

ORACY

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HM KV PICKET



OBJECTIVES

- ❖ *To listen to and understand English spoken in a variety of situations and to listen and respond appropriately –listen and understand classroom language*
- ❖ *To pronounce English words correctly*
- ❖ *To lay stress on the right syllable in a word*
- ❖ *To use pauses meaningfully*
- ❖ *To use the right intonation in speaking*
- ❖ *To lay stress on the right words in a sentence*
- ❖ *To use English appropriately in different contexts*



Language and Doing

Children's use of language is closely related to the things they do with their hands and bodies and the objects they come in contact with.

Words and action go together

Actions and experiences create the need for words

words provide access to an experience after it is over

With the help of words, children enrich their relationship with the objects/people/places they come across.



Words like 'cat', 'run', 'fall', 'blue', 'river' and 'rough' mean very little to the child unless these words have first been used in a context where the child was actively involved with the object or in an act. Only after such involvement do these words become associated with an image, and become available for meaningful use in future.



create an environment

Children bring to school a variety of objects (such as leaves, stones, feathers, twigs, broken things) and talk about them, read about them and write about them.

Children are asked to talk, write and read about the experiences they have had outside the school.

Children are taken out of the classroom to see the world around the school so they can inspect ordinary objects carefully (objects such as a broken bridge, a muddy pit, a dead insect, a nest with eggs) and talk about them. Such study-visits in the school's immediate neighbourhood can provide valuable resources for language-learning.



colours.mp4



song.mp4



Directing one's own activities:

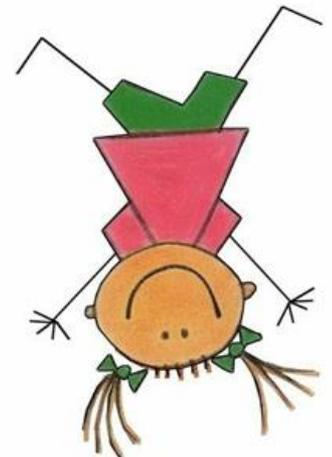
Observe a child (of any one age from 3 to 8) when he is doing something -- including playing -- all by himself. Listen carefully to what he says. Make similar observation of many different children -- both boys and girls, and of different ages.

Did you find individual differences in their solitary 'talk'? Does the 'talk' help the child sustain his interest in an activity? Why?



Directing others' activities and attention

- If you observe children in a group, you will often find them drawing each other's attention by pointing out something or a characteristic of something they think others might have missed. The importance of this use of language lies in the expectation it expresses. The expectation is that 'others would like to see what I have noticed'.



To play

अक्कड़ बक्कड़ बम्बे बो
अस्सी नब्बे पूरे सौ
सौ में लगा धागा
घोर निकल के भागा
बरसो राम धड़ाके से
बुढ़िया मर गई फाके से

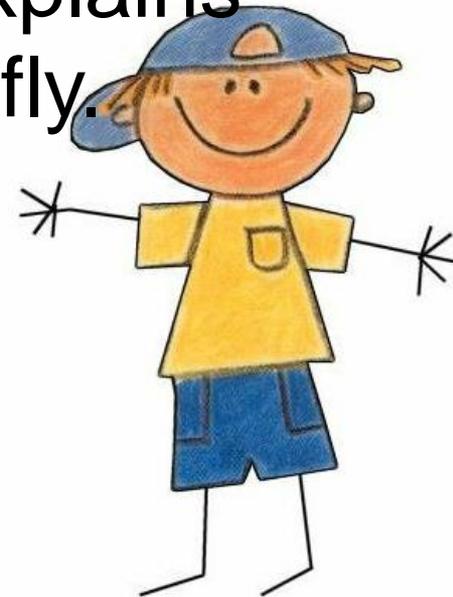


game.mp4



Explaining things:

- Collect stories that explain things. You may find many stories of this type in the local folklore, stories that explain why it rains, or how Man discovered fire. For one example of such a story, which explains how elephants lost their ability to fly.



