

**Assignment English class 8<sup>th</sup> prepared by Qaisar Bashir Lone (DRP English, District Bandipora)**

**Read the following Key Points and answer the question below:**

1. It's a story about a teacher who learns a great lesson from a five year old girl, Nora.
2. One weekend, the narrator (teacher) visits Nora's family. Though he hadn't seen her before, but they become friends in no time.
3. Sometime during the day when the narrator seems to have nothing to do, Nora comes up to him with a book, Hop on Pop, and asks him if he will help her read it. He doesn't say no.
4. At first, it's not clear to the narrator how she wants him to help her. Most of the time he sits still and silent, an arduous think for a teacher (like him who thinks he is good at explaining and helping) to do.
5. In the first few pages she does meet any differently, but as she goes on reading, she meets words that she doesn't know: she has to guess the meaning.
6. The teacher helped her there where she seemed badly stuck -- not telling her the word, but only suggested how she might figure the word out. And if she still could tell, he would tell her to skip it and go ahead: that perhaps the next time it would be easier to recognize if she saw the word.
7. In the process, Nora misreads a word that previously she has read correctly. This happens a number of times. This puzzles and annoys the teacher.
8. He felt she was careless; but this was not it; she was reading the book as well as she could: she was bright, wasn't bluffing, or trying to get him to do the work for her.
9. To understand the learning problems of another person, particularly of a child, we must try to see things as if through their eyes. It's easy for teachers to remember what a word looks like from one page to the next. For a child, who meets the word for the first time, it's not easy. It's hard to tell which words on a page are same, or almost the same, and if they are different, where they are different.
10. An experience strikes/ pops into the teacher's mind: one day he took a sheet of printing in some Indian language, and tried to find the words that occurred most often on the page. It was amazingly difficult. It first the page looked like a jumble of strange shapes. Even when he concentrated on one short common word. yet it took a long time before he could recognize that word at sight. In the same way, it takes a child some time to get used to the shape of letters and words; and to tell one word from the other or to see at a glance that this word is like that word. So, we must give the child plenty of time and not be surprised or upset by what looks like slowness or stupid mistakes.
11. The reason why children from unlettered/ illiterate homes are at a disadvantage when they start learning to read may be that they lack this familiarity with the shapes of words and letters.

**Questions:**

1. How old is Nora?
2. Who visits Nora's family?
3. How did she become a friend of the teacher?
4. What book was Nora reading?
5. What odd thing happened with Nora?
6. Was Nora a careless child?
7. How should a teacher understand the problems of the children?
8. What experience pops into the teacher's mind after observing Nora's learning problems?
9. Why are children of unlettered homes at a disadvantage?
10. How did the teacher learn from Nora

**Read the text of the story 'How Teachers Learn' and pick out the difficult words/phrases and write them on your note book. Consult a dictionary and look up the meaning of the words and write them as below:**

**Word.**

**Meaning**

- |                |                             |
|----------------|-----------------------------|
| 1) Problem.    | Difficulty, issue           |
| 2) Weekend.    | Last day of a week          |
| 3) figure out. | To understand, to recognize |
| 4) stuck.      | Unable to progress.         |

[Note] If you don't possess a dictionary or you are not comfortable with the task, then visit the home of a teacher (if any in your locality) or you can call me on this number (9596340913).

**Synonym:** a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example:

| Word/phrase       | Synonym       |
|-------------------|---------------|
| a) shut           | close         |
| b) Try            | attempt       |
| c) Beginner       | novice        |
| d) To figure out. | to recognize. |
| e) Come up to.    | get nearer to |

**Read the following words carefully, consult a dictionary or thesaurus and give their synonyms (two each):**

(a) see (b) skip (c) rarely (d) annoy (e) forget (f) bluff (g) puzzle (h) careless (i) pop into (j) strange (k) amazing (l) recognize (m) trivial (n) disadvantage (o) familiar.

**Antonym:** a word opposite in meaning to another, for example:

| Word      | Antonym |
|-----------|---------|
| (a) meet  | avoid   |
| (b) small | big     |
| (c) good  | bad     |
| (d) clear | vague   |

**Read the following words carefully, consult a dictionary or thesaurus and give their antonyms (two each):**

(a) see (b) skip (c) rarely (d) annoy (e) forget (f) bluff (g) puzzle (h) careless (i) pop into (j) strange (k) amazing (l) recognize (m) trivial (n) disadvantage (o) familiar.

**Adjective:** an adjective (abbreviated adj) is a word that modifies a noun or noun phrase or describes its referent and can tell:

|                       |                                       |
|-----------------------|---------------------------------------|
| Colour:               | red, blue, green, pink                |
| Size:                 | big, small, little, short, large      |
| Shape:                | round, square, triangular             |
| Texture:              | smooth, hard, bumpy, furry,           |
| Taste:                | bitter, sweet, tangy, sour,           |
| Odor:                 | stinky, fragrant, salty, fresh,       |
| Number:               | few, many, sparse, two,               |
| Sound:                | harmonious, pleasant, loud, faint     |
| Weather:              | cloudy, clear, dry, sunny             |
| Negative Personality: | arrogant, boastful, cunning, careless |
| Positive personality: | smart, kind, down to earth            |

**And we add suffixes** (*ical, al, ial, ish, ly, ous*) to **nouns** to **form adjectives**, for example:

| Word     | + | Suffix | = Adjective  |
|----------|---|--------|--------------|
| alphabet |   | ical.  | alphabetical |
| angel.   |   | ic.    | angelic      |
| book.    |   | ish.   | bookish      |

Read the lesson "How Teachers Learn" and pick out adjective and categorize them (as Colour, size, shape, texture, taste, odor, number, sound, weather, positive and negative) and select (at least 20 nouns the lesson) and add suffixes to them to form adjectives.

