

**“Enhancing the Skill of Framing Questions among Standard V Students  
through Language Activities”**

## **Action Research**

*By*

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*Submitted to*

**District Institute of Education and Training,**

**Vanaramutti - 628 721, Thoothukudi District.**

**State Council of Educational Research and Training,  
Chennai.**

2017-2018

## DECLARATION

I hereby declare that this action research entitled “**Enhancing the Skill of Framing Questions among Standard V Students through Language Activities**” is a record of research work done by me at the District Institute of Education and Training, Vanaramutti, Thoothukudi District to submit to the State Council of Educational Research and Training, Chennai. I also declare that this work has not been submitted either in full or in part by any other researcher at any institution.

Place :

Signature of the Investigator

Date :

(G.K.MURUGHESUN)

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## **CERTIFICATE**

This is to certify that the action research entitled “**Enhancing the Skill of Framing Questions among Standard V Students through Language Activities**” is a record of research work done by *Mr.G.K.Murughesun*,Senior Lecturer, District Institute of Education and Training, Vanaramutti at the District Institute of Education and Training, Vanaramutti, Thoothukudi District and submitted to the State Council of Educational Research and Training, Chennai.

I further certify that this research work has not been submitted either in full or in part by any other researcher at any institution.

Place :

Signature of the Principal

Date :

## ACKNOWLEDGEMENT

It gives me great pleasure to extend my profound gratitude to the Director and Joint Directors of State Council of Educational Research and Training, Chennai for sanctioning to do this Action Research.

I am thankful to *Dr.G.AntoBoopalarayen, M.A.,M.Phil.,M.Ed.,Ph.D.*,the Principal and all the faculty members of the District Institute of Education and Training, Vanaramutti for having helped me for the successful completion of the Action Research titled **“Enhancing the Skill of Framing Questions among Standard V Students through Language Activities”**.

I also extend my sincere thanks to Headmistress and teachers of Panchayat Union Middle School, Ilambuvanam who are handling English for the V standard for their whole hearted cooperation to undertake and complete this Action Research successfully.

*G.K.Murughesun,*  
Senior Lecturer, DIET,  
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## CONTENTS

<b>S.No.</b>	<b>Topic</b>	<b>Page No.</b>
1	Introduction	6
2	Statement of the Problem	7
3	Need for the Study	7
4	Significance of the Problem	8
5	Objectives of the Research	8
6	Probable causes for the Problem	8
7	Action Hypothesis	9
8	Methodology	9
9	Procedure	9
10	Intervention	10
11	Statistical Analysis	27
12	Findings	33
13	Recommendations	33
14	Conclusion	33
15	Bibliography	34
16	Annexure 1	35
17	Annexure 2	36
18	Annexure 3	38
19	Annexure 4	42
20	Annexure 5	44

# **“Enhancing the Skill of Framing Questions among Standard V Students through Language Activities”**

## **Introduction :**

Human being as a social animal has to communicate with others in the society. Language is a means for the people to communicate with others. It is a powerful tool of communication.

In our country, we have several states with different regional languages. People living in these states use their own languages for conversation, discussion, etc., But English is a language, which links them together.

English is being learnt and used all over the world not out of any imposition, but through the realization that it has certain inherent advantages.

The interaction between teacher and learners is the most important feature of the classroom.

## **Questioning**

Questioning is one of the most important area of teaching and learning. This is because of its central importance in the teaching and learning process.

Questions are crucial, when helping learners to acquire basic skills, for a better understanding to solve problems, to engage in higher-order thinking such as evaluation.

Questions may be asked by pupils as well as teachers. They are essential tools for both teaching and learning. Raising questions and knowing the right question to ask is an important learning skill that pupils need to be taught.

The learning of basic skills is enhanced by frequent questions. Opportunities to ask their own questions and seek their own answers will encourage pupils to provide feedback to each other. By understanding and questioning, students can

begin to construct the kind of dialogues that they can feel confident have most educational value. Student-generated questions also can lead to deep learning.

### **Framing Questions**

Most of the people think that asking questions is easy but answering question is difficult. Answering is not as difficult as asking a question. A grammatically correct and sensible question alone will get the answer we expect. Wrong worded and ambiguous questions confuse even those children who are ready and willing to answer the questions.

Another misconception teachers have is that asking question is the prerogative of a teacher and not the children. On the other hand, if children are trained to ask questions, it would be easy for them to answer the questions. Many children do not answer the questions in a test paper mainly because they don't understand the questions. They might have prepared well. If we give them adequate exposure and practice in asking questions they will be ready to tackle any test paper.

### **Statement of the problem**

Standard V Students of Panchayat Union Middle School, Ilambuvanam, Kovilpatti Block, Thoothukudi District have difficulty in Framing Questions in English language.

### **Need for the Study :**

The Investigator is working as a Senior Lecturer in District Institute of Education and Training, Vanaramutti. He noticed that Students of Standard V from Panchayat Union Middle School, Ilambuvanam, Kovilpatti Block, Thoothukudi District have difficulty in Framing Questions in English language. The students find difficulty in Framing Questions in English language while speaking and

writing English. Framing Questions makes spoken and written communication easy. It establishes to a large extent a person's educational level. So the Investigator felt the importance of conducting an Action Research in order to solve this problem. He understood that through language activities both individual and group, the teacher can help the students to solve the problems in Framing Questions in English.

