

APPENDIX - A

PRE-TEST

- 1) Introduce yourself.
- 2) Describe your school.
- 3) How can I reach to your house?
- 4) Read aloud a passage.

Once upon a time, there was a king named Midas, he was a very rich king. He had a vast kingdom. He lived in a huge palace. He had a beautiful daughter and he loved her very much. But he was not satisfied with all these things. He wanted to be very rich. He was greedy. So he started praying to the God Almighty. He prayed and prayed for many days. Once the God appeared before him in a dream and said, “Midas, I am pleased with you. What do you want? Ask for a boon.”

- 5) Describe a procedure how to apply conditioner on your hair.
- 6) Introduce your friend.
- 7) Tell about your hobbies.
- 8) How do you make a coffee?
- 9) Introduce a new comer in the classroom.
- 10) Describe your favorite hero.

APPENDIX - B

POST-TEST

- 1) Which subject do you like most? Why?
- 2) Describe your mother/father.
- 3) Tell me something about your village.
- 4) Describe the object.
- 5) Help me to reach out at library of the school.
- 6) Tell about your favorite movie.
- 7) Describe the classroom.
- 8) Recite four lines of any poem.
- 9) Tell a short story.
- 10) Describe the picture.

APPENDIX - C **EVALUATION RUBRIC**

Sr. No	Name	Correct Pronunciation (5)	Fluency (5)	Use of correct words (5)	Use of proper sentence structure (5)	Relevance (5)	Total marks (25)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

APPENDIX - D

FEEDBACK FORM

Feedback for the class VIII student

Name of student :

Name of School :

Roll No :

Date :

Instruction: Please read the following statements carefully and select the appropriate option.

No.	Statements	Not at all	Rarely	Sometimes	Most of the time	Always
1	<i>The language game used by teacher during the session helped me to develop my confidence level.</i>					
2	<i>During the language game I was able to understand the grammatical components of speaking English.</i>					
3	<i>The language game on constructing meaningful sentences was helped me to frame sentences.</i>					
4	<i>I can now frame appropriate sentences in English.</i>					
5	<i>The sessions and guidance by teacher helped me to improve my oral / speaking skill.</i>					
6	<i>All the language games used by the teacher developed my oral / speaking skill.</i>					
7	<i>I failed to understand the language spoken by the teacher.</i>					
8	<i>I disliked the language games given by the teacher.</i>					

9	<i>The language games used by the teacher were appropriate and the instructions given by the teacher were appropriate.</i>					
10	<i>The language games of dialogue speaking helped me to prepare and speak in English.</i>					
11	<i>The pictures used by the teacher inspired me to speak in English.</i>					
12	<i>The pictures used for the language games were appropriate and interesting.</i>					
13	<i>The language games of describing people, places and things helped me in improving my speaking skill.</i>					
14	<i>I enjoyed all the games used by the teacher.</i>					
15	<i>I enjoyed the word puzzle which helped me to construct sentence properly.</i>					
16	<i>The language games were useful to improve the oral / speaking skill.</i>					
17	<i>I failed to speak full sentences.</i>					
18	<i>Language games helped me to improve my memory level.</i>					
19	<i>I learn to speak the sentences in full form and in correct manner.</i>					
20	<i>Now I'm able to speak English more confidently and fluently.</i>					

APPENDIX - E

MODULES

1. Add On (Vocabulary Game)

Purpose:

- 1) To improve listening skill.
- 2) To improve confidence level of the students.
- 3) To develop memory and concentration level of the students.
- 4) To improve social skill, team spirit and co-operation.

Procedure:

- 1) 10 students will sit in the circle
- 2) One student starts off by telling where he went to and what he bought.
- 3) Second student will add in that what first student told and he (second student) will tell about himself.

Example:

Student 1	: I (Prit) went to market I bought sugar.
Student 2	: He (Prit) went to market and he bought sugar. I (Manish) went to market and I bought vegetables.
Student 3	: Prit went to market and he bought sugar. Manish went to market and he bought vegetables. I (Jigar) went to market and I bought flower.

Product:

The students will improve speaking skill, listening skill, social skill, confidence level, team spirit, co-operation, and memory and concentration level. They will learn simple past tense.

2. What is it?(Grammar Game)

Purpose:

- 1) To improve speaking skill.
- 2) To improve listening skill.
- 3) To develop concentration level of the students, team spirit of the student
- 4) To improve correct formation of interrogative sentences starting with helping words.

Procedure:

- 1) A student in the front of the class and is blind folded.
- 2) An object is placed on the table.

3) The student must guess what it is. Any of the following objects may be used (Book, pen, pencil, ball, duster, cup, glass, cap, etc...)

4) The student who asks the least questions to guess the object is the winner.

Example:

Blindfolded student : Is there an eraser on the table?

Class : No there isn't.

Blindfolded student : Is there a book on the table

Class : Yes, there is.