लाल टमाटर लाल टमाटर, मैं तो तुमको खाऊंगा ।

अभी न खाओ मैं कुछ दिन में और अधिक पक जाऊंगा ॥

लाल टमाटर लाल टमाटर, मुझको भूख लगी भारी ।

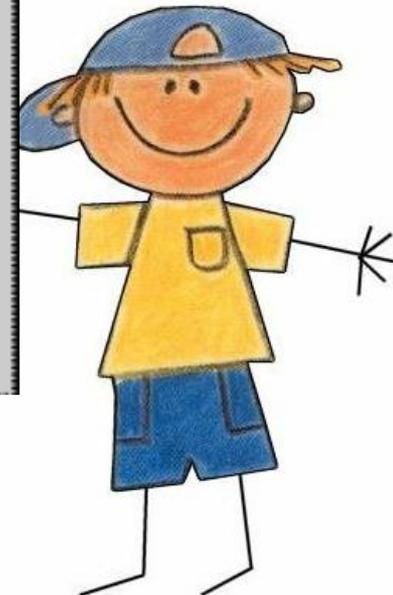
भूख लगी है तो तुम खा लो यह गाजर मूली सारी ॥

लाल टमाटर लाल टमाटर, मुझको तो तुम भाते हो ।

तुमको जो अच्छा लगता है उसको तुम क्यों खाते हो ॥

लाल टमाटर लाल टमाटर, अच्छा तुम्हें न खाऊंगा ।

मगर तोड़ कर डाली पर से अपने घर ले जाऊंगा ॥



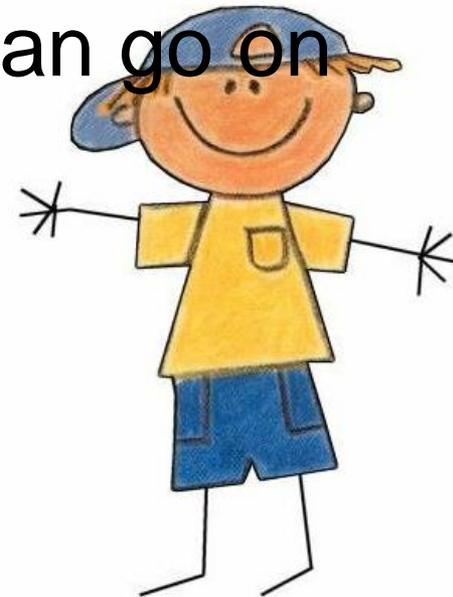
THREE LITTLE PIGGIES

- I have three piggies,
Who live in the shed
They sleep in their food bowl
And eat in their bed
- They drink lots of water
Which makes them go wee
This usually happens
While they are sitting on my knee!!!



Representing life:

- Children, just like adults, often use language to recall the past -- to remember an event, person, or just a small thing. Words help us re-create something that is no more around, and often what has been re-created looks so real that we can go on talking about it for a long time.



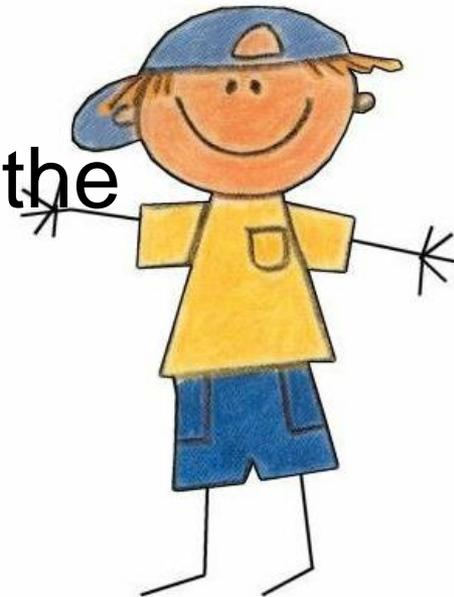
Associating:

-
- When a child talks about the feelings of a metal toy, he imagines himself to be the toy.



