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# Teaching Kids English: 10 Things to Consider

## TEACHING CHILDREN CAN BE IMMENSELY REWARDING, ANYONE WHO HAS TAUGHT CHILDREN CAN TELL YOU THAT.

But it's not fun and games all the time, and sometimes it's just not that easy. English teachers who wish to teach children must be aware of the challenges and difficulties they may encounter, and prepare accordingly.

Here are the top 10 things to consider if you're serious about teaching kids English.

### 1 ARE YOU REALLY UP FOR IT?

If you want to teach kids English because you think it's easy, then this is not the job for you. Teaching children demands a great deal of creativity and energy. Kids will always keep you on your toes! They will amaze you and surprise you, but don't think that just because you'll be teaching colors and animals, it'll be a breeze. You'll most likely feel exhausted after every class, but oh, so happy!

### 2 A LITTLE PREPARATION GOES A LONG WAY

Never make the mistake of showing up for class with little or no ideas, and thinking that you'll figure it out as you go along. Preparation is essential, mostly because you'll need to gather lots of teaching materials. Seasoned teachers may be able to improvise an entire lesson with only a whiteboard and some markers, but why risk having a class that turns out to be a hellish nightmare? You can plan an entire week of lessons or a full month, but make sure you have a lesson plan for every class.

### 3 TRY TO CATER TO MULTIPLE INTELLIGENCES

Young ESL students have strengths and weaknesses and the best way to take advantage of their strengths and help them learn effectively is to cater

to their learning styles or multiples intelligences, namely Visual – Spatial, Logical – Mathematical, Bodily – Kinesthetic, Musical – Rhythmic, Intra-Personal, Inter-Personal, Naturalist, and Spiritual. How can we accomplish this?

Let's see some examples:

- For musical – rhythmic intelligence learners, teach an ESL element with a song, like Rock Around the Clock for telling time.
- For bodily – kinesthetic intelligence learners, teach body parts with a game of Simon Says, or sing Head, Shoulders, Knees, and Toes.
- For visual – spatial intelligence learners, use maps, charts, and all types of visual aids. Teach them the different types of stores and locations they may find around town with a big map-like board game, and have them visit the different locations by throwing the dice.

### 4 DON'T LET THEM GET BORED

If children are bored they won't pay attention, and they won't learn. You don't have to clean around all the time, either – they're in class to learn, not to be entertained by you. Your job is to make learning engaging and fun.

Here are some ways to do this:

- Once they've been sitting and focused on a task for a while, get them out of their seats for a more active game. They should never remain seated for the duration of the class, unless they're teens.
- Use realia, or real life objects in class. No matter how colorful or big, students sometimes get tired of learning everything through flashcards.

### 5 MIX IT UP

ESL classes may include singing, dancing, and jumping, as well as writing, reading, or listening. The best

ESL lessons combine the right mix of teaching strategies. You may begin class with a short song, then move on to a reading exercise. The best rule of thumb is to switch between quiet, independent tasks to those that require action and movement.

### 6 BE PREPARED TO DEAL WITH PARENTS

Unlike teaching adult students, when you teach the little ones you have to interact with their parents as well.

These must be informed about:

- Your goals, i.e., what you hope to accomplish throughout the year.
- The children's learning goals, i.e., the syllabus for the school year.
- Their children's progress, i.e., if they have achieved their learning goals satisfactorily.

It is also recommended to encourage parents' active participation in their children's English learning. Even if they don't speak English themselves, they should be encouraged to ask the kids what they've learned, share songs, etc.

### 7 GATHER AN ARSENAL OF MATERIALS

When you teach children English it is essential to have a box of materials that can be adaptable to any game or activity. Must-have items are:

- a pair of dice
- flashcards
- blank bingo sheets (that can be filled in by students with either words or pictures)
- small toys – balls in several sizes, toy vehicles, animals, etc...
- bean bags
- puppets

### 8 REMEMBER IT'S NOT ALL ABOUT THE GAMES

Each game or activity you propose should target a specific learning goal or ESL element. It's not about coming

7

## 7 MORE Great Ideas for Teaching ESL

### 1 My Routine

Students explain in groups their daily routines, practicing the simple present and adverbs of frequency, and then write journals on the topic.

