

UNIT STRUCTURE

Reading advertisements and asking and giving directions

CLASS – V

Unit Over-view	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	
What this unit is about Gunotsav / NAS performance													
Read non textual print outside the classroom Inability to Read non textual print		LO 5.16 Reading non textual print in surrounding, understand and answer queries	Children will be able to comprehend text in an advertisement, students will be able to give and ask directions	Lessons: As per Academic Calendar	In this unit you will read ways of helping learners to- * read with comprehension * read and follow directions	Practice reading of print in immediate surroundings	Asking and giving directions	Understanding road signs	Learning to read advertisements	Reading advertisements	What you learnt in this unit	-	https://www.tolerance.org/reading-advertisement https://www.tess-india.edu.in

Overview

This unit discusses ways and activities that you can use in your classroom to motivate children to read advertisements and help them in asking and giving 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 such materials. The case studies and activities will give you practical strategies to address these learning gaps.

Rationale

The habit of reading non textual material such as advertisements, banners, signboards, road signs etc. and the ability to read, follow and give directions have 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 problems in comprehending texts and collecting information from advertisement. Moreover they are unable to give and ask for directions, read road signs etc. In fact I am not able to prepare any activity to help them out in this regard. How can I help them develop in these areas?



Students get a lot of exposure to different non textual reading material in their surroundings. Reading these will enrich their vocabulary as well as give them exposure to various styles of writing. Within the classroom during their academic sessions students should be given exposure to all these forms of writing so that they can read these kinds of texts or signs without much struggle.

In this unit we will discuss some ways in which students can comprehend texts of advertisements, read road signs and give and ask for directions when needed. We will try out a few activities and strategies to help students read non textual print. We will also read some cases of other teachers who have applied various activities when they faced similar situations.

Unit Objectives

In this unit you will read ways of helping learners to

- ★ read and comprehend the text of an advertisement
- ★ ask for and give directions and read road signs

Case Study 1: Asking and Giving Directions

Ajit Bora is an English teacher of Rupohighat L.P.School of Goalpara district. He is very innovative and can organize his class very well. In our schools there is little exposure to English language. Therefore he tries to introduce different types of non-textual material in his class to give his learners an opportunity to experience a variety of non textual print material in the classroom.

Here Ajit Bora shares his experience:

Before starting my class on asking and giving directions I asked them to think and share what they would do if they got lost in an unknown place. How would they ask for help to reach their destination? They shared various ways and forms of asking for help. After this discussion I hung a chart paper on which I had written some sentences on asking and giving directions, and asked them to match the sentences.

Asking Directions	Giving Directions
Excuse me, I think I am lost. Can you help me get to the government hospital?	Yes, it's just about 5-7 minutes from here. You will see it on the right after you cross two traffic signals.
How can I get to the bus station?	Ok, come with me.
Do you know where the police station is?	You can get there by autorickshaw/bus/car. Tell the driver you want to go to ISBT.
Can you help me in hiring an autorickshaw?	Of course. Take a left from the first signal, and keep going straight. The hospital is the big white building just before the flyover.

Then we had an oral discussion on what we should say while asking for and giving directions. After this, I made the students sit in pairs and prepare a brief dialogue of two or three sentences asking for and giving directions. When they finished, I asked them to exchange their dialogue with another pair. Each pair had to act as two strangers (Raju and Mr Ahmed) and have the conversation in the dialogue. To make the conversation sound more natural, I wrote these two sentences on the blackboard and asked each pair to start their dialogues with these sentences:

Mr. Ahmed: Excuse me ,we are a bit lost. Can you help us, please?

Raju: Of course! Tell me where you want to go.

All my students participated in the role play and enjoyed the activity very much. This way I was able to make sure that every child got an opportunity to read and practise how to ask for and give directions.

Let's stop and think

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

Activity 1 : Understanding road signs

Road signs are important to ensure smooth traffic flow without accident. Road signs help maintain discipline on the road and keep the traffic flowing freely by helping drivers reach their destination. After doing this activity students will be able to recognize, identify and describe the meanings of different common signs.

