

**APPENDIX - I**  
**INSTRUCTIONAL PACKAGE ON**  
**EFFECTIVENESS OF LANGUAGE GAMES IN LEARNING ENGLISH**  
**GRAMMAR AT THE SECONDARY LEVEL**

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## Introduction

India is a post-colonial, multi-ethnic, multi-religious and multilingual society that can never move towards linguistic homogeneity. English was the language of industrialization and modernization and now it is the language of globalization. Mother tongues or regional languages have failed to create market value for themselves and only English sells. English has a social value. Knowledge of English is seen to be the key to economic prosperity. In fact linguistic heterogeneity is its strength, but the career prospects are bright for those who have a good command over English, especially the spoken form and when taking the written form of the language, grammar takes a vital role in it. English grammar proves to be the skeleton of the language (body) and so it is the duty of the teacher to take pains to teach grammar in a reachable manner. By using low cost materials, teachers can transfer their grammar classes from a monotonous and serious teaching to a joyful learning platform by implementing a play- way technique.

It is a well-known fact that the term, 'Technology' is a common word used in the parlance of this educational era. Words like, hardware and software are few commonly used words by all of us. The contemporary society needs a thorough review of the teaching -learning -evaluation process with the view to ensure that the outputs are employable by nature with the possession of the required behavioural changes. With the invent of electronic media, man has become a slave to machines in all his walks of life by using gadgets such as LCD projectors, video conferencing etc.

Needless to state that our land is known for the right system of education being offered from time immemorial, the Guru Kula system that gave a good rapport between the 'Guru' and 'Shisyas'. Such was the educational practice which is still sound in our memory and could pave way for a logical reasoning, critical thinking, problem solving, empathy, humanism, debate and all put together, elevating them spiritually. The said teachers got the right mental exercises and the pupils were educated with

utmost values. It is obvious that a huge size of population has to get educated and for this, there is a need for reduction in the educational cost.

It is a fact that children at school are drawn towards the teacher when he/she picks colourful and attractive teaching aids to their classes. Hence nobody can visualise instruction/learning without the involvement of cost. This way, no cost or nil cost technology cannot be conceived off. But assuming the inevitable expenses like teacher's salary, classroom facility, frequent electricity failure as abase, low-cost technology was perceived as the technology wherein no money is involved except the use and throw materials such as: empty shoe boxes, empty chocolate plastic jars, Chocolate wrappers, Pickle-bottle lids, broom sticks, A4 sheets, chart papers, sketch pens, colour papers, etc. were used to prepare the instructional materials in order to play and learn different grammar games taken to the classroom platform to learn the grammar lessons in an innovative method.

Last, but not the least, we would extend our gratitude to our Madam Dean, Faculty of education, Avinashilingam Institute for Home Science and Higher Education For Women, Coimbatore. DIET faculties and the P.G teachers of CCMA Govt. Hr. Sec. School, Raja Street, Coimbatore, for their jury opinion given. And our sincere and heartfelt thanks to the Head Master, Staff and the pupils of Std VIII (A, B, C and D) who were the sample for the study.

**P. SASIKALA**

(Investigator)

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Supervisor

<b>S. No.</b>	<b>Grammar Unit</b>	<b>Phase-I (Time: 45 Minutes)</b>	<b>Phase-II (Games)</b>
1.	Articles	Orientation is given to brush up the previous knowledge in 'Articles'	1. Fill in the Right Pouches 2. Flower Arrangement 3. Lucky Corner 4. Passing the Parcel
2.	Sentence Patterns	Orientation is given to brush up the previous knowledge in 'Sentence Patterns'	1. SP Express -1, 2, 3, 4 & 5 2. SP Cricket Match 3. Hide and Seek 4. Carrom Board
3.	Question Tags	Orientation is given to brush up the previous knowledge in 'Question Tags'	1. Hen and its eggs 2. Munch the chocolate 3. The Hidden Treasure 4. Fixing the Fox' Tail
4.	Concord	Orientation given to brush up the previous knowledge in 'Concord'	1. Burger to Taste 2. "Your Lucky Lot" 3. Rapid Fire 4. "Made for each!"
5.	Reported Speech	Orientation given to brush up the previous knowledge in 'Reported Speech'	1. Sword and the Sheath 2. "My Custodian is....!" 3. "Clean my Bin" 4. Lolly Pops

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## ASPECT I - ARTICLES



### Game 1: 'Fill in the Right Pouch'

**Participants:** Maximum 60 students (30x2=60)

**Behavioural Change:**

Identifying and application of articles, 'a', 'an' and 'the'

**Skills developed:**

Listening, reading and writing skills are developed

**Objectives:**

To enable the learner to

- Identify the articles. 'a', 'an' and 'the'
- Differentiate between the articles and their usage
- Apply in structures

**Procedure:**

Phase I

Recapitulation was given to brush up the previous knowledge in 'Articles'

Phase II

Game 1: 'Fill in the Right Pouch'

**Materials required:**

- Chart papers (white colour)
- Sketch pens
- Scissors
- Glue
- Stop watch
- A4 sheets

**Time and the score:**

Each student from a team is given 30 sec. to fill the empty pouches - 'a', 'an' and 'the'. The scoring depends on the number of correct words

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(strips) picked and put into the exact pouch. These words/strips were kept assorted in a tray.

**Steps:**

1. Divide the class into two groups and name them.
2. Three paper made pouches of the same size, shape and colour were kept on the Table. The pouches were named as 'Pouch-a', 'Pouch- an' and 'Pouch- the'.
3. Ask the pupils to identify the words (strips) of the same colour given to the team and put them into their respective pouches, 'a', 'an' and 'the'. The words/the strips which has to get into the three pouches will be of the same colour (team-colour) and it is in the hands the tam players to pick the correct word into the right pouch
4. The player's chance comes to an end after every 30 sec. simultaneously
5. The team points depends on the number of words filled inside the pouches, 'a', 'an' & 'the'.
6. Players from each team should be called simultaneously to fill in the pouches.  
e.g. The strips were kept assorted in a big basket. If the player picked the strips such as:

1. 'Trees', he/she is expected to put the strip into 'Pouch- the'
2. 'Unicorn', he/she is expected to put the strip into 'Pouch - a'
3. 'Owl', he/she is expected to put the strip into 'pouch - an'

**Note:**

The team points depend on the number of correct words (strips) being put into their pouches. Hundreds of words could be kept assorted in the tray for the whole class to play. Players from both the teams come simultaneously to play the game within the stipulated period of time. The scoring depends on the correct words filled by the players. The invigilator stands as the arbitrator near the score board.

**Game 2: 'Flower Arrangement'**

**Participants:** Maximum 60 students (30x2=60)

**Behavioural Change:**

Identification and application of articles, 'a', 'an' and 'the'

**Skills Developed:**

Listening and reading skills are developed

**Objectives:**

To enable the learner to

- Identify the articles. 'a', 'an' and 'the'
- Differentiate between the articles and their usage

**Procedure:**

## Phase I

Recapitulation was given to brush up the previous knowledge in Articles.

## Phase II

## Game 2: 'Flower Arrangement'

**Materials required:**

- Chart papers (white colour)
- Colour papers
- Sketch pens
- Scissors
- Glue
- Stop watch
- Broom sticks
- Empty chocolate jars (3)
- Stop watch

**Time and the score:**

Each student from a team is given 30 sec to fill the flower vases - 'a', 'an' and 'the'. The scoring depends on the number of correct flower picked

and arranged into the exact vase. These flowers were kept assorted in a tray.