Anticipating:

- Things that have not yet occurred, and some of which may not occur at all, form a subject of talk all the time. Children express their fears, plans, expectations and what they think might happen under strange circumstances, frequently. Words allow them to create an image of the future.



Inquiring and reasoning:

- Why mummy switched off the TV
- Why it rains
- Why did the tree in the garden fall down?



WHAT WE SAY INFLUENCES US

TALK!



Child 1: 'She's wearing a ring.'

Child 2: 'Didn't you see it earlier?'

Child 1: 'No... Yes, yes, I've seen it before.'

Child 2: 'Oh but it's a different ring.'

Child 1: 'She's bought a new ring. It's smaller.'

Child 2: 'No, it's thinner.'



in and out.mp4



Two children talking in any ordinary situation may do the following things in their talk:

1. Pay attention to something they had ignored so far
2. Observe it casually or carefully
3. Exchange or share observations
4. Arrange observations in some kind of organized way
5. Challenge each other's observations
6. Argue on the basis of observation
7. Make a forecast
8. Recall an earlier experience
9. Imagine someone else's feelings or experiences
10. Imagine their own feelings in an imaginary situation.



OPPORTUNITIES THAT TEACHER CAN CREATE IN CLASSROOM

1. Opportunities to talk about oneself
2. Opportunities to talk about objects and experiences at school
3. Talking about pictures
 - (a) Finding
 - (b) Reasoning
 - (c) Projecting
 - (d) Predicting
 - (e) Relating
4. Listening to stories and talking about them
5. Acting it out



TEACHER RESPONSE

1. Allow the child to say the whole thing
2. Be interested in what the child is trying to say
3. Control our desire to contradict
4. Respond by saying more elaborately what the child has said, using more words and a richer sentence structure, rather than by just saying 'good', or 'that's no good'. For example, if the child has said, 'Squirrel in tree', the teacher's response can be, 'You saw a squirrel going up the tree?'
5. Ask for more information or direct the child to a new aspect of the topic.



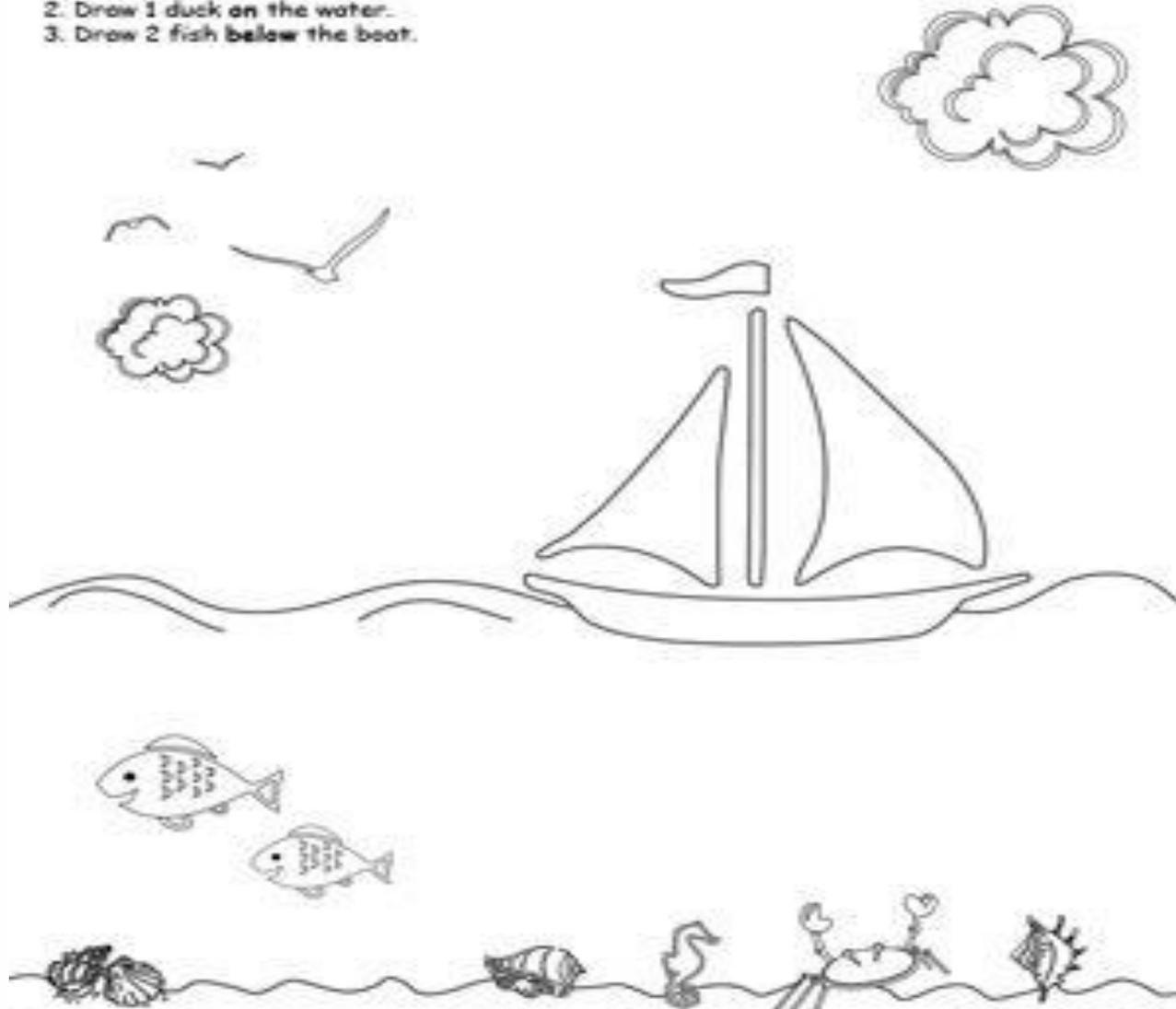
1. WHAT DO YOU SEE?