Before starting the activity ask your students if they are familiar with road signs. Do they ever wonder why they come in different shapes? Or why they come in different colors? Can they easily understand the meaning of a road sign? Show them one or two common road signs such as STOP or NO ENTRY and ask them what they mean. Also ask them to name a few similar signs.

For the activity, cut out some common photographs or drawings of road signs and glue them to a large chart paper to create a poster. Write down what each sign means on separate strips of paper. For example, turn left, turn right, one way, pedestrian crossing, speed limit sign etc.



Divide the class into small groups, and give copies of the strips of paper to each group. The task for them is to read the signs and match them to the correct picture of the sign on the chart.

After they finish, discuss each sign's function by asking questions such as:

- ★ What does this sign mean?
- ★ How would that help people stay safe
- ★ What is the importance of each sign?

Let's stop and think

- ★ Do you think this task will encourage children to look out for those signs as they pass them on the roads and read them easily?
- ★ Do you think this task will help them write one or two sentences on how these signs help in road safety?

Case Study 2 : Learning to read advertisements

Preeti Phukan is a teacher in Phoolbari L.P. School in Nagaon district. She found that her students had problems in comprehending texts other than their English lessons. So, she found a strategy to overcome this problem. She collected some advertisements from newspapers and magazines. She found reading advertisements could be an interesting way to create interest in reading and one way in which she could give students practice in looking for information efficiently and effectively. Here she shares her experience of a class.

For this activity, I look for advertisements of common products such as toothpastes, health drinks and cosmetics in newspapers and magazines. Here is what I usually do:

- ★ I collect cut out advertisement from newspapers and magazines and keep these in the reading corners
- ★ On a specific day I ask each student to read a few of the advertisements and discuss it in small groups.
- ★ I give them a set of questions as prompts to make them read the important information in the advertisements:
 - What is the product being advertised?
 - Who is it for?
 - What are its special qualities?
 - Would you buy it? Why or why not?
- ★ Then I ask each group to note the information in their notebook.
- ★ To assess their comprehension I ask them some more questions on the information.

Whenever I do such activities, all the student participate actively. I make sure to give them advertisements that are interesting for them. They try to read independently and extract knowledge and information from advertisements of common products such as toothpaste, health drinks, chips etc.

Let's stop and think

- ★ Do you think that this kind of activity is appropriate to use in the classroom?
- ★ Do you think that noting down information is a good test of comprehension?
- ★ Do you think that advertisements help in reading real life texts outside the syllabus?

Activity2 : Reading advertisements

The information in a printed advertisement contains words, symbols, phrases etc.to attract public attention. In some advertisements, all the words are not written, but we still comprehend their meaning.

Here is an advertisement that you can use to make the students do an activity in the classroom:

Needed: Cook(M/F), age 20-35, for a Chinese restaurant, salary: 10,000/-pm, Mon - Fri(from 11a.m.to 10 p.m.) Contact: Ph 001-222166

Have a general discussion on where they come across such advertisements, and what is the purpose. Then make them sit in pairs and rewrite the advertisement in complete sentences. In this way they will not only practise reading an advertisement, they will also be able to understand information that is abbreviated. To motivate them, you can start by asking what does "M/F" stands for, what is the meaning of "Mon -Fri", "Ph" etc.

Then you can ask questions to help them think of ways to rewrite the advertisement. For example:

Q : How old must the cook be?

Ans : The cook must be 20 to 35 years old.

You can ask more questions to elicit complete sentences, like the following.

1. Is it a hotel?
2. How much is the salary per month?
3. What kind of cook do they need?
4. What kind of food is available in the restaurant?

Let's stop and think

- * Can we extend this activity to a paragraph writing activity?
- * Would your students be able to bring other advertisements to the class for further practice? Would they realise how advertisements teach them to read and extract information from real life texts?

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. These kinds of activities 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. 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) Match the following



No Entry



no parking



No U-Turn

- 2) Why is pedestrian crossing important?
- 3) What are some road safety measures?
- 4) What must you do before crossing the road?
- 5) How can advertisements influence us?
- 6) Why are advertisements so important now a days?