### **Significance of the Problem :**

Questions are among the most powerful teaching learning tools and Questioning practices can significantly enhance the quality of teaching learning. Requiring students to create their own questions can elicit a greater understanding of the lessons.

### **Objectives of the Research :**

- To diagnose the reason for the problem among the students of Standard V from Panchayat Union Middle School, Ilambuvanam, Kovilpatti Block, Thoothukudi District having difficulty in Framing Questions in English language.
- Improving the Skill of Framing Questions in English language among the students of Standard V from Panchayat Union Middle School, Ilambuvanam, Kovilpatti Block, Thoothukudi District through language activities.

### **Probable Causes for the Problem :**

- i. Lack of experience in Framing Questions.
- ii. Inadequate exposure to English language and
- iii. Inadequate usage of English language.

## **Action Hypothesis :**

Framing Questions among Standard V Students can be enhanced through language activities.

## **Methodology :**

### **Sample**

The sample for the study was taken from Standard V of Panchayat Union Middle School, Ilambuvanam, Kovilpatti Block, Thoothukudi District, Tamilnadu. **30** Students of Standard V from Panchayat Union Middle School, Ilambuvanam, Kovilpatti Block, Thoothukudi District were considered for the study. The sample was limited to 30 to make teaching effective.

### **Tools used**

Teacher made test.

### **Design**

Single group design was adopted for this study. A sample of 30 students of Standard V from Panchayat Union Middle School, Ilambuvanam, Kovilpatti Block, Thoothukudi District were selected at random. The research was conducted in three phases.

### **Procedure**

#### **Phase 1**

Question was prepared. (*Annexure I*)

Pre test was conducted using the Question.

On analysing the responses of the sample in the pre test, it was found that the reasons for the lack in spelling among the students were:

- i.Lack of experience in Framing Questions.
- ii.Inadequate exposure to English language and
- iii.Inadequate usage of English language.

## **Phase 2**

### **Intervention:**

#### **Activity 1:**

- The sample was taught the types of common questions with examples.

There are two types of common questions.

1. ‘Wh’ questions.

‘Wh’ questions are also called information questions.

They begin with Question words.

*Example:*

What is this ?

Where is your pen ?

Why are you late ?

Who is your teacher ?

2. Verb questions.

Verb questions are also called Yes / No questions.

They begin with the helping verb and require Yes / No as answer.

*Example:*

Are you happy ?

Can you ride a bicycle ?

Will you be here tomorrow ?

## Activity 2:

- The sample was taught the Question words which are used in ‘Wh’ questions / information questions.

‘Wh’ questions begin with a question word usually ‘Wh’. And each question word aims at getting a specific aspect as answer -

### Question Words:

What - choice is wider

Which - choice is limited

When - time

Where - place

Why - reason

Who - doer

How - manner in which the action is done

## Activity 3:

- The sample was taught the distinction between “What” and “Which”.

### *The distinction between what & which*

*Example:*

Suppose we go to a textile shop.

The first question from the shop keeper is, “What do you want, sir?” - Choice is wider because the shop has materials for men, women, children.

Then we specify the item - *example:* sarees.

The next question from the shop keeper would be, “Which material?” – Silk, cotton, polyester, etc.

From a wider choice we are narrowing down to a limited area - viz.sarees.

We ask, “What are all the places you like in your state?” (choice is wider)

But we never ask a question, “What is your home town?”

But, “Which is your home town?”

Because the choice is very limited - only one place.

**Activity 4:**

- The sample was taught variety of uses of the question word “How”.

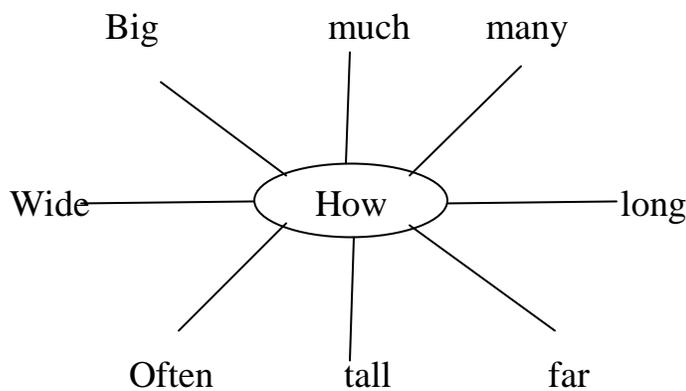
***The question word “How”***

Indicating manner or the way in which an action is done.

How do you go to school? (Manner)

How do you wash this?

Apart from this, “How” has a variety of uses.



*Note:* We never ask, “How many times do you go to films?” We say, “How often do you go to films?”

*Answer:* Once a month /twice a month.

**Activity 5:**

- The sample was taught how to split the main verb.

Learn to divide the ‘do’ verbs.