Name: _____

Above, On and Below

1. Draw 3 birds **above** the boat.
2. Draw 1 duck **on** the water.
3. Draw 2 fish **below** the boat.



Asking the Explorers



3. Guess What I Saw

Child 1: 'Is it thin?'

Answer: 'No.'

Child 2: 'How big is it?'

Answer: 'It's quite big'.

Child 3: 'Is it as big as a chair?'

Answer: 'No, it's smaller than a chair.'

Child 4: 'Can it turn?'...



4. Doing What Was Said

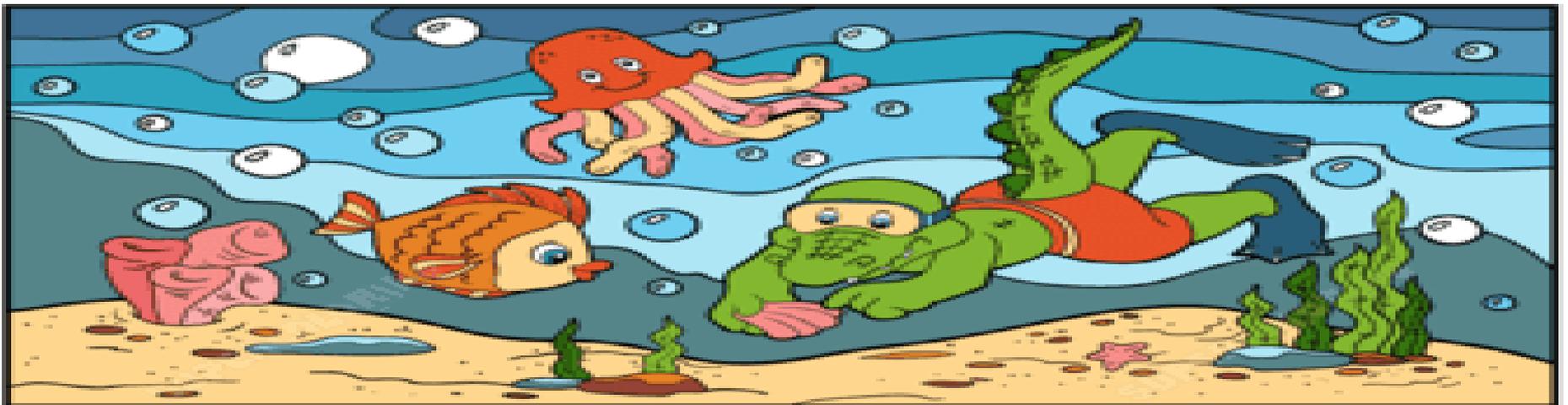
- Ask children to listen and do what you tell them to do. Start with simple things to do, and ask the whole class to do them together.



