about what she did to improve her students' pronunciation.

My Class IV students find it very difficult to differentiate between the 'sh' and 'ch' sounds when they read. I tried giving them practice drills, and they were able to pronounce these sounds in isolation. But when they came across the sounds in words and sentences, they often read them incorrectly. For example, they read 'chair' as 'siar', or 'sheep' as 'sip'. The problem increases when they read words like 'sure' or 'sugar' because these words do not have 'sh' in the spelling.

So I tried an activity in class that I felt would make them overcome the problem. I put up three columns on the blackboard with 'S', 'SH' and 'CH' written as headings. Then I showed the students some objects such as a sunflower, some sugar, a shirt, a chain, a chair and some pictures of things like the sun, salt, a ship, some chicken, a packet of cheese etc. For each word, I asked a child to pronounce it and write the word under the correct column. If a child made a mistake, other children corrected the spelling and pronunciation. We practised pronouncing and spelling all these words together amid a lot of laughter and fun.

After this, I announced that we would read a story together with these words. With their help, I created the following story with the words on the list, and wrote it on the blackboard.

Seema went to the market to buy a shirt for Shyam. She saw a sweet shop in the market. The shop keeper was sitting on a wheelchair. Sema bought some sweets for her sisters Sheela and Sita. She also bought some chocolates for her sister's child Chitra. When she got home, she found that there was no sugar in the house. The sun was setting, so she ran back to the shop. This time she also got some cheese and four chicken chops. She ran back home and sat on a chair. She was very tired.

To help them practise the pronunciation of these sounds, and also to help them practise reading with appropriate pauses and punctuation, I made them read the story aloud after me. I would read one sentence and ask them to repeat after me. After reading the story together twice, my students seemed to be able to pronounce these sounds better. I was very happy, and over the next few days, gave them similar reading practice. At the end of the month, I was very excited to see their progress.

### Let's stop and think

1. How did Mrs Anima Choudhury prepare for the activity?
2. Do you think that these kinds of activities improve the pronunciation habits of the learners?
3. What other activity can you think of to help your students' oral reading abilities?
4. Do you have any difficulties in pronouncing such words yourself? How do you overcome the difficulties?

### Activity 1 : Improving pronunciation with practice

As we saw in the case study, students' pronunciation of difficult sounds can only improve with practice, and by making them read words and sentences repeatedly. One way in which we can improve our students' pronunciation is through practice with minimal pairs. A minimal pair is a pair of words which differ in only one sound. They are a great way to help your students to become aware of the difference in pronunciation of certain sounds. Here are some examples of minimal pairs containing vowel sounds:

<b>Can</b>	<b>fan</b>
<b>Bad</b>	<b>bed</b>
<b>Tan</b>	<b>ten</b>
<b>Pack</b>	<b>peck</b>
<b>Hit</b>	<b>heat</b>
<b>Bit</b>	<b>beat</b>
<b>Lid</b>	<b>lead</b>
<b>Sit</b>	<b>seat</b>
<b>It</b>	<b>eat</b>

To give the students practice in pronouncing the words, make them copy down the list from the blackboard. Tell them that you will read out one word from each pair, and they have to circle the word they hear. Once this exercise is done, and you have made them correct their mistakes, make them repeat the words after you. Make sure you read words randomly, so that the exercise does not become too mechanical. Use mime and gestures to help the children understand the meanings of the words. After this practice session, make sentences with the words, just as the story Anima Choudhury made for her students. Put up the sentences on the board and make the students practice reading them aloud. Ask them to note down the sentences in their notebooks and practise at home. The next day, bring a story with the words (you can write the story yourself) and repeat the practice. We must remember that one day's practice may not stop students from making the same mistakes - they will need repeated practice to help them read fluently and with confidence.

## Do remember these points when you give students the activity:

- ★ Encourage all the students to listen to you carefully.
- ★ Ask them to repeat after you.
- ★ Make sure that all of them participate in the activity.
- ★ Encourage them to practise.

## Let's stop and think

1. How often do you give activities to the students?
2. Will this activity help your learners?
3. In what other ways can you develop the pronunciation of your learners?

Here is a story of another teacher who tried new ways of helping her students read more efficiently.

## Case Study 2 : Involving students in interesting activities

Miss Karabi Khaklary encourages students to read aloud with proper pause.

Karabi Khaklary teaches English in Class IV in a government school. She always involves students in interesting activities to improve their reading skills. Here she talks about one such class. Our English textbook has lots of stories. I used to read these stories aloud to my students. Sometimes I asked them to notice where I pause, where I ask questions etc. Even after reading aloud for them in almost every class, I realised that they couldn't follow me all the time and were unable to notice the pauses. A few days back, I wanted to monitor whether they could understand what they were reading. So I asked the students to read a passage from the textbook one by one. It was the lesson 'Alice in Wonderland'. I noticed that most of the students were unable to read it aloud with appropriate pronunciation and pauses. Neither did they have any expression when reading.