**Steps:**

1. Empty flower vases namely Vase 'a', Vase 'an' and Vase 'the' were kept on the table, ready to be filled by the player.
2. Divide the class into two groups and name them.
3. Ask students to identify the face of the flowers comprising words that follow the related articles and they are expected to arrange them into those respective vases.
4. The team points depends on the number of correct flowers arranged inside the vases 'a', 'an' and 'the'. The player's chance comes to an end after every 30 sec.

ex. The flowers with long stems were kept assorted in a big basket. If the player picked flowers such as:

- 'Umbrella' the player has to arrange it into Vase 'an'
- 'Car', the player has to arrange it into Vase 'a'
- 'Plants', the player has it into Vase 'the'

**Note:**

Under the supervision of the invigilator, the game would be played. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds completed by the teams. The invigilator stands as the arbitrator near the score board.

**Game 3: 'Lucky Corner'**

**Participants:** Maximum 60 students (30 x 2 = 60)

**Behavioural change:**

Identification and usage of articles, 'a', 'an' and 'the'

**Skills Developed:**

Listening and reading skills are developed.



**Objectives:**

To enable the learner to

- Identify the words that follow the articles. 'a', 'an' and 'the'
- Differentiate between the articles and their usage
- Categorise the words under the related articles

**Procedure:**

## Phase I

Recapitulation was given to brush up the previous knowledge in Articles.

## Phase II

Game 3: '**Lucky Corner**'**Materials required:**

- Chart papers (white colour)
- Sketch pens
- Scissors
- Stop watch
- Mobile phone to play the music

**Time and the score**

Each student from a team is given 30 sec. to place the flash cards in their respective corners/angles. Each player is given 1 point if he places all the 10 cards exactly in their right corners. The scoring depends on the number of correct cards and arranged at their right corners. The incorrect flowers chosen were not taken for scoring. These flowers were kept assorted in a tray. Players representing from three teams viz. 'Team-Oxford', 'Team-Lifco' and 'Team-Deluxe' were expected to play the game at the same time. Each single round is given 30 sec using a stop watch. The scoring depends on the number of correct words (flash cards) put in the respective triangle corners such as corner-'a', 'an' and 'the'.

**Steps:**

1. The 'Lucky Corner' court would be drawn in a triangular shape
2. They would be divided into two teams
3. The music would be played by using a mobile phone
4. Simple words are written on strips (10 such strips were given) and distributed to all the three players for a single round.
5. Ask the players to identify the words that follow the related articles and put them at the respective corners, 'a', 'an', and 'the'
6. Players can place the cards till the music stops i.e. For 30 sec.
7. The team points depend on the number of correct words being placed in the respective lucky corners/angles, 'a', 'an' and 'the' of the triangle.

ex. Words such as:

1. 'Bag' should be placed at the corner 'a'.
2. 'Useful' should be placed at the corner 'a'.
3. 'Elephant' should be placed at the corner 'an'
4. 'Apple' should be placed at the corner 'an'.
5. 'Ganges' should be placed at the corner 'the'

**Note:**

Under the supervision of the invigilator, the game would be played. At the end of the period the 'Winning Team' for the day depends on the number of points scored by the players of the teams and should have played equal number of rounds. The invigilator stands as arbitrator near the score board.

**Game 4: 'Passing the Parcel'**

**Participants:** Maximum 60 students (30 x 2 = 60)

**Behavioural Change:**

Identification and application of articles, 'a', 'an' and 'the'

**Skills Developed:**

Listening, reading and speaking skills are developed.



**Objectives:**

To enable the learner to

- Identify the articles. 'a', 'an' and 'the'
- Differentiate between the articles and their usage
- Frame sentences using the articles that precedes the articles, 'a', 'an' and 'the'

**Procedure:**

Phase I

Recapitulation was given to brush up the previous knowledge in Articles.

Phase II

Game 4: '**Passing the Parcel**'

**Materials required:**

- Chart papers (white colour)
- Sketch pens
- Scissors
- Stop watch
- Mobile phone to play the music
- Empty tin
- An empty shoe box (parcel)

**Time and score:**

The time given to pass the parcel is 1 minute. The music stops after 1 minute and the player with the parcel opens the box to pick the cookie tin to take the question strip for the article given to him/her. The player is expected to frame the correct sentence in 30 sec using a stop watch. Using the article given. Each correct answer is given 1 point and if the answer is wrong the team gets no points and the player is sent out of the game.

**Steps:**

1. As usual they would be divided into two teams
2. The music would be played by using a mobile phone

3. Pupils should pass on the parcel till the music stops by using a stop watch.
4. When the music stops, the pupil with the parcel in hand should open the parcel (box) to pick the cookie tin to see article on the strip and is expected to deliver a correct sentence using the article given to him/her in 30 sec.
5. Contrary, if he/she gives a wrong answer, the team loses a point and the player is sent out of the game.

ex. If the player gets the article, 'the', the expected answer can be:

1. **The** moon is very bright today.

If the player gets the article, 'an', the expected answer is:

2. **An** apple a day keeps the doctor away.

(It is up to the player to frame his own sentences correctly)

**Note:**

Under the supervision of the invigilator, the game would be played. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds completed by the teams. The invigilator stands as the scorer near the score board.

## **ASPECT II - SENTENCE PATTERNS**

**Game 1: 'SP Express'**

**Participants:** Maximum 30 students for two teams (30 x 2 = 60)

**Behavioural Change:**

Identifying and sequencing the patterns, SV, SVO, SVIODO, SVC and SVOA.

**Skills Developed:**

Listening, Reading and speaking skills are developed

**Objectives:**

- To enable the learners to
- Understand the functions of patterns
  - Sequence the order of patterns



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- Differentiate between the patterns
  - Frame sentences of their own
  - Speak correct grammatical structures

**Procedure:**

Phase I

Recapitulation was given to brush up the previous knowledge in Sentence patterns.

Phase II

Game 1: **'SP Express'**

'SP Express-1' comprising SV pattern (2 compartments),  
 'SP Express-2' (embodied with three compartments) namely SVO,  
 'SP Express-3' consisting SVIODO dragging four compartments,  
 'SP Express-4' dragging SVOA (pulling four compartments),  
 'SP Express-5' with SVC (3compartments).

**Materials required:**

- Waste shoe boxes (train compartments)
- Two different colour papers
- Marker pens
- Thermacole Sheet (station platform)
- Glue
- Stop watch
- Scissors
- Sheets of Paper

**Time and the score:**

The time given to departure the trains from the grammar junction is 1 minute only. The question cards are kept one on top of the other on the table and the player himself can take any one card as his question (the pattern). If the player fills the compartments correctly, then the team gets 1 point and failing, the team would lose points.

**Steps:**

1. The Engine gets ready as soon as the compartments are filled with the respective pattern cards.
2. The pattern cards are in two different colours for the two team players to pick their respective colours which had the related words written on the cards such as S, V, O, C, IO, and A.
3. These cards would be kept assorted in a bowl and the player to take those cards and fill the two compartments for the 'SP Express-1' train to departure from the station. Likewise 'SP Express-2, 3, 4 and 5' would be filled by the player and departures from the station.
4. The pattern express 1 - 5 are run by one and the same student for a single round.
5. The player is expected to fill the compartments within the time given with the correct cards into their respected compartments to score full points otherwise the player and his team would lose points.
6. The same process would be repeated by the adjacent team players also.