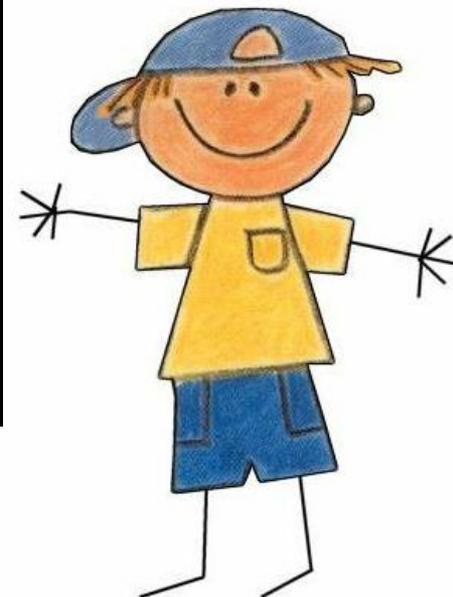
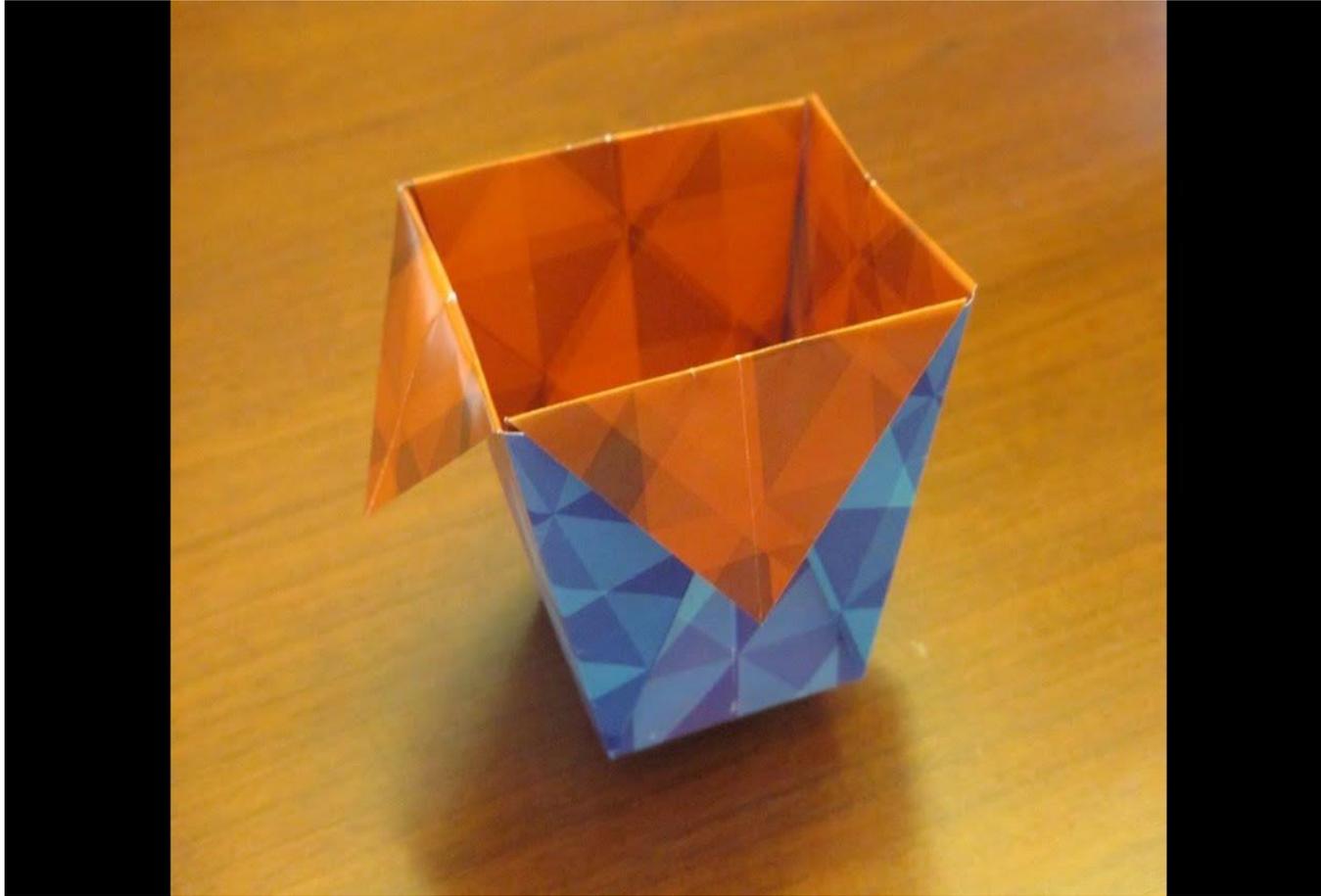
shapes.mp4