*Example 1:*

Play=do+ Play

Plays=does+ Play

Played=did+ Play

*Example 2:*

Teach=do+ Teach

Teaches=does+ Teach

Taught=did+ Teach

*Example 3:*

(Sometimes Have is used as the main verb)

Have=do+ have

Has=does+ have

Had=did+ have

### Activity 6:

➤ Lot of examples for framing ‘Wh’ questions to the answers were given.

**Framing “Wh” questions :** The right choice of the question word is very important to make a sensible ‘Wh’ question. We can use the following structure to frame questions.

Question word + helping verb + S + main verb ± complement

↓                    ↓                    ↓                    ↓                    ↓  
QW       +       hv       + S +       mv       ±       C

We should have in our mind the answer we expect from the children so that we can use the apt question word. Here are a few examples:-

1. Sheela can jump upto 50 metres high.

We shall use the structure and frame the question to get the underlined answer.

How high can Sheela jump?

↓            ↓            ↓            ↓  
Qw       hv       S       mv

2. We shall meet here on Monday.

When shall we meet here ? (Indicating time)

↓   ↓   ↓   ↓

Qw   hv   S   mv

For the same sentence if the information is focused on 'here' like -

We shall meet here on Monday.

The question would be,

Where shall we meet on Monday? (indicating place)

↓   ↓   ↓   ↓

Qw   hv   S   mv

So remember the formula,

Qw + hv + S + mv ± C

Apply this to frame questions for sentences having two verbs - i.e., main verb + helping verb.

There are sentences which have only one verb simple present and simple past.

*Example 1:*

We whitewash our house once in five years.

How many verbs are here in this sentence?

Only one viz., whitewash

There is no helping verb.

What is the information we require?

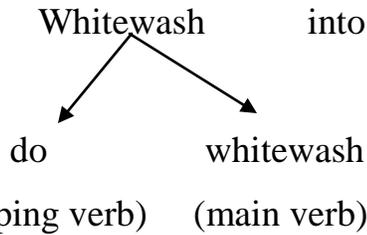
Once in five years.

So, What's the right question word? (indicating frequency)

How often - (indicating frequency)

We need helping verb.

We have to split the main verb.

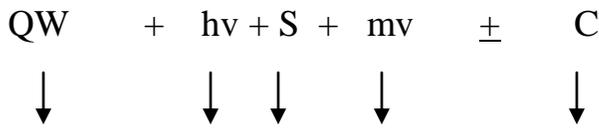


*Note:* Why ‘do’? because the verb is in the simple present.

If it is ‘whitewashes’ it would be does + whitewash.

If it is whitewashed, it would be did + whitewash.

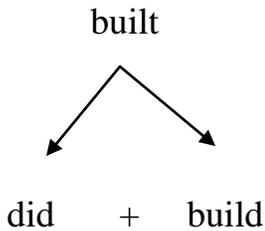
Now let’s apply the formula



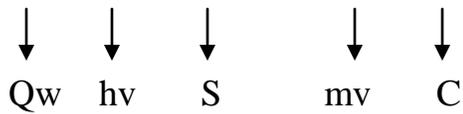
How often do you whitewash your house?

*Example 2:*

The children built the sand castle on the beach.



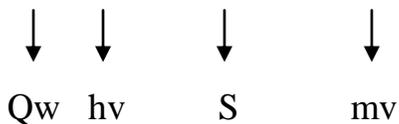
Where did the children build the sand castle?



**If the focus is on sand castle -**

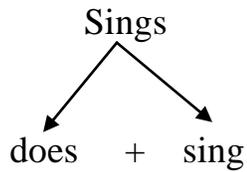
The children built the sand castle on the beach.

What did the children build on the beach?



*Example 3:*

Mary sings very well



How does Mary sing ?



Qw hv S mv

Exceptions to the rule -

There are certain sentences to which we can't apply the same formula to frame question.

### **Exception - 1**

'Be' sentences.

In sentences having a 'be' form, there's only one verb

*Examples:*

1. I am a teacher.
2. Jothi is my sister.
3. We are in Madurai.
4. There are 80 children in my class.

These verbs cannot be split.

So we can't apply the formula.

Here the word order changes to make the question-

1. I am a teacher.

Question : What are you?

2. Jothi is my sister.

Question :Who is your sister?

3. We are in Madurai.

Question :Where are you from?

4. There are 80 children in my class.

Question :How many children are there in your class?

## **Exception - 2**

Subject questions.

Questions that require the subject (does) as answer are called subject questions.

We can't apply the formula  $Qw + hv + s + mv + c$  to such questions.

*Example:*

1. Lara hit a double century.

Question : Who hit a double century?

Here the answer is the subject (doer).

So we just replace the subject by 'who' and easily make the question.

2. Graham Bell invented telephone.

Question : Who invented telephone?

3. He drew this picture.

Question : Who drew this picture?

Let's sum up the discussion.

1. Framing question applying the formula

$Qw + hv + s + mv \pm c$

(where there are two verbs in a sentence viz. one helping verb + one main verb)

2. For sentences which have only one verb (do, does, did)

(simple present and simple past).