I realised that they had not understood ways of reading efficiently. So I decided to help them learn more about appropriate pronunciation through a noticing activity. I told them to follow the story Alice in Wonderland in their book as I read the story. I would read the story, but make one mistake in every line, and they would have to circle the word or punctuation mark I pronounced wrongly. They were very excited at this new way of learning and got ready with their pencils.

I started reading, either pronouncing a word wrongly, not pausing at a full stop or replacing one word with a different word. The children did the activity quite well, and were able to tell me most of the words I read wrongly, and the wrong reading of punctuation.

Then I asked for volunteers to do the same reading exercise, and many children raised their hands. I made different children read out one paragraph each, and we all played the game of making mistakes. At the end of the class, my students were very eager to read more. So we continued the game the next day, and from then on, my children became both better readers and more conscious readers.

Later, I used the same strategy while reading out passages from magazines, newspapers, posters and advertisements etc. for more practice, and to prepare them to read outside the class.

## Let's stop and think

1. Do you face any problems with your students in reading with proper pronunciation, pace and pause?
2. Do you think Karabi's technique will help the less able students?
3. Do you think that praise and encouragement can motivate the learners to read? How do you do it in your classes?

## Unit Summary

This unit has focused on the importance of giving the students frequent opportunities to practise reading aloud with intonation, appropriate pronunciation and pause. Reading at this stage helps students to develop their literacy skills. It requires the ability to differentiate sounds and letters of words and sentences. Frequent practice of reading different texts can enhance the reading abilities of students. It is good practice to embed your teaching of sounds in words and sentences so that students don't learn letters in isolation.

## Additional Reading

### Pronunciation

One of the aspects of reading aloud is the correct pronunciation of words. Pronunciation involves articulating speech sounds, and also using correct stress and intonation. In the elementary stage teachers should help students to develop their pronunciation by giving them frequent practice. Frequent activities/ drill and listening to radio, tv programmes in English is one way of brushing up their pronunciation. Another way is using the dictionary as a guide of pronunciation. Classroom activities for pronunciation practice should focus on the following areas:

- The ability to differentiate sounds and letters.
- Ability to recognise sounds of letters in minimal pairs

### Punctuation

Punctuation marks are like road signals. They tell us where to slow down, where to stop and so on. If there are no punctuation marks it would be very difficult to understand the meanings of words and sentences.

eg. the sun having set a light breeze came up  
rita said to me where are you going

Punctuation is basically a system to show in writing the pauses in speech. A comma shows a slight pause, a full stop or question mark shows a greater pause. The purposes of punctuation are to:

- ★ help the reader understand the text
- ★ clarify the functions of the grammatical structures
- ★ give emphasis to the important words and phrases
- ★ give a rhythm to the sentences or reflect the intonation

Punctuation marks are always used according to the meaning we want a sentence to convey

## Suggested Questions

- 1: Write one word beginning with a consonant cluster which has 'p' as the first element?  
For example: bl.....blouse, blue etc
- 2 Give three minimal pairs of words. One is done for you: bad bed
- 3 Find out the odd one out from the following three words:  
Ship, sheep, deep
4. Circle the consonant clusters in the following words.  
Play, black, cloud, frock, drink, train, glass, clay.
5. Pronounce the following words and put them inside the correct bubble with the 'i' and 'ee' sounds:  
Tree, please, sip, tease, sea, fridge, feet, stick, teach, weep, slip
6. Say these words aloud and feel how your tongue moves: toe,  
top, too, ten.

7. Give words with similar pronunciation as the words given below:  
See, be, night, peace, cease, son, seem, ship, metre, write
8. Write three words using the following consonant clusters  
Tr, fr, cl, sp, gl, fl, bl
9. The spelling of these words are jumbled. Rewrite the words correctly.  
draifan, wsim, smumre, chir.
10. Is the pronunciation of the word 'knight' the same as the word 'white' or the word 'weight'?
11. Say aloud.
  - a. Sita saw a ship near the seashore.
  - b. We will surely shall see the sun shine soon.
  - c. There was a fisherman named Fisher who fished for some fish in a fissure.
  - d. Six sleek swans swam swiftly southwards.
  - e. Four fine fresh fish for you.
  - f. The teacher teaches about tamarind trees to all three teams together.

12. Read the following paragraph with appropriate pause  
Though Helen couldn't hear or see, she was a bright little girl. Some people thought Helen couldn't learn anything. Her mother didn't agree. "Helen is very smart," she said and added, "The problem is, how can we reach her?"

13. If you read a sentence/paragraph without any pause, can it be meaningful?

14. What will happen if you read a story without any pace and pause?

15. Punctuate the following:

I hate myself I have such ugly feet don't i

16. Read the following passage aloud:

It was the summer of 1880. A healthy baby girl was born in a small town in Alabama. Her parents loved her dearly and named Helen Keller-----

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- i. Who was the baby girl?
- ii. What was the name of the baby girl?
- iii. When was the baby girl born?
- iv. Give the opposite of "summer".
- v. What was the name of the small town?