5. Comparing



6. How Did You Make That?



7. Acting Out

- Stage 1: Choose ten or fifteen different kinds of common actions that children are likely to be seeing every day.
- Stage 2: Make the activity more complicated by choosing action that involve four or five people. Form groups, and ask each group to perform a collective action. With older children who can read, use slips of paper to tell them what to do.



actions.mp4



8. Analyzing a Picture



9. Guessing the Right Picture

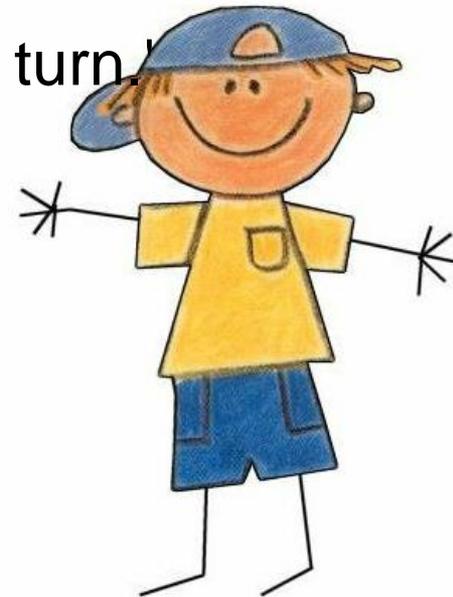


11. Where Do You Live?

- Children sit in two lines facing each other; one line has 'tellers', the other 'listeners'. Each teller has to explain to the listener the way to reach her home. Listeners can ask any number of questions to understand better.

Example:

- Teller: 'Go straight and turn.'
- Listener: 'How far should I go straight?'
- Teller: 'Go till you find a garbage dump, then turn.'
- Listener: 'Turn right or left?'
- Teller: 'Right... No, no. let me see...'



**FOUNDATIONAL SKILLS
LISTENING AND SPEAKING**

1. Speak clearly and use appropriate words to express suitably in the given environment
2. Converse audibly with peers and everyone
3. Speak confidently when asked questions
4. Express own ideas clearly
5. Express opinion about events and things
6. Interpret the story, predict the end, give own ending
7. Wait for turn to speak
8. Explain about an animal, a person or an experience
9. Speak about imaginative characters
10. Recount incidents
11. Retell stories
12. Tell summary of a story
13. Listen attentively
14. Listen to stories and retell
15. Listen and wait to respond
16. Listen and tell the gist
17. Listen and write a word or sentence



Thank you