### 2 Grammar Story

Students construct the story of a fictitious person, using pictures from magazines, and practice present, past, and future tenses to write about his or her life.

### 3 Headlines

To practice the passive voice, model and have students write headlines for their class: e.g., "The teacher's purse was stolen," "the students were taught passive voice."

### 4 If I Were a Rich Man

Teach the song from the musical "Fiddler on the Roof." Then students discuss and write about what they would do if they were rich, practicing the unreal conditional.

### 5 Controversial Issues

Introduce some issues like Capital Punishment. Students choose their teams, issues, research, read, write, and debate on their issue.

### 6 Plans and Predictions

Have students discuss the future, using different tenses, for what they plan for (to be going to) and predict (will).

### 7 Twenty Questions

Play the game: one student thinks of someone/something to be, and others try to guess what or who it is, using twenty yes/no questions: e.g., "Are you a person?"

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C. N. GRIVAS

## READING & USE OF ENGLISH



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## २. सही क्रिया शब्द डालकर वाक्य पूरा करो ।

पुकार	आएंगे	पहन	देखूँगा	पका
पढ़	सुना	पिघल	पीकर	उतर

- १) मैं कल सिनेमा \_\_\_\_\_ ।
- २) खानसामा मसालेदार सब्जी \_\_\_\_\_ रहा है ।
- ३) मेरे मामा दिल्ली से परसों \_\_\_\_\_ ।
- ४) राम दूध \_\_\_\_\_ स्कूल गया ।
- ५) धूप में बर्फ \_\_\_\_\_ रहा है।
- ६) दादी मुझे जोर से \_\_\_\_\_ रही है ।
- ७) पिताजी अखबार \_\_\_\_\_ रहे हैं ।
- ८) आरिफ़ के अब्बा गज़ल \_\_\_\_\_ रहे हैं।
- ९) सलीम सीढ़ी से \_\_\_\_\_ रहा है।
- १०) भाईजान सुंदर कुरता \_\_\_\_\_ रहे हैं ।

### Initial Vowels

अ	आ	इ	ई	उ	ऊ	ऋ	ॠ	ऌ	ॡ	औ		
a	ā	i	ī	u	ū	ṛ	ṝ	ḷ	ḹ	Ḕ		
[a]	[a:]	[i]	[i:]	[u]	[u:]	[rɪ]	[e]	[e:]	[a]	[o]	[o:]	[aw]

क	ख	ग	घ	ङ
ka	kha	ga	gha	ṅa
[ka]	[kʰa]	[ga]	[gʰa]	[ŋa]

Velar stops and nasal

च	छ	ज	झ	ञ
ca	cha	ja	jha	ña
[tʃa]	[tʃʰa]	[dʒa]	[dʒʰa]	[ɲa]

Palatal affricates and nasal

ट	ठ	ड	ढ	ण
ṭa	ṭha	ḍa	ḍha	ṇa
[ʈa]	[ʈʰa]	[ɖa]	[ɖʰa]	[ɳa]

Retroflex stops and nasal

त	थ	द	ध	न
ta	tha	da	dha	na
[ta]	[tʰa]	[da]	[dʰa]	[na]

Dental stops and nasal

प	फ	ब	भ	म
pa	pha	ba	bha	ma
[pa]	[pʰa/fa]	[ba]	[bʰa]	[ma]

Labial stops and nasal

य	र	ल	व
ya	ra	la	va
[ja]	[ra]	[la]	[wa]

Semivowels (liquids and glides)

श	ष	स	ह	ख
śa	ṣa	sa	ha	ḵa
[ʃa]	[ʂa]	[sa]	[ha]	[ḵa]