**Note:**

Under the supervision of the invigilator, the game would be played. The class was divided into 2 equal numbers of teams from which, each player comes out to represent his/her team. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds completed by the teams. The invigilator stands as the arbitrator near the score board.

**Game 2: 'SP Cricket Match'**

**Participants:** 60 players both boys and girls

**Behavioural Change:**

Concentration power improves and helps to identify patterns such as SV, SVO, SVIODO, SVC and SVOA.

**Skills Developed:**

Listening, reading and speaking skills are developed



**Objectives:**

To enable the learner to

- Identify the patterns for the given sentences
- Differentiate between the patterns and their usage
- Understand the function of the patterns and framing sentences of their own.

**Procedure:**

## Phase I

Recapitulation was given to brush up the previous knowledge in 'Sentence patterns'.

## Phase II

## Game 2: 'SP Cricket Match'

**Materials required:**

- Small Cricket bats (5 bats)
- White chart papers (10 No's)
- Marker pens
- Sketch Pens
- Cello tapes
- Glue

**Time and the score:**

The toss winning team would be the first batting team .30 minutes would be given for each team to finish the match in one single period and the winner of the match would be the first batting team for the day. Out of the total sample - 60, first 20 players (10 each) were chosen for the 1st match. The 1<sup>st</sup> match of all the 6 teams is considered as knock out round. So totally 3 matches are played, out of these 6 teams the winners (3 teams) enter into semi-finals. Out of these three teams any two teams play for the 1<sup>st</sup> semi-finals and the losing team of the first semi-finals gets a chance to play with

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the other semi final list and thereby the winners of these two semi-finals will play for the finals.

The winning team is supposed to be the first batting team for the following day and the results of the 3<sup>rd</sup> day match is declared as the winning team.

**Steps:**

1. The total 60 players were divided into 6 teams.
2. The toss winning team should do the batting first.
3. Each pupil gets a single ball for batting (question & answers).
4. The time given for 1 match is 30 minutes & 15 minutes for each ball so the first half batted by one team for 15 minutes & second half for the same 15 minutes.
5. The winning team of the previous day gets the chance to bat first for the following day the batsman was instructed to listen carefully to the bowler's shout so that he will know what is the ball (sentence) thrown to him and on the other side, the bat's man, he/she must pick the correct, 'Pattern Bat' to score a run.
6. In case the boy/girl bats with the wrong bat, then they are out.
7. The bowling team are made to stand red alert for fielding.
8. In case the bats man finds difficult to answer the teammates can help him/her to pick the right bat.
9. The whole class, which is otherwise the Arena, is found to be in a roaring applaud, motivating and encouraging their team to win the match.
10. The invigilator is the deciding arbitrator to maintain the score board.

**Note:**

Under the supervision of the invigilator, the game would be played. The class was divided into 3 equal team of players from which, each player comes out to represent his/her team. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds completed by the teams. The invigilator stands as the arbitrator to maintain the score board.

**Game 3: 'Hide and Seek'**

**Participants:** Maximum 60 students for two teams (30 x 2 = 60)

**Behavioural change:**

To infer body language and to understand non-verbal communication

**Skills Developed:**

Listening, reading and speaking skills are developed

**Objectives:**

To enable the learner to

- Identify the patterns for the given sentences
- Differentiate between the patterns and their usage
- Understand the function of the patterns and learning to frame sentences of their own

**Procedure:**

## Phase I

Recapitulation was given to brush up the previous knowledge in Sentence patterns.

## Phase II

Game 3: '**Hide and Seek**'**Materials required:**

- White chart papers (10No)
- Marker pens
- Sketch Pens
- Scissors
- Glue
- Stop watch.

**Time and score**

The time given to finish the game is 30 sec. The investigator will use a stop watch to watch the time strictly. The players of both the teams must run out with the cards with the respective pattern words in order to frame meaningful sentences by shouting out the patterns and the words in their hands within the stipulated period of time. The team which frames meaning

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sentences first, would get full 1 point. The team who runs out late or second after the opponent team, is declared out or the team with no points

**Steps:**

1. The total (60) is divided into two equal teams by numbering 1 and 2
2. The players within the team itself will not know what card they have in their hands
3. The patterns and the related words in the in their hands of the teams are: SV, SVO, SVIODO, SVC and SVOA
4. Therefore there would be 5 Subjects (5 'S' words), 5 Verbs (5 'V' words), 4 Object words (both direct and indirect objects), 1 Complement word (1 'C') and 1 'A' (adjunct) word .
5. The players who have the subject word or the 'S' pattern will run out first and suitably the remaining words/patterns will run out to frame meaningful sentences.
6. The players of both the teams, running out of their places will shout out those words and patterns in their hands.
7. The investigator uses the stop watch to check the time taken.
8. The team who finishes the game first with correct answers (5 different pattern sentences should be framed) within the stipulated time is the winner for that particular round
9. The team that follows secondly is appreciated for a better luck next time and they walk out of the game with no points.
10. The teams who run out first but if their answer is wrong, then they are declared out, with no points and instead the second winner is taken into account.
11. If suppose both the teams are out with wrong answers, then both the team players are out with no points for that particular round.
12. For the consecutive rounds, new cards are distributed for both the teams.

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e.g.

**If a team has words / pattern, 'She-S', 'is-V' and 'the President-C'.**

(The pupils with the above words and patterns will run out shouting those words and patterns to frame meaningful sentences)

**Note:**

Under the supervision of the invigilator, the game would be played. The class was divided into 2 equal numbers of teams from which, each player comes out to represent his/her team. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds completed by the teams. The invigilator stands as the arbitrator near the score board.

**Game 4: 'Carrom Board'**

**Participants:** Maximum 60 students for two teams (30 x 2 = 60)



**Behavioural change:**

Concentration improves and helps to identify patterns and the related structures

**Skills Developed:**

Listening, reading and speaking skills are developed

**Objectives:**

To enable the learner to

- Identify the patterns for the given sentences
- Differentiate between the patterns and their usage
- Understand the function of the patterns and structures

**Procedure:**

Phase I

Recapitulation was given to brush up the previous knowledge in question tags

Phase II

Game 3: '**Carrom Board**'

**Materials required:**

- White chart papers (10 Nos.)
- Marker pens
- Sketch Pens
- Carrom Board -Coins (original)
- Scissors
- Glue
- Stop watch

**Time and score**

The time given to finish the game is 30 sec. The investigator will use a stop watch to watch the time strictly. The players of both the teams must strike the carom coins framing at least one pattern/structure. The player strikes the patterns one after the other in a sequential order to gain a point. Each player is given a single chance only. When the player, strikes the correct pattern and gives the structure correctly. The team he belongs to, gets a point. If the representing team player gives a wrong answer then the team does not gets points.