Split the main verb, get the helping verb and then apply the formula.

3. Exception to the formula.

1. 'Be' sentences - change in word order.
2. by who.

Answers	Questions
My name is Gopu.	What is your name?
Mr.Kant is my father.	Who is your father?
Mr.Kant is a merchant.	What is Mr.Kant?
I am Sankar.	Who are you?
I am a pupil.	What are you?
I am fourteen years old.	How old are you?
The station is a mile away from here.	How far is the station from here?
There are fifty members in our club.	How many members are there in your club?
He will return tomorrow.	When will he return?
We are helped by our uncle.	By whom are you helped?
They have gone to Madras.	Where have they gone?
He sells mangoes.	What does he sell?
They bring water from the river.	What do they bring from the river? From where do they bring water?
His father punished him for telling lies.	Why did his father punish him?

**Note:** These questions are called specific questions. 'Interrogative words' (pronouns, adjectives, adverbs) introduce these questions. They are: who, whose, whom, which, what, where, when, how, why, how many, how far, how long, how often .....

**Activity 7:**

➤ Practice was given using substitution tables for making specific questions.

**Substitution tables for making specific questions.**

What	is	this? that?
	are	these? those?

Where	is	my	pen? pencil? book?
	are	your	pens? pencils? books?
Who	is	my our	teacher? student?
	are	your his her their	teachers? students?
When	is	my our your	exam? holiday? result?
	are	his her their	exams? holidays? results?

How	is	my our	sister? teacher?
	are	your his her their	sisters? teachers?

### Activity 8:

- The sample was taught verb questions / Yes or No questions.
- a. Change the position of the verb and the subject to make questions for the ‘Be’ verbs. (am, is, was, are, were)

*Examples:*

1. He is a teacher.

He – Subject

Is – Verb

Question: Is he a teacher?

2. They are ready.

They - Subject

are – Verb

Question: Are they ready?

*Note:*

- ★ Start with the capital letter.
- ★ End with a question mark.
- ★ Remember to change the pronouns. (I – You, We - You, etc.)

3. We are busy.

Question: Are you busy?

*Exception :*

the 'be' verb 'am' may have two answers.

4. I am the winner.

Question1: Am I the winner? (asking questions to yourself)

Question2: Are you the winner? (asking questions to others)

b. Insert the subject in between the helping verb and the main verb for the followings.

*Examples:*

1. Mohan is going to Madurai.

Mohan - Subject

Is – Helping verb

Going – Main verb

Question: Is Mohan going to Madurai?

2. Rani has finished the work.

Rani - Subject

Has – Helping verb

Finished – Main verb

Question: Has Rani finished the work?

c. Sometimes Have is used as the main verb.

*Example:*

I have a toy.

Have=do+ have

Has=does+ have

Had=did+ have

Question1: Do I have a toy? (asking questions to yourself)

Question2: Do you have a toy? (asking questions to others)

- d. To make questions for the ‘do’ verbs, divide the verb into two parts and write the subject in between them.

*Examples:*

1. They play Cricket.

Do they play Cricket?

2. He plays Cricket.

Does he play Cricket?

3. They played Cricket.

Did they play Cricket?

4. Mr.Mani taught them English.

Did Mr. Mani teach them English?

5. The girls have pens and books.

Do the girls have pens and books?

6. Sheela has a new car.

Does Sheela have a new car?

7. Rama had a headache.

Did Rama have a headache?

- e. Change the position of the verb and the subject to make questions for the ‘auxiliary’ verbs (*Can, could, may, might, will, would, shall, should, have, has, had, must, had to, ought to*)

*Examples:*

1. He can read.

Subject - He

Auxiliary verb - can

Main verb – read

Question: Can he read?

2. Johny will come.

Subject - Johny

Auxiliary verb - will  
 Main verb –come  
 Question: Will Johny come?

**Activity 9:**

➤ Lot of examples for framing verb questions to the answers were given.

**Study the following tables and learn to frame questions for given answers:**

Answers	Questions
Yes, my father is at home. No, my father is not at home.	Is your father at home?
Yes, you will get a pass. No, you (won't) will not get a pass.	Shall I get a pass?
Yes, you can do this sum. No, you cannot do this sum.	Can I do this sum?
Yes, he is going to Madras tomorrow. No, he is not going to Madras tomorrow.	Is he going to Madras tomorrow?
Yes, he has opened a shop. No, he has not opened a shop.	Has he opened a shop?
Yes, I play hockey. No, I do not play hockey.	Do you play hockey?
Yes, my pen writes well. No, my pen does not write well.	Does your pen write well?
Yes, he bought fruits. No, he did not buy fruits.	Did he buy fruits?

**Note:** These questions are called Inverted questions. They require 'yes' or 'no' answers.

**Activity 10:**

➤ Practice was given using substitution tables for framing verb questions.