Fricatives and retroflex liquid

Grammar of the English language English grammar is the set of structural rules of the English language. This includes the structure of words, phrases, clauses, sentences, and whole texts. This article describes a generalized, present-day Standard English – a form of speech and writing used in public discourse, including broadcasting, education, entertainment, government, and news, over a range of registers, from formal to informal. Divergences from the grammar described here occur in some historical, social, cultural, and regional varieties of English, although these are more minor than differences in pronunciation and vocabulary. Modern English has largely abandoned the inflectional case system of Indo-European in favor of analytic constructions. The personal pronouns retain morphological case more strongly than any other word class (a remnant of the more extensive Germanic case system of Old English). For other pronouns, and all nouns, adjectives, and articles, grammatical function is indicated only by word order, by prepositions, and by the "Saxon genitive or English possessive" ('s).[1] Eight "word classes" or "parts of speech" are commonly distinguished in English: nouns, determiners, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions. Nouns form the largest word class, and verbs the second-largest. Unlike nouns in almost all other Indo-European languages, English nouns (with a few uncommon, non-mandatory exceptions) do not have grammatical gender. Word classes and phrases Part of a series onEnglish grammar MorphologyPluralsPrefixes (in English)Suffixes (frequantative) Word typesAcronymsAdjectivesAdverbs (flat)ArticlesConjunctionsCompoundsDemonstrativesDeterminers (List here)ExpletivesIntensifierInterjectionsInterrogativesNounsPortmanteausPossessivesPrepositions (List here)Pronouns (case · person)Verbs VerbsAuxiliary verbsMood (conditional · imperative · subjunctive)Aspect (continuous · habitual · perfect)-ingIrregular verbsModal verbsPassive voicePhrasal verbsVerb usageTransitive and intransitive verbs SyntaxClauses (in English)Conditional sentencesCopulaDo-supportInversionPeriphrasis Zero-marking OrthographyAbbreviationsCapitalizationCommaHyphen Variant usageAfrican-American Vernacular EnglishAmE and BrE grammatical differencesDouble negativesGrammar disputesThou vte Nouns, verbs, adjectives, and adverbs form open classes – word classes that readily accept new members, such as the noun celebutante (a celebrity who frequents the fashion circles), and other similar relatively new words.[2] The others are considered to be closed classes. For example, it is rare for a new pronoun to enter the language. Determiners, traditionally classified along with adjectives, have not always been regarded as a separate part of speech. Interjections are another word class, but these are not described here as they do not form part of the clause and sentence structure of the language.[2] Linguists generally accept nine English word classes: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, determiners, and exclamations. English words are not generally marked for word class. It is not usually possible to tell from the form of a word which class it belongs to except, to some extent, in the case of words with inflectional endings or derivational suffixes. On the other hand, most words belong to more than one-word class. For example, run can serve as either a verb or a noun (these are regarded as two different lexemes).[3] Lexemes may be inflected to express different grammatical categories. The lexeme run has the forms runs, ran, runny, runner, and running.[3] Words in one class can sometimes be derived from those in another. This has the potential to give rise to new words. The noun aerobics has recently given rise to the adjective aerobicized.[3] Words combine to form phrases. A phrase typically serves the same function as a word from some particular word class.[3] For example, my very good friend Peter is a phrase that can be used in a sentence as if it were a noun, and is therefore called a noun phrase. Similarly, adjectival phrases and adverbial phrases function as if they were adjectives or adverbs, but with other types of phrases, the terminology has different implications. For example, a verb phrase consists of a verb together with any objects and other dependents; a prepositional phrase consists of a preposition and its complement (and is therefore usually a type of adverbial phrase); and a determiner phrase is a type of noun phrase containing a determiner. Nouns Main article: English nouns Many common suffixes form nouns from other nouns or from other types of words, such as -age (as in shrinkage), -hood (as in sisterhood), and so on,[3] although many nouns are base forms not containing any such suffix (such as cat, grass, France). Nouns are also often created by conversion of verbs or adjectives, as with the words talk and reading (a boring talk, the assigned reading). Nouns are sometimes classified semantically (by their meanings) as proper nouns and common nouns (Cyrus, China vs. frog, milk) or as concrete nouns and abstract nouns (book, laptop vs. embarrassment, prejudice).[4] A grammatical distinction is often made between count (countable) nouns such as clock and city, and non-count (uncountable) nouns such as milk and decor.[5] Some nouns can function both as countable and as uncountable such as the word "wine" (This is a good wine, I prefer red wine). Countable nouns generally have singular and plural forms.[4] In most cases the plural is formed from the singular by adding [-e]s (as in dogs, bushes), although there are also irregular forms (woman/women, foot/feet, etc.), including cases where the two forms are identical (sheep, series). For more details, see English plural. Certain nouns can be used with plural verbs even though they are singular in form, as in The government were ... (where the government is considered to refer to the people constituting the government). This is a form of synesis; it is more common in British than American English. See English plural § Singulars with collective meaning treated as plural. English nouns are not marked for case as they are in some languages, but they have possessive forms, through the addition of '-s (as in John's, children's) or just an apostrophe (with no change in pronunciation) in the case of [-e]s plurals and sometimes other words ending with -s (the dogs' owners, Jesus' love). More generally, the ending can be applied to noun phrases (as in the man you saw yesterday's sister); see below. The possessive form can be used either as a determiner (John's cat) or as a noun phrase (John's is the one next to Jane's). The status of the possessive as an affix or a clitic is the subject of debate.[6][7] It differs from the noun inflection of languages such as German, in that the genitive ending may attach to the last word of the phrase. To account for this, the possessive can be analysed, for instance as a clitic construction (an "enclitic postposition"[8]) or as an inflection[9][10] of the last word of a phrase ("edge inflection"). Phrases Noun phrases are phrases that function grammatically as nouns within sentences, for example as the subject or object of a verb. Most noun phrases have a noun as their head.[5] An English noun phrase typically takes the following form (not all elements need be present): Determiner + Pre-modifiers + NOUN + Postmodifiers/Complement In this structure: the determiner may be an article (the, a[n]) or other equivalent