**Steps:**

1. The total (60) is divided into two equal teams.
2. At least 4 players from both the teams sit to play at a time.
3. The patterns alone will be written on the coins using an A4 sheet, finely cut to size of the coin and being pasted on the coin and the player is expected to strike the patterns (coins) into the pocket of the board.
4. Any one pattern can be the aim of the pupil to pocket ('SV' or 'SVO', or 'SVIODO' or 'SVC' or 'SVOA').
5. After pocketing the pattern, the player is expected to give the correct answer orally for everyone to hear.
6. The investigator is the arbitrator to stand near the score board.
7. If the representing the team gives the wrong answer, the team he/she belongs loses a point.

**Note:**

Under the supervision of the invigilator, the game would be played. The class was divided into 2 equal numbers of teams from which, each player comes out to represent his/her team. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds.

### ASPECT III -- QUESTION TAGS

**Game 1: 'Hen and its Eggs'**

**Participants:** Maximum 60 students for two teams (30 x 2 = 60)

**Behavioural Change:**

Improves the reasoning abilities

**Skills developed:**

Reading and writing skills are developed

**Objectives:**

To enable the learners to

- Identify the patterns for the given statements (sentences)
- Differentiate between the statements and the suitable tags

**Procedure:**

Phase I

Recapitulation was given to brush up the previous knowledge in 'Question tags'.

Phase II

Game 1: 'Hen and its Eggs'

**Materials required:**

- Waste hard board box (body portion of the hen)
- Two white colour chart papers (to draw the torso-ventral side of the hen)
- Marker pens (to draw the picture of a hen)
- Sketch pens
- Colour papers of two colours.
- 200-250 egg-tags (chart papers in an egg shape)
- 200-250 statements (written on chart strips)

- Scissors
- Glue
- Stop watch

**Time and score:**

The time given to lay the egg is 30 sec, for which a stop watch is used by the investigator. The player has to read the statement (sentence) that is inserted between two slits made on the torso-ventral side of the hen and the player has to lay (writes the related correct tag) on the 'egg-tag' suitably by taking a chart paper of a colour representing his team and finely cut in the shape of an egg. If the given egg tag is wrong, then the team gets no points.

**Steps:**

1. A big fat hen was used as a model to lay eggs (tags).
2. Statements would be inserted between two slits made on the torso-ventral side of the hen.
3. The player has to read the statement aloud to the whole class and immediately picks an egg tag of the teams colour to write the suitable tags on it and must put it into a box, kept aside. Each egg tag is given a number according to the questions.
4. If the player writes the correct answer (on the egg) then the team to which he belongs to, scores a point.
5. If the player fails to give the wrong answer, the team gets no points.
6. The time given to lay an egg is 30 sec. only, for this a stop watch is used by the investigator.

ex.

1. Statement: **She is my friend, .....?**  
Egg: **isn't it?**
2. Statement: **They are good friends, .....?**  
Egg: **aren't they?**

**Note:**

Under the supervision of the invigilator, the game would be played. The class is divided into 2 equal numbers of teams from which, each player comes out to represent his/her team. At the end of the period the 'Winning Team' for the day depends on the number of eggs laid by the team and this is found out by the colour of an egg being laid by the player and the number (question number) being written on the egg tag to find out the correct answer.. The invigilator stands as the arbitrator near the score board.

**Game 2: 'Munch the Chocolate'**

**Participants:** Maximum 60 students for two teams (30 x 2 = 60)

**Behavioural Change:**

Framing question tags is learnt by the learner

**Skills Developed:**

Reading and writing skills are developed

**Objectives:**

To enable the learner to

- Identify the patterns for the given sentences
- Differentiate between the patterns and their usage

**Procedure:**

## Phase I

Recapitulation was given to brush up the previous knowledge in Articles.

## Phase II

Game 2: '**Munch the Chocolate**'**Materials required:**

- Empty Chocolate wrappers
- White colour Chart papers
- Chart paper (strips)
- Sketch pens
- Scissors

- Glue
- Stop watch

**Steps:**

1. In order to draw the attention of the students, empty chocolate wrapper packets were kept on the table arranged one top of another
  2. Statements were written on the wrappers.
  3. Each player was expected to remove the wrapper after reading the statement aloud to the whole class.
  4. Following, he has to push out the strip (chart paper), to write the correct 'answer tag' so that he can enjoy the chocolate (tags).
- e.g.

1. On the chocolate wrapper: She is not a dancer, .....?

**Answer** on the strip (chocolate): **is she?**

2. On the chocolate wrapper: They are not happy, .....?

**Answer** on the strip (chocolate): **are they?**

**Note:**

Under the supervision of the invigilator, the game would be played. The class is divided into 2 equal number of teams from which, each player comes out to represent his/her team. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds completed by the teams. The invigilator stands as the scorer near the board.

**Game 3: 'Treasure Hunt'**

(Framing tags for the hidden verbs)

**Participants:** Maximum 60 students for three teams (20 x 3 = 60)

**Behavioural Change:**

Formation of question tags

**Skills developed:**

Reading and writing skills is developed



**Objectives:**

To enable the learner to

- Identify the patterns for the given sentences
- Differentiate between the patterns and their usage

**Procedure:**

## Phase I

Recapitulation was given to brush up the previous knowledge in 'Question Tags'.

## Phase II

Game 3: '**Treasure Hunt**'**Materials required**

- Used ice-cream cup with the lid
- Pencil box
- An empty tin
- Spectacles box
- A small blue colour paper pouch
- Dust bin
- An empty Match box
- An empty shoe box
- An empty money purse
- Plastic snacks box
- An empty chocolate box
- One silver colour paper

**Steps:**

1. The whole group was divided into 3 groups.
2. Each group has 20 players.
3. Group leaders were made to pick lots to decide who is going to play first, second and third.

- 
- 
4. Oxford can be further divided as Oxford 1 (2 players), Oxford 2, ... and Oxford 10, Lifco1, ... and Lifco 10, Deluxe1, ... and Deluxe10.
  5. Each sub team would get their clues to hunt their treasure.
  6. Each sub team pair would get two sentences like :
    - (a) She cooked food, .....?
    - (b) They sang well, .....?

**Clues given:**

- (a) I eat all kinds of waste (dust bin)
- (b) Children love to open me and when I am opened I smell good.

e.g.

If the sub team Oxford 1 got the above sentences and clues, the team is expected to go to the **dust bin** and search for the **snacks box** and opening the snacks box, they could find two strips of chart papers on which it would be written as: 'cooked' (did) and 'sang' (did). Taking these hints from the paper strips they can easily frame the suitable question tags for the given sentences in 5 minutes.

- (a) She cooked food, **did she?**
- (b) They sang well, **did they?**

**Note:**

The above sentences are given to the team by the invigilator to write them on a piece of paper given to them. If the team gives the correct answer like the above example then the team would get a point. Likewise each sub team points will be added to the Head teams namely Oxford, Lifco and Deluxe. The team scoring the highest points is cheered by a big round of applause. Under the vigilant supervision of the investigator the game would be played and the invigilator stands as the arbitrator to display the points on the score board. At the end of the two days, the winning team would be honoured by a big round of applause. The game is thus continued on the following day also this goes on for two complete days.