**Simple Present Form**

Positive

I	work
We	play
You	do
They	like
He	works
She	plays
It	does
	likes

Interrogative

Do	I	
Do not	We	work?
(don't)	You	play?
	They	do?
Does	He	like?
Does not	She	
(doesn't)	It	

Negative

I		
We	do not	work.
You	(don't)	play.
They		do.
He	does not	like.
She	(doesn't)	
It		

**Present Continuous Form**

Positive

I	am	
He		working. eating. sitting.
She	is	
It		
We		
You	are	
They		

Interrogative

Do	I	
Am	he	working? eating? sitting?
	she	
Is	it	
	we	
Are	you	
	they	

Negative

I	am	
He		working. eating. sitting.
She	is	
It		
We		not
You	are	
They		

## Simple Past Form

Positive

I		
We		worked.
You		played.
They		cleaned.
He		liked.
She		
It		

Interrogative

	I	
Do	we	work?
Did	you	play?
Didn't	they	clean?
	he	like?
	she	
	it	

Negative

I		
We		work.
You		play.
They	didn't	clean.
He		like.
She		
It		

## Past Continuous Form

Positive

I		
He		was
She		working.
It		eating.
We		sitting.
You	were	
They		

Interrogative

	I	
Do	he	working?
Was	she	eating?
	it	sitting?
	we	
Were	you	
	they	

Negative

I			
He		was	
She			working.
It		not	eating.
We			sitting.
You	were		
They			

## Simple Future Form

Positive

I	shall	play. eat. work.
We		
He	will	
She		
It		
You		
They		

Interrogative

Do	I	play?
Shall	we	
Will	he	eat?
	she	work?
	it	
	you	
	they	

Negative

I	shall	play. eat. work.
We		
He	will	
She		
It		
You		
They		

## Present Perfect Form

Positive

I	have	finished. done. bought. taken.
We		
You		
They		
He	has	
She		
It		

Interrogative

Do	I	finished? done? bought? taken?
Have	we	
	you	
	they	
Has	he	
	she	
	it	

Negative

I	have not (haven't)	finished. done. bought. taken.
We		
You		
They		
He	has not (hasn't)	
She		
It		

### Activity 11:

- Worksheets in framing questions were given to the sample. (Annexure 3)

### Phase 3

Post test was conducted with the same Question used for pre test for the same sample of 30 students.

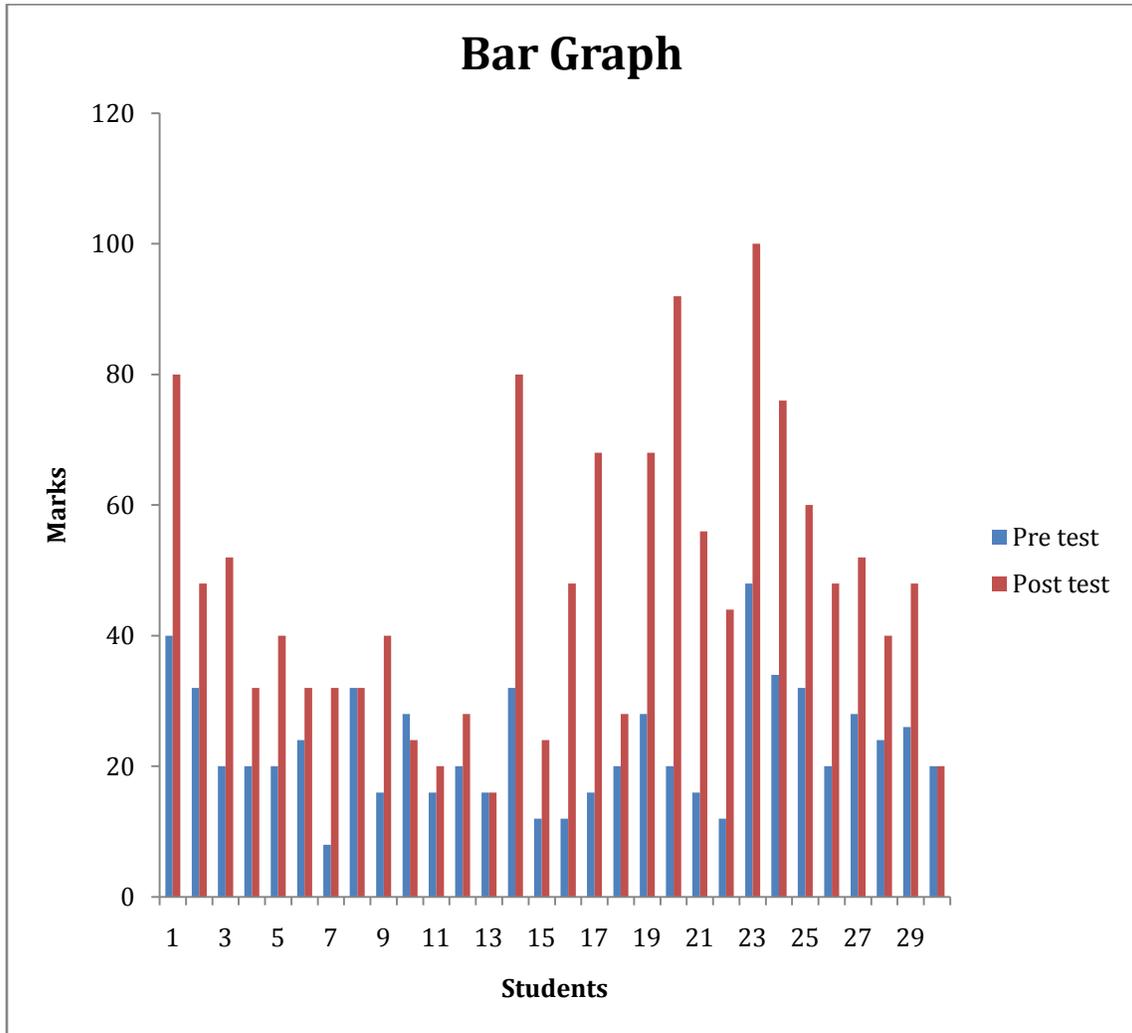
### Statistical Analysis:

The responses of the students for the Question in pre test and post test were compared.

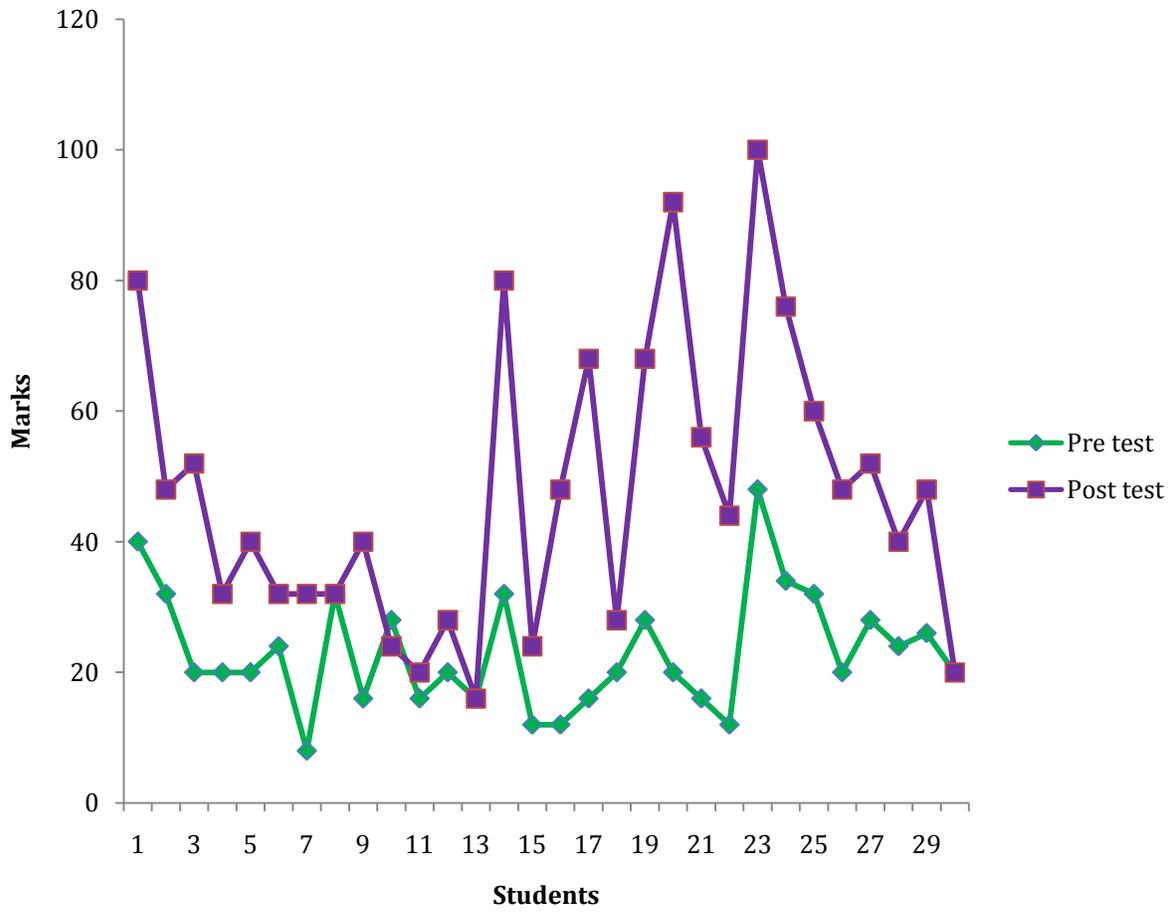
Scores of the sample of 30 students in the pre test and post test are as follows: (the scores are given in percentage)