Product:

Students will increase listening skill, speaking skill, confidence level team spirit, concentration power. Students will learn proper use of "there and on"

3. Word Building (Vocabulary Game)

Purpose:

- 1) To develop listening and speaking skills.
- 2) To develop team spirit and co-operation among the students.
- 3) To increase confidence level among the students.
- 4) To develop accuracy in the use of language.
- 5) To develop fluency in using language.

Procedure:

- 1) The teacher will draw a square with different rows and columns
- 2) The teacher will write one letter in one small square.
- 3) The students have to add one single letter.
- 4) If any meaningful word is made by adding any letter horizontally or vertically, they will score the marks equal to the number of words.
- 5) This will continue till the square is full.

		A			
		N			
		D	O		
			N	O	

Product: The students will develop their vocabulary. They will learn new words.

4. Kim's Game (Vocabulary Game)

Purpose:

- 1) To improve L.S.R.W skills.
- 2) To develop team spirit and co-operation
- 3) To develop confidence level.
- 4) To develop memory and concentration.

Procedure:

- 1) The teacher collects many objects from the students. And those objects are placed on the table.
- 2) Then s/he covers the object with a cloth.
- 3) The teacher then says – there are 25 objects on the table and I will remove the cloth for 30 seconds look at the objects. Try to remember the objects and make a list.
- 4) The teacher then shows the objects to the students for 30 seconds. Each student prepares his/her list. The one with the largest list is the winner.(ask them to make sentence of an object)

Product:

The students will improve their L.S.R.W skills, team spirit, co-operation, memory power, vocabulary.

5. Board Drawing (Vocabulary Game)

Purpose:

- 1) To improve Listening skill and speaking skills.
- 2) To develop team spirit and co-operation among the students.
- 3) To increase confidence level of the students.
- 4) To increase memory power and concentration.
- 5) To develop vocabulary.
- 6) To develop art skill.

Procedure:

- 1) The class is divided into two teams.
- 2) The teacher calls out a word. For example: umbrella and two students from each team rise to draw on the board.
- 3) The first student who completes the drawing scores a point
- 4) The other student can score a point if s/he says five sentences about the object.

Product:

The student will improve correct sentence formation, listening and speaking skill, team spirit, confidence level.

6. What's in my hand? (Grammar Game)

Purpose:

- 1) To improve listening skill and speaking skills.
- 2) To develop team spirit and co operation
- 3) To develop confidence level.
- 4) To improve correct formation of questions.

Procedure:

- 1) The teacher collects various objects belonging to students and put it in a bag.
- 2) The teacher / student put his /her hand in the bag and say “what's in my hand?”
- 3) The class guesses: pen? Is it a pen? I think is it a pen.
- 4) If the answer is correct, the student replaces the teacher/ student.
- 5) In this way the game continues.

Product:

They will learn simple present tense and Wh questions.

7. Guess who (the Identity)? (Yes/No Questions, Oral Brainstorming)

Purpose:

- 1) To improve Speaking skills.
- 2) To improve critical thinking.
- 3) To improve skill of framing questions.
- 4) To improve team spirit.

Procedure:

- 1) One representative of a team has to guess about one reputed personality
- 2) Other team has to make guess about that. They have to start questions with beginning words.

For example:

Is the person male?

Is that person still alive?

(Answer will be given only in YES or NO.)

- 3) Thus, the other team will get the correct answer. It can be a game between two teams. The team which makes correct games in few chances will be winner.

Product:

The students will improve critical thinking, framing questions, team spirit, speaking skills. The students will also learn to make the sentences beginning with helping words.

8. Describing people

Purpose:

- 1) To improve observation skill.
- 2) To make them learn adjectives.
- 3) To improve brain storming.
- 4) To improve critical thinking.

Procedure:

- 1) The teacher will carry a picture of reputed personality and describe it.
Description will include (size, colour, height and assecceories used by the person.)
- 2) Than the teacher will distribute some pictures in the groups and will ask the students to prepare a presentation about that.
- 3) After 10 minutes one representative of the group will present that before the class.

Product:

The student will improve their observation skill, critical thinking, brain storming and the will also learn use of adjectives. The teacher will appreciate who minutely observe the picture.

9. Find Someone Who? (Questions and Polite replies)

Purpose:

- 1) To improve listening skill.
- 2) To improve speaking skill.
- 3) To improve the confidence level of the students.
- 4) To enhance the vocabulary.

Procedure:

- 1) Each student is given a completion sheet.
- 2) The students have five to 7 minutes to walk around the class and find out the person who fits the given description.

For example:

Student A might ask student B “where you born at home?”

If B says ‘yes’ than A can write down B’s name on his/her sheet.

_____ was born at home.

Example: Find someone who

- 1) _____ was born at home.
- 2) _____ has killed a cockroach.
- 3) _____ is afraid of lizard.
- 4) _____ was given an award.

- 5) _____ likes reading books.
- 6) _____ was born in July.
- 7) _____ likes to eat three times a day.
- 8) _____ can swim.
- 9) _____ can dance.
- 10) _____ can speak three languages.