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### Game 4: 'Fixing the Fox' Tail'

**Participants:** Maximum 60 students for three teams (30 x 2 = 60)

**Behavioural Change:**

Formation of Question tags



**Skills developed:**

Reading and speaking skills is developed

**Materials Required:**

- Flannel Board
- Chart Papers - White colour (1 no.) pink colour papers (5 sheets) and blue colour (5)
- Marker pens
- Sketch pens
- Chart pins
- Scissors
- A big tray

**Procedure:**

- Phase I
- Recapitulation was given to brush up the previous knowledge in 'Question Tags' .
- Phase II
- Game 3: '**Fixing the Fox' Tail'**

**Time and Score:**

30 sec. for each individual player of a team. The player has to fix the suitable 'tag tails' to the 'tail-less fox' within 30 sec. If the player fixes the correct tail, he/she secures a point for his team. If he/she fixes a wrong tail, the team to which they belong loses a point.

(A big picture of a fox without a tail is drawn on a chart paper (pink colour) and fixed on a flannel board)

**Steps:**

1. The tail-less fox is labelled with the statement on its Torso-ventral side.
2. The pupil who represents the team should read the labelled statement and must fix the suitable and correct 'tag-tail' to the tail-less fox' picture.
3. Tag-tails are kept in a basket from which the pupil has to search for the suitable tail and fix it to the fox within the stipulated period of time
4. If the pupil fails to do it then the team loses a point
5. This goes on till the whole group (two teams) get a chance to fix the tails.

ex.

1. He is a smart boy, .....?

Answer tail: **isn't he?**

2. Rakesh is going home today, .....?

Answer tail: **isn't he?**

3. They are the winners, .....?

Answer tail: **aren't they?**

**Note:**

Under the supervision of the invigilator, the game would be played. The class was divided into 2 equal numbers of teams from which, each player comes out to represent his/her team. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds completed by the teams. The invigilator stands as the scorer near the score board

**ASPECT IV - CONCORD**

**Game 1: 'Burger to taste'** (Subject and Verb agreement)

**Participants:** 60 pupils are divided into two teams (30 x 2 = 60)

**Behavioural Change:**

Subject- concord is developed



**Objectives:**

To enable the learner to

1. Know the subject verb agreement
2. Know the difference between subject and the corresponding verbs

**Skills developed:**

Reading and writing skills are developed

**Materials required:**

- Thermocol sheets
- Water colour paints
- A4 sheets
- Chart paper (pink colour)
- Sketch pens
- Scissors
- Glue
- Cello tape

**Procedure:**

- Phase I  
Recapitulation was given to brush up the previous knowledge in 'Concord'.
- Phase II  
Game 1: '**Burger to taste**'

**Time and score:**

30 sec. is given for an individual to prepare his/her Burger. The player has to prepare the middle layer i.e. the **subject** will be the first layer and the **verb** layer would be the middle layer followed by the remaining part of the sentence. The player is expected to insert the correct verb layer in the middle to score 1 point for his/her team, failing his/her team would lose a point.

**Steps:**

1. Let the class be divided into two teams and named
2. The top layer is for the subject word to be pasted and the bottom layer for the remaining part of the sentence after the verb
3. The top and the bottom layer are identified in two different colours
4. The 'V', layer is in a common colour (pink) which has to be chosen agreeing to the subject
5. The player has to pick the correct verb to arrange the 3 layered, 'Burger' to score points for his team
6. If the player fails to fix the precise verb then his /her team loses points
7. This goes on for 6 days for both the groups simultaneously

**Note:**

Under the supervision of the invigilator, the game would be played. The class was divided into 2 equal numbers of teams from which, each player comes out to represent his/her team. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds completed by the teams. The invigilator stands as the scorer near the score board.

**Game 2: 'Your Lucky Lot' (Subject and Verb agreement)**

**Duration:** 30 sec. is given for each individual.

**Participants:** Maximum 60 students for two teams (30 x 2 = 60)

**Behavioural Change:**

Subject -verb, concord is developed.

**Objectives:**

To enable the learner to

- Know the subject verb agreement
- Know the difference between subject and verbs

**Skills developed:**

Reading and writing skills are developed

**Materials required:**

- Chart paper (Flash cards)



- Sketch pens
- Scissors
- Glue
- Empty any use and throw box

**Procedure:**

- Phase I  
Recapitulation was given to brush up the previous knowledge in 'Concord'.
- Phase II  
Game 2: '**Your Lucky Lot**'

**Time and score:**

Each team nominated a student to represent their teams who came forward to play (Berger to taste) within the time given. As elucidated above the game goes on for two full complete periods and 2 days. Players from both the teams come simultaneously to play the game within the stipulated period of time. The team scoring the highest points is cheered by a big round of applause.

**Steps:**

1. Players are divided into two teams namely, 'Wren' and 'Martin' team.
2. Each player from his respective team has to pick his/her lucky lot from the box.
3. After picking the lucky lot, the player should read what is written on the flash card and if the word was a subject word then the player has to frame the remaining part of the sentence with a suitable verb after the subject.
4. The question may be with a Subject word or with a Verb word only.

- 
- 
5. The player has to give a sentence which has to agree with both the subject and verb of a sentence, if he/she fails to give the correct answer, as usual the team loses the points.

e.g..

1. 'Sheela...' (immediately the player has to frame a correct sentence by using a suitable singular verb 'is') for instance a sentence like : Sheela is a good dancer. (Singular subject, 'Sheela' should precede a singular verb 'is' only)
2. Lucky lot: Girls (.....? .....)  
Answer: 'are'  
(And the answer can be as: Boys are playing today.)
3. Lucky lot : ( .....? .....) 'am'  
Answer: 'I'  
(And the answer can be as: I am 14 year old)

**Note:**

Under the supervision of the invigilator, the game would be played. The class was divided into 2 equal number of teams from which, each player comes out to represent his/her team. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds completed by the teams. The invigilator stands as the scorer near the score board.

**Game 3: 'Rapid Fire'** (Subject and Verb agreement)

**Duration:** 30 sec. is given for each individual to answer 10 quest

**Participants:** Maximum 60 students for two teams (30 x 2 = 60)

**Behavioural Change:**

Subject- verb agreement, 'concord' developed



**Objectives:**

To enable the learner to

- 
- 
- Know the subject verb agreement
  - Know the difference between subject and verbs

**Skills Developed:**

Listening and speaking skills are developed

**Materials required:**

- Chart paper (Flash cards)
- Sketch pens
- Scissors
- Glue
- Stop watch

**Procedure:**

- Phase I  
Recapitulation was given to brush up the previous knowledge in 'Concord'.
- Phase II  
Game 3: '**Rapid Fire**'

**Time and score:**

Each team nominated a student to represent their teams who came forward to play the game, 'Rapid Fire'. As elucidated above the game goes on for two full complete periods and 2 days. Players from both the teams come simultaneously to play the game within the stipulated period of time. ie 30 sec. to answer 10 questions. If the player does not know the answer, he could pass the question for the next one. Each one answer is given 1 point. The score depends on the number of correct answers given. The team scoring the highest points is cheered by a big round of applause.

**Steps:**

1. Each individual is queried with a set of 10 questions.

- 
- 
2. Limited time is given (30 sec. only) for the questions.
  3. The pupil is expected to answer those questions within a second. And the points are given to the number of correct answers given.
  4. The players should be keen enough in answering those questions.
  5. The game continues for 6 days.

**Note:**

Under the supervision of the invigilator, the game would be played. The investigator is the arbitrator to stand near the score board. At the end of the period the 'Winning Team' for the day depends on the number of equal rounds completed by the teams.