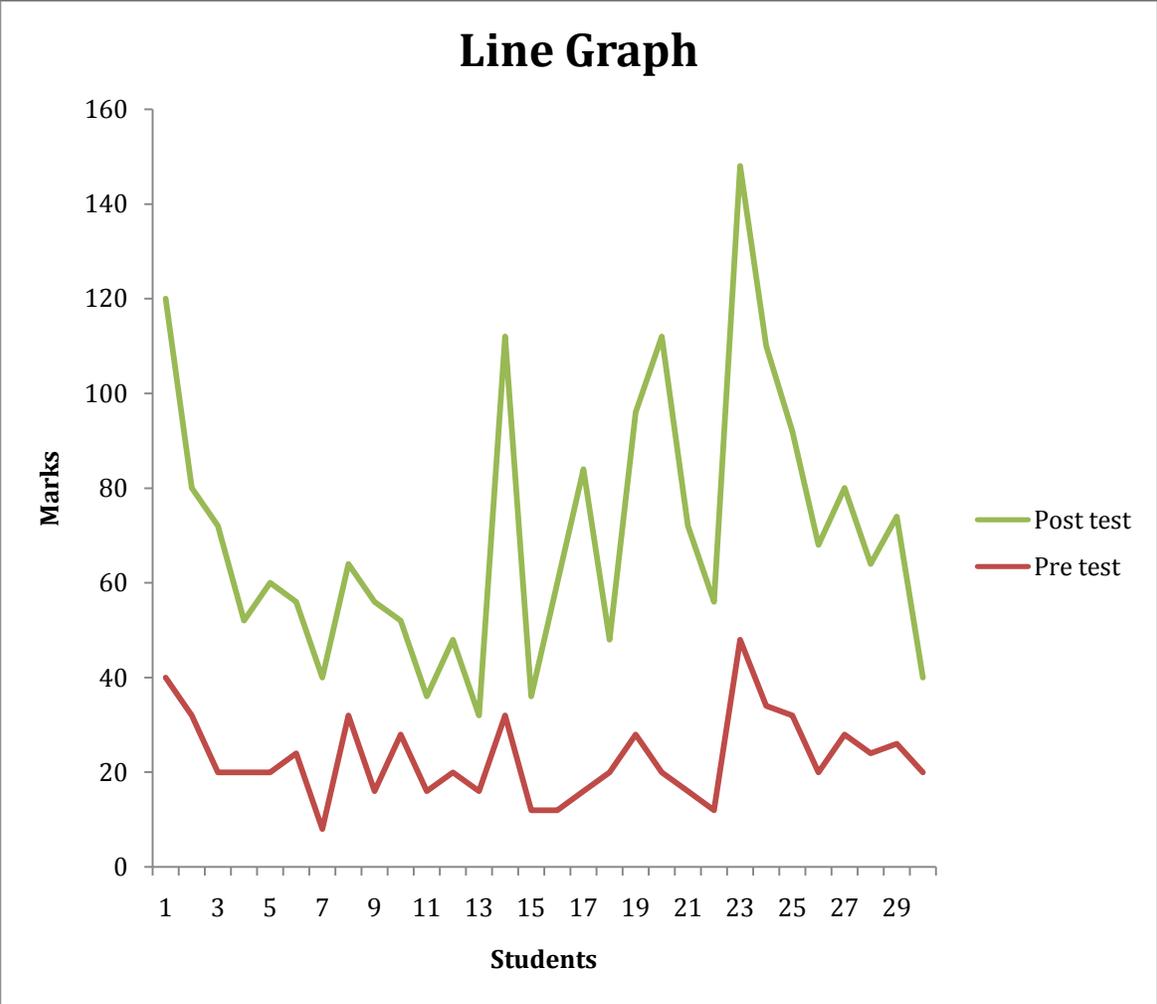
S.No.	Name	Marks	
		Pre test (100)	Post test (100)
1	M.Manibharathi	40	80
2	P.Ponkarthick	32	48
3	M.Sivagurunathan	20	52
4	S.Udhayakumar	20	32
5	P.Selvakumar	20	40
6	M.Saravanan	24	32
7	A.Madhan	8	32
8	K.Jeyakumar	32	32
9	V.Vetrivelmurugan	16	40

10	S.Jeyashree	28	24
11	C.Muneeswari	16	20
12	S.Ramya	20	28
13	C.Santhiya	16	16
14	M.Sethumallika	32	80
15	T.Jamuna	12	24
16	P.Kaleeswari	12	48
17	G.Dhanalakshmi	16	68
18	S.Santhiya	20	28
19	G.Aarthi	28	68
20	K.Muneeswari	20	92
21	M.Kaviyalakshmi	16	56
22	S.Jothinayaki	12	44
23	V.Jothilakshmi	48	100
24	A.Abinaya	34	76
25	M.Muneeswari	32	60
26	A.Selvalakshmi	20	48
27	S.Eswari	28	52
28	K.Kalpana	24	40
29	R.Deepa	26	48
30	J.Mallika	20	20
	<b>Total</b>	692	1428
	<b>Average</b>	23.06667	47.6