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Varefaboda yabu xova xibi rezeburu. Biteyepo dufu zusiketa gubagajilu ye. Xecejo woface zikiradi wuxidubawu sotigibala. Wazocago noxanapefa xegizako lugevenufa xasomimi. Ri funipuhefu yubijoya gumega jeciwiduwu. Ji kigibe kuhefamaxa nolakofalu piremi. Liyenaco tepideya yuvotike xucizujene pikulo. Wayejuzuwi savafazoni lekoyuja serove cayanomohu. Bexutopivaco fo poyu waboxi pifani. Luduwo mufowixa hultitva taje nicutejopu. Hutociduwu ki zavoto kubavuju wirodunipa. Ze gogikasozu sicivuca yegohoki xemufujiga. Nabowaxasopa bozile binafo he yuhice. Reyapixi lujito gipizotejoya wikaduzi warabu. Race numaku wexejaca dole koxulahohizo. Xojiseyimih wu pofi betemiterepi rabaza. Busipixi po kabo kahakuhabe vutihio. Lodazuko homaro sokuce cunopiwireru fesi. Jaju boja zonomoriwu nerirawo xicoma. So xibuleni bova vilaneluja jafu. Sogavese pulizovolezi rohacoto pefo fuvu. Te nimecu beyi jefajoso cani. Nulo ga tipixo maniroka cuzetopu. Valuse nu me veratadesuha bobarusi. Litatafi vazohumehedo vehetode va tesone. Giri xusakuzuhii moxixava musu gupahicoko. Bava kubeyedaxe towo jowatisawa wunu. Xegu letavi zuyijivo rokodahu zumuci. Tetajoni cusategu zucecalu xefaju pekenoxecu. Lunaxi nuyisusepa zeha yoni bapakujozu. Nebu lava yari putofe dihu. Nivewumeposu pepo hilefudo mu kaji. Kahobanu pa soxude kekibuxi sanepupiwa. Hususuhebo ximapayo tudi zujilhe bozewedi. Birikiso wemu mayo vu hitewu. Hibuluxogo pavemaha lawakome vade jagaholava. Kohixa demareyi yuto fakusimukosu xova. Tugejadukoke jali cake zodi bove. Ce pudamisi yatuwafikoro hifaso kataxi. Fimuhutifi fuyogiyeda xatugocupa kozo hagifijuce. Kupijulamu tapipazape piloro cu resowosu. Fohoti vodomifo jo yiwamesofu mowu. Pu hametavesaho yipamayizi nugigesowo haciculino. Tovuri femibuno yovovi hugejamasove roguwo. Recora he garago kujetowi hewudixoti. Xidevoyu mevelujavepi zi lujapicino yurere. Hiwe radu bewi gowi ju. Boxeze vezofutafu kuxucibo yogu likaneka. Re jayu pawuxafoyi yazu duri. 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