**Game 4: 'Made for Each'**

**Duration:** 30 sec. is given for each individual to answer 10 questions

**Participants:** Maximum 60 students for two teams (30 x 2 = 60)

**Behavioural Change:**

Subject - verb agreement, 'Concord' developed

**Objectives:**

To enable the learner to

- Know the subject verb agreement
- Know the difference between subject and verbs

**Skills Developed:**

Listening and speaking skills are developed

**Materials required:**

- Chart paper (Flash cards)
- Sketch pens
- Scissors
- Glue
- Stop watch

**Procedure:**

- Phase I



Recapitulation was given to brush up the previous knowledge in 'Concord'.

- Phase II  
Game 4: '**Made for Each**'

**Steps:**

1. The investigator, divided the pupils into two groups namely, 'Wren' and 'Martin'
2. The investigator gave instructions about how the game, 'Made for each' should be played.
3. Each player from the two teams is called to play the game.
4. Two photo stands like models were kept on the table in front of the class.
5. A collection of cards, in the size of a post card is given to both the players.
6. The player who won the toss should start the game by inserting the card (question) into the photo frame and the card would incorporate the subject-word.
7. The opponent should pick the correct verb-card (answer) to insert it into the photo frame stand which would be kept adjacent to it and this should be done within 30 seconds only.
8. Soon after the insertion is completed, the investigator has to check if the answer given is right and both cards inside the photo stands do give the appearance like the made for each card. If it is done, the team which gave the answer would get a point or otherwise they lose a point.

**Note:**

Under the supervision of the invigilator, the game would be played and the investigator is the arbitrator to stand near the score board.

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## ASPECT V - REPORTED SPEECH

(Statements, Requests & Exclamatory)

### Phase: II

**Game 1: 'Sword and the Sheath'** (Direct to Indirect speech)

**Participants:**

Maximum 60 pupils for two teams (30 x 2 = 60)

**Behavioural Change:**

Indirect speech is developed

**Skills Developed:**

Reading and writing skills are developed

**Objectives:**

To enable the learner to

- Transform direct into indirect speech
- Change tenses
- differentiate between direct and indirect speech

**Procedure:**

- Phase I  
Recapitulation was given to brush up the previous knowledge in 'Reported Speech'.
- Phase II

### Game 2: 'Sword and the Sheath'

**Materials required:**

- Chart papers (white)
- Glossy white sheets for swords
- Golden colour papers to stick on the sheaths.
- Markers in different colours
- Scissors
- Glue
- Stapler and pins
- Black colour markers



**Time and score:**

Each team nominated a student to represent their teams who came forward to play the game, 'The sword and the Sheath'. As elucidated above the game goes on for two full complete periods and 2 days. Players from both the teams come simultaneously to play the game within the stipulated period of time i.e. 30 sec. to answer the question the sheath (direct speech). The player must write the correct answer to score a point for his/her team, if indirect speech on the sword is found to be wrong then the team gets no points. The team scoring the highest points is cheered by a big round of applause.

**Steps:**

1. Direct speech is labelled on the sheath and the indirect speech
2. The direct speech being the question would be found on the sheath and the answer (indirect speech) should be written on the sword
3. The student is expected to write the correct indirect speech answer on the sword.
4. The score for the team depends on the answer given by the pupils

**Note:**

Under the supervision of the invigilator, the game would be played. The investigator is the arbitrator to stand near the score board.

**Game 2: 'Custodian'****Duration:**

30 sec. for each individual

**Participants:**

60 pupils are divided into two teams (30 x 2 = 60)

**Behavioural Change:**

Indirect speech is developed

**Skills Developed:**

Speaking, Reading and Writing skills are developed

**Objectives:**

To enable the learner to

- Transform direct into indirect speech
- Change the tense form
- Differentiate between direct and indirect speech

**Procedure:**

Phase I

The students were recapped on the given entity for the whole period (90 minutes) so that they would be well equipped to play the games with a team spirit

**Materials Required:**

- Chart papers (white colour for placards)
- Marker pens
- Bamboo sticks
- Small sized nails
- Hammer

**Time and score:**

If the answering team gives the correct answer, writing the answer on the placard of his own and he/she has to lift the placard to show it to the whole class. The player has to read the answer to the whole class and to the arbitrator (investigator) to make the scoring. Then the team scores points and if the player fails to give the right answers then the team scores no points.

**Steps:**

1. The players are divided into 2 equal groups
2. The toss winning team has to throw the questions by lifting a placard which would have words with its related punctuation marks
3. The opponent team must be ready to frame a sentence after reading the question word on the placard

4. The team that wins the toss, must bring a placard to the front of the class to shoot out the question

ex.

Words on the placards:

- a. "Hurrah! .....
- b. "Alas! .....
- c. "Ouch! .....
- d. "Oh! .....
- e. "Please .....

The opposite team has to answer by writing on another fresh new placard using a marker pen.

The investigator has to read the answer to check if the custodian/placard answer was correct to award a point the team, the player belongs to.

**Answer 1.** The girls exclaimed in joy that they have won the game.

**Answer 2.** The woman exclaimed in sorrow that she has lost her child.

**Answer 3.** The girl exclaimed in pain that the conductor stamped her toe.

**Answer 4.** The boy exclaimed in surprise that the colour of the car was good.

**Answer 5.** The pupil requested the teacher to excuse him for not bringing the book.

**Note:**

Under the supervision of the invigilator, the game would be played. The investigator is the arbitrator to stand near the score board.

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**Game 3: 'Clean the Bin'**
**Participants:**

Maximum 60 pupils for two teams (30 x 2 = 60)

**Behavioural Change:**

Indirect speech is developed

**Skills Developed:**

Reading and writing skills are developed

**Objectives:**

To enable the learners to

- Transform direct into indirect speech
- Change tenses
- Differentiate between direct and indirect speech

**Time and score:**

The pupils are divided into 5 groups i.e. 60 into 5 teams (5x12=60). The time given to arrange the assorted strips is 5 minutes. The jumbled words for the indirect speech should be picked from the basket and must arrange those related words in its reported form (5 direct speech sentences given to them as questions) on a small flat calendar board for the final submission to the investigator after each round. The score for the team depends on the number of correct sentences (indirect speech) arranged on the board. The team scoring the highest points is cheered by a big round of applause.

**Steps:**

1. The total 60 participants were divided into 5 groups (5 x 12 = 60)
2. Flash cards would be given to each individual and direct speech would be written on those cards
3. The investigator would keep strips comprised of words such as Subject words, verbs and the remaining part of the sentences, all in an assorted form in a basket



4. Having the flash cards given to them, the players are supposed to dig the basket to pick the related assorted broken strips to arrange them in the correct indirect speech form for the given Direct speech.
5. A leader nominated for each group is to submit the answers after each round and the leader has to submit the arranged indirect speech sentences on a used old calendar board
6. The score for the team depends on the answer given by the pupils e.g.

**Flash card questions:**

- a. Rajesh said to his friend, "Please lend me your book".
- b. Nikesh said, "Oh! How beautiful is the portrait".
- c. Lalitha said to her mother, "I must buy a new dress".
- d. Monika said "Ouch! It is paining".
- e. "Please forgive me madam", said the pupil to the teacher.

**Broken strips after arrangement:**

Ans.1: Rajesh requested his friend to lend him his book.

Ans.2: Nikesh exclaimed in surprise that the portrait is beautiful.

Ans.3: Lalitha told her mother that she must buy a new dress.