The teacher tells the student that the winner is the person who completes the sheets and gets the maximum number of names.

Product:

The students will improve speaking skill, listening skill, enhance confidence level and vocabulary. They will learn to ask questions to get information also learn to give polite replies.

10. Sangeeta Sharma (Adjective before noun)

Purpose:

- 1) To improve speaking skill.
- 2) To enhance vocabulary.

Procedure:

- 1) A game for Individual students.
- 2) Each student has to say what Sangeeta likes, but the answer must take the form of an objective and a noun, both beginning with letter S.
- 3) The teacher points to students at random, who will say things like...

Example:

Sangeeta likes silk Sarees.
Sangeeta likes Scented Soap
Sangeeta likes Sweet Soup
Sangeeta likes Silly Stories.

- 4) And so on. For variation the name may be changed. The game should move quickly so it may be an idea to give the students a few minutes to prepare their answer.

Product:

The students will enhance vocabulary, improve speaking skill. They will learn adjectives how to describe.

11. The Room Game: (Preposition of Place)

Purpose:

- 1) To improve correct use of preposition of place.

2) To improve speaking skill.

Procedure:

- 1) The students are given the picture of a room.
- 2) They are 4 or 5 pieces on furniture in the room with a number of positions indicated (Examples: on the bookcase, under the table, behind the chair, etc...) so as to control the range of guesses the students make.
- 3) The positions are also numbered to make it easier to prepare the class for activity. (by helping the students learn to use the prepositions related to each number)

At the bottom and top of the room some objects are given. The students choose an object and decide in their mind where they would like to place the object .than they say –

Example:

- 1) Where is the bat? Or Is under the table?
- 2) Students: It's under the table
Class: Is it the ball / bat / books / glass?

Product:

The students will enhance vocabulary, speaking skill, listening skill, team spirit, confidence level, they will learn correct use of prepositions.

12. Word Puzzle (Sentence Construction)

Purpose:

- 1) To improve speaking skill.
- 2) To improve correct sentence formation.
- 3) To improve concentration and critical thinking.

Procedure:

- 1) Each student is given a word puzzle.
- 2) Students work in pairs.
- 3) The teacher asks them to make meaningful sentences using the words given in the box.
- 4) Students have 5 to 7 minutes to do this task.

Painting	Red	Girl	that	big
Sister	Have	I	is	years
Car	A	There	are	people
Nine	My	Here	no	old
New	Scooter	House	garden	tree
We	Yellow	Eat	fruits	Birds

Example:

- 1) I have a big car.
- 2) My sister is nine years old.
- 3) That is my old painting.
- 4) We eat fruits.
- 5) There is a big new house.

Product:

The students will improve speaking skill, concentration level, critical thinking, and co-operation. The student will learn to construct correct sentences.

13. Find The Difference(Talking about similarities and differences)**Purpose:**

- 1) To enhance vocabulary.
- 2) To improve speaking skill.

Procedure:

- 1) Each student has a picture.
- 2) The picture are similar but there are some significant differences (mainly in the way the objects are arranged) as seen from two cards.
- 3) The students do not show their cards to others but but asked to find out what the differences are (or to find out a specific number of differences) by talking to one another (i.e. by making statements, asking questions.)

Example:

Student 1: Have you got a chair?

Student 2: Yes. Where is your chair?

Student 1: On the right of the door.

Student 2: My chair is on the left.

Student 1: Is the chair on the mat?

Student 2: No, there is a woman in the mat. Etc...

Product:

The students will improve vocabulary, speaking skill. They will also learn how to ask question and how to use prepositions.

14. Guess the Action(Talking about actions)**Purpose:**

- 1) To improve speaking skill.

- 2) To improve confidence level of the students.
- 3) To improve concentration level of the students.
- 4) To learn correct use of tenses.

Procedure:

- 1) About 5 or 6 students face the class and perform some actions like running, dancing, reading, etc...
- 2) The class guesses the actions
- 3) After a correct guess has been made, the class can repeat it together.

Example:

- a) Rekha is dancing
 - b) Rakesh is flying a kite.
 - c) Meena is reading.
- 4) Then 5 or 6 more students come to the class and mime. The class guess the action. In this way the game continuous.

Product:

The student will be able to speak fluently without any hesitation. They will also learn present continuous tense.

15. Guessing About A picture (Reconstructing unseen picture)

Purpose:

- 1) To enhance vocabulary.
- 2) To improve speaking skill.
- 3) To improve their sentence construction.
- 4) To improve thinking skill.

Procedure:

- 1) Visual materials can be used for guessing games of this kind.

For example:

The teacher asks students to find out information about a picture which they cannot see. The teacher first gives the 'clue' to the class.

Example:

Teacher: It's a picture of seaside.

Student 1: Are there many people there?

Teacher: Yes, there are many people.

Student 2: Is the sun shining?

Teacher: Yes, it is.

2) This game can be played in teams. A point is given for each correct answer.

Product:

The students will develop their thinking skill. They will also learn to frame interrogative sentences correctly.