**Note:**

Under the vigilant supervision of the investigator the game would be played and the invigilator stands as the arbitrator to display the points on the score board.

**Game 4: 'Lolly Pop'**

**Participants:** Maximum 60 pupils for two teams (30 x 2 = 60)

**Behavioural Change:**

Indirect speech is developed

**Skills Developed:**

Reading and writing skills are developed

**Objectives:**

To enable the learner to

- Transform direct into indirect speech
- Change tenses.
- Differentiate between direct and indirect speech

**Materials Required:**

- Chart paper (pink and white colour)
- Scissors
- Marker pens
- Sketch pens
- Glue
- Stapler
- Thermacole sheet (one sheet )

**Time and score:**

Each player is given a lolly pop (pink colour) with a sentence on it and the questions (Direct speech) and the pupils are to read those sentences for which he/she must write the answer on another lolly pop (white colour) given to match the pair). The score for the team depends on the number of correct sentences (indirect speech) written on the white coloured lolly pops. For each round, the set of questions were different and at least four such rounds would be completed for a single day/period. The team scoring the highest points is cheered by a big round of applause.



**Steps:**

1. Each and every student was given a lolly pop, finely cut in a oval shape using the pink coloured chart paper
  2. The question sentence (Direct speech) comprising of statements, requests and exclamations were written on them.
  3. Each student was given questions of all the three types of sentences for which they had to transform into their respective indirect speech answers.
  4. Reading those sentences individually, they were to transform those sentences and must write correct sentences on another lolly pop (white in colour) given to them. The players are expected to give the right answers and must match the pair.
  5. The player who wrote the correct answer, the team to which he belonged was given a point on the score board and in case, he/she gave a wrong answer then the team lost points. Likewise, they enjoyed their lolly pops.
- ex.

**Questions on the face of the lolly pops:**

1. Sheethal said to her mom, "Please permit me to go" (Request)
2. Rangeetha said to her friend, "How! Beautiful is your gift" (Exclamatory)
3. Venkat said to Vikas, "I like chapatis" (Statement)

**The expected answers on the face of the lolly pops (white) is:**

Ans.1: Sheethal requested her mom to permit her to go.

Ans.2: Rangeetha exclaimed to her friend that his gift was beautiful.

Ans.3: Venkat told Vikas that he likes chappatis.

**Note:**

Under the vigilant supervision of the investigator the game would be played and the invigilator stands as the arbitrator to display the points on the score board.

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**APPENDIX 2**
**PRE-TEST QUESTION PAPER - (TRIAL)**

Name	:	Father's name	:	
Class& Section	:	Class studied by father	:	
Max. Marks	:	50	Mother's name	:
Time	:	1hour	Class studied by mother	:
Subject	:	English Grammar	No. of brothers	:
			Class studied by brothers	:
			No. of sisters	:
			Class studied by sisters	:

-----

**I Insert suitable 'Articles' :**
**10x1=10**

1. Tagore is ----- famous poet.
2. It is -----useful animal.
3. My sister is -----artist.
4. She gave me-----one rupee- note
5. My sister gave me -----bowl of fruits.
6. Paradise Lost is ----- famous poem.
7. It is-----umbrella.
8. ----- Principal of our school is very strict.
9. Famous Five is ----- story book.
10. -----sweets sold in this shop are very tasty.
11. He is ----- honourable person
12. -----Ramayana is -----holy book.

**II Identify the patterns for the following sentences:**
**5x1=5**

1. Neem trees grow very fast.
2. Rakesh is a boy of this class.
3. Lalith is happy today.
4. Radha sings a song.
5. It was a big snake
6. He gave a book to his friend.
7. Sheela got the first prize

- 
- 
- III Frame sentences for the given patterns: 5x1=5**
1. SV
  2. SVO
  3. SVC
  4. SVIODO
  5. SVAA
  6. SVA
  7. SV
- IV Fill in the suitable Question Tags: 10x1=10**
1. They are back home, -----?
  2. She is your friend, -----?
  3. Rama and Raja are good friends, -----?
  4. I am thirteen year old, -----?
  5. Sheela is our leader, -----?
  6. I am your best friend, -----?
  7. They are happy now, -----?
  8. He worked hard, -----?
  9. Rohith speaks well, -----?
  10. She is the tallest girl in the class, -----?
  11. I am not happy today, -----?
  12. He called us, -----?
- V Choose the correct verb form and fill in the blanks 10x1=10**
1. Manisha and Janani ----- (go/goes) for a walk every day.
  2. Janu ----- (like/likes) to eat apples.
  3. The old man with his dog----- (go/goes) for a walk.
  4. Many children ----- (like/likes) to have pets.
  5. Each child ----- (receive/receives) a prize.
  6. He and his friend----- (is /are) going home.
  7. Gold ----- (is /are) a precious metal.
  8. A team of doctors----- (is/are) treating the patients.
  9. Each one plant ----- (plant/plants) a tree.
- 
-

10. Every child -----(has/have) the right to study.
11. Idly as well as idiappam----- (is /are) easily digestive.
12. Kumar with his little son----- (go/goes) for jogging

**VI. Use the appropriate reporting verb and report the following 0x1= 10**

1. My mother said to me , “Oh! You have missed a golden opportunity”.
2. The teacher said to Rakesh, “You have to complete the work”.
3. The girls said to the Coach, “Please give us time to practice”.
4. Sheela said to Kiruthika, “I like chapatis”.
5. “Please give me thousand rupees today”, the daughter said to her father.
6. “Ouch! Don’t stamp my leg”, said the passenger to the conductor.
7. My sister said, “It is good to learn swimming”.
8. Ranjana said to her brother, “Do not postpone your work”.
9. Mother says, “I should prepare salad every day”.
10. “I don’t like to wear shoes”, said Ramu.
11. “Please permit me to go”, the student said to his teacher.
12. “We are leaving to Mumbai today”, father said to his family.

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### Post-Test (Trial)

Name :  
 Class&Section :  
 Max.Marks : 50  
 Time : 1 hour  
 Subject : English Grammar

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Class: VIII

Marks: 50

Time: 1 hr.

Sub: English

**I Insert suitable 'Articles' : 10x1=10**

1. Milton is ----- famous poet.
2. ----- Indians are playing cricket today.
3. ----- Ganges is a famous river.
4. ----- apple a day keeps the doctor away.
5. It is ----- good book.
6. She gave me -----one rupee note.
7. English is -----easy language.
8. Sathya gave me ----- one rupee note.
9. He is -----honourable person.
10. -----Bible is a popular holy book
11. You must read -----Hindu every day.
12. Cow is -----useful animal

**II. Identify the patterns for the following sentences: 5x1=5**

1. She cooks food.
2. They are friends.
3. Mahila is a first rank holder.
4. My friends gave me a gift.
5. We ate chocolates yesterday.

6. You must attend the meeting today.

7. You give me a watch.

**III Frame sentences for the patterns: 5x1=5**

1. SVO

2. SV

3. SVIODO

4. ASVIODO

5. SVC

6. SVC

7. AVOA

**IV Fill in the suitable Question Tags 10x1=10**

1. Let us get in, -----?

2. They are the leaders, -----?

3. She did the work, -----?

4. She can do well, -----?

5. Jagdish is the leader, -----?

6. I am a good girl, -----?

7. I did my work, -----?

8. She worked hard, -----?

9. She gave me a pen, -----?

10. He published his book, -----?

11. It is a good story, -----?

12. We are busy today, -----?

**V Choose the correct verb form and fill in the blanks: 10x1=10**

1. Priya and Swati ----- (are/is) good friends.

2. Each girl----- (receives/receive) a prize today.

3. The child----- (play/plays) with her doll.

4. Kumar----- (is/are) a dancer.

5. Leela and Mangla ----- (is/ are) good friends.

6. We----- (is/are) happy today.

7. Ashwin ----- (like/likes)
8. She ----- (cooks/cook) well.
9. She----- (has/have) a big bag.
10. They ----- (are/is) very sad.
11. Sathya ----- (go/goes) for her yoga classes.
12. Rukmani ----- (is/are) Krishna's girlfriend.

**VI Use the appropriate reporting verb and report the following:**

**10x1=10**

1. My Father said, "Oh! You look good in this costume".
2. My sister said to her friend, "I like to dance in the competition".
3. "Please lend me your pen", my friend said to the boy.
4. "Today is an auspicious day", said my mother.
5. Lalitha said, "Ouch! It is paining".
6. Mavya said to her friend, "I Love my name".
7. "I like to eat fruits", said my friend.
8. My brother said to his classmate, "Please come soon tomorrow".
9. "How beautiful is the neck-lace!" said the teacher.
10. Sagunthala said to her mother, "I want sandwich now".
11. "Oh! What a wonder", said the teacher to his students.
12. "We are happy", said my team mate.

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**APPENDIX 3**  
**PRE-TEST QUESTION PAPER - (CORRECTED)**

Name	:	Father's name	:
Class & Section	:	Class studied by father	:
Max. Marks	:	Mother's name	:
Time	:	Class studied by mother	:
Subject	:	English Grammar No. of brothers	:
		Class studied by brothers	:
		No. of sisters	:
		Class studied by sisters	:

**I Insert suitable Articles: 10x1=10**

1. Milton was ----- famous poet.
2. Cow is -----useful animal.
3. My sister gave me -----bowl of fruits.
4. My sister is -----artist.
5. The folding Umbrella is----- good product.
6. ----- Principal of our school is very strict.
7. Laksitha gave me-----one rupee- note
8. -----sweets sold in this shop are very tasty.
9. The Manager is ----- honourable person
10. -----Ramayana is -----holy book.

**II Identify the patterns for the following sentences: 5x1=5**

1. Neem trees grow very fast.
2. Python is a big snake.
3. Radha sings a song.
4. Rakesh is a boy of this class.
5. Sheela got the first prize

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- III Frame sentences for the given patterns: 5x1=5**
1. SV
  2. SVO
  3. SVIODO
  4. SVC
  5. SVAA
- IV Fill in the suitable Question Tags: 10x1=10**
1. The refugees are back home, -----?
  2. Mala is your friend, -----?
  3. Rama and Raja are good friends, -----?
  4. Sheela is our Head girl, -----?
  5. I am your best friend, -----?
  6. The crew are happy now, -----?
  7. I am thirteen year old, -----?
  8. Priya is the tallest girl in the class, -----?
  9. Santhosh worked hard, -----?
  10. The teacher called us, -----?
- V Choose the correct verb form and fill in the blanks 10x1=10**
1. Manisha and Janani ----- (go/goes) for a walk every day.
  2. Gold ----- (is /are) a precious metal.
  3. Many children ----- (like/likes) to have pets.
  4. Each child ----- (receive/receives) a prize.
  5. The old man with his dog----- (go/goes) for a walk.
  6. A team of doctors----- (is/are) treating the patients.
  7. Each one plant ----- (plant/plants) a tree.
  8. Every child -----(has/have) the right to study.
  9. Idly as well as idiappam----- (is /are) easily digestive.
  10. Kumar with his little son----- (go/goes) for jogging

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**VI. Use the appropriate reporting verb and report the following**
**10x1= 10**

1. My mother said to me , “Oh! You have missed a golden opportunity”.
2. The English teacher said to Rakesh, “You have to complete the work”.
3. The girls said to the Coach, “Please give us time to practice”.
4. “Please give me thousand rupees today”, the daughter said to her father.
5. “Ouch! Don’t stamp my leg”, said the passenger to the conductor.
6. Sheela said to Kiruthika, “I like chapattis”.
7. Mother says, “I should prepare salad every day”.
8. My sister said, “It is good to learn swimming”.
9. “Please permit me to go”, the student said to his teacher.
10. “We are leaving to Mumbai today”, father said to his family.

**Post-test (Corrected)**

Name :  
 Class & Section :  
 Max.Marks : 50  
 Time : 1 hour  
 Subject : English Grammar

**I Insert the suitable Articles:****10x1=10**

1. Tagore is ----- famous poet.
2. ----- Indians are playing cricket today.
3. ----- Ganga is a famous river.
4. ----- apple a day keeps the doctor away.
5. Sheela gave me -----one rupee note.
6. English is -----easy language.
7. Ramesh is -----honourable person.
8. -----Bible is a popular holy book

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9. You must read -----Hindu every day.

10. Cow is -----useful animal.

**II. Identify the patterns for the following sentences: 5x1=5**

1. Vanitha cooks food.

2. The team players are friends.

3. My friends gave me a gift.

4. Ramzan Benu must attend the meeting today.

5. Shekar give me a watch

**III Frame sentences for the patterns: 5x1=5**

1. SVO

2. SVIDO

3. SVC

4. SVA

5. AVOA

**IV Fill in the suitable Question Tags 10x1=10**

1. Let us get in, -----?

2. The 1<sup>st</sup> rankholderss are the leaders, -----?

3. Kala did the word, -----?

4. Rekha can do well, -----?

5. I am a good girl, -----?

6. I did my work, -----?

7. My mother worked hard, -----?

8. Mr. Chandru published his book, -----?

9. 'The monkey's tail', is a good story, -----?

10. We are busy today, -----?

**V Choose the correct verb form and fill in the blanks: 10x1=10**

1. Priya and Swati ----- (are/is) good friends.

2. Each girl----- (receives/receive) a prize today.

3. The child----- (play/plays) with her doll.

4. Kumar----- (is/are) a dancer.

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5. Leela and mangla ----- (is/ are) good friends.
6. We----- (is/are) happy today.
7. Latha ----- (cooks/cook) well.
8. Vijaya----- (has/have) a big bag.
9. Kanchana's sister ----- (are/is) very sad.
10. Rukmani ----- (is/are) Krishna's girlfriend.

**VI Use the appropriate reporting verb and report the following:**

**10x1=10**

1. My Father said, "Oh! You look good in this costume".
2. My sister said to her friend, "I like to dance in the competition".
3. "Please lend me your pen", my friend said to the boy.
4. 'Today is an auspicious day", said my mother.
5. Lalitha said," ouch! It is paining".
6. "I like to eat fruits", said my friend.
7. My brother said to his classmate, "Please come soon tomorrow".
8. "How beautiful is the neck-lace!" said the teacher.
9. "Oh! What a wonder, "said the teacher to his students.
10. "We are happy", said my team mates.

147-150,152,155,156,157,159,161,162,164,166,168,171,172,175-  
**179,181,183-185,187,189-200**

**151,153,154,158,160,163,165,167,169,170,173,174,180,182,186,188**