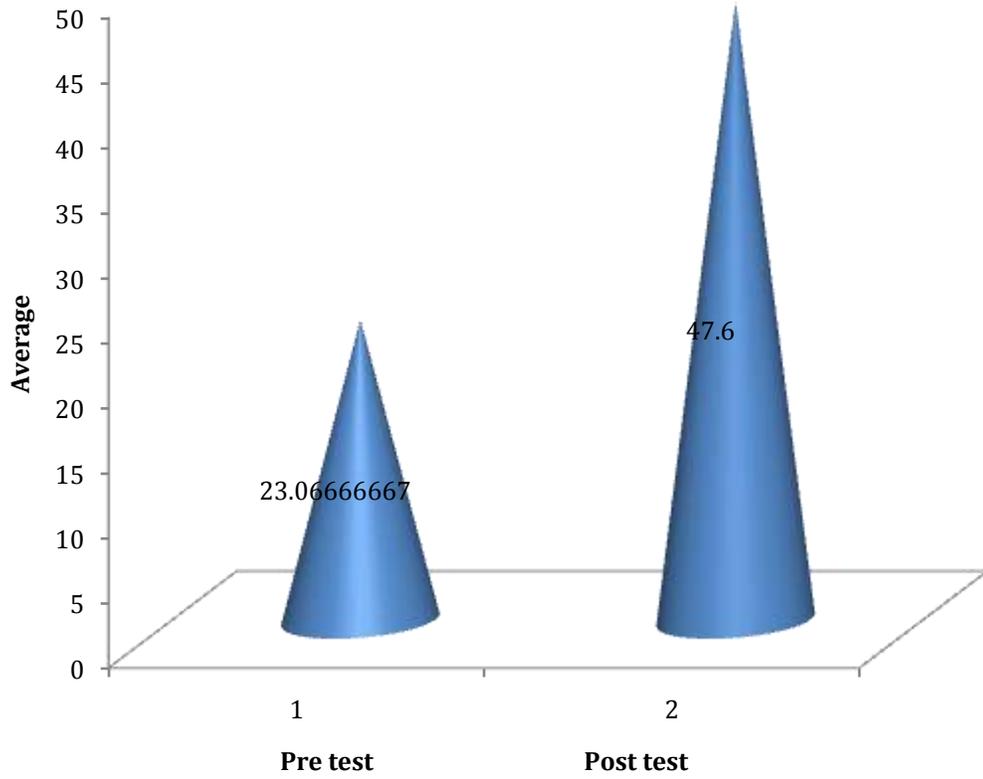


# Frequency Polygon





### Comparison of Average Scores



**Findings:**

1. The average scores of the group before and after the treatment are 23.07% and 47.6% respectively.
2. The average score of the group after the treatment has increased by 24.53%. This is due to the intervention given by the investigator.
3. The scores of 8 students have increased more than 40 % in the post test and the scores of another 10 students have increased more than 20 % in the post test. This shows that their ability to frame questions has improved considerably due to the treatment given by the investigator.

**Recommendations:**

- The same action research can be carried out in standard V in different schools.
- The intervention given by the researcher may be given to all the students.
- The impact of the intervention in enhancing the quality of learning among the students may be studied.
- The same action research can be carried out in different classes.

**Conclusion:**

Framing questions will help in Questioning as thinking (QAT) framework. Questioning as thinking (QAT) framework is a strategy, where students are encouraged to generate questions to aid in their exploration or understanding of a subject matter. Students are expected to independently monitor their learning by asking themselves questions such as, “What are my goals for learning?” and “Does this material make sense to me?” Teachers can facilitate QAT. Once the QAT strategy has been modeled by the teacher, students may be asked to formulate their own questions, answers, and thought processes during classroom discussions.

Questioning will help the learners

- to interest, engage and challenge;
- to check on prior knowledge and understanding;
- to stimulate recall, mobilising existing knowledge and experience in order to create new understanding and meaning;
- to focus their thinking on key concepts and issues;
- to extend their thinking from the concrete and factual to the analytical and evaluative;
- to lead through a planned sequence which progressively establishes key understandings;
- to promote reasoning, problem solving, evaluation and the formulation of hypotheses;
- to promote their thinking about the way they have learned.

To sum up, learning of basic skills is enhanced by frequent questions. Student-generated questions also can lead to deep learning. Hence the intervention given by the researcher may be given to all the students to enhance the skill of framing questions.

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# Annexure 1

## Pre test / Post test Question

Standard V

Max.Marks:25

- I. Choose the correct option: (5 x 1 = 5)
1. .... I come in madam? (May / How / What)
  2. .... you eating? (When / Are / Is)
  3. .... is your father? (When / Who / Was)
  4. .... they finished? (Have / Which / Will)
  5. .... he play? (What / Do / Does)
- II. Fill in the blanks with correct word from the list: (5 x 1 = 5)  
(How, Can, Do, Which, Where)
1. .... is your native place?
  2. .... you play hockey?
  3. .... many members are there in your family?
  4. .... are you coming from?
  5. .... I do this sum?
- III. Fill in the blanks: (5 x 1 = 5)
1. .... is your name?
  2. .... are you going?
  3. .... you have brother?
  4. .... are you late?
  5. .... will you get up?
- IV. Frame questions for the following: (5 x 1 = 5)
1. He will return tomorrow.
  2. My father is a farmer.
  3. Bharathi wrote this poem.
  4. Yes, I will study well.
  5. Yes, I am happy.
- V. Read the given passage and frame any five questions for comprehension: (5 x 1 = 5)
- London is the largest city in Europe. It has held this title for over four hundred years. Over seven million people call London, the capital of the United Kingdom, home. One in ten people, who live in the United Kingdom, live in London. Three hundred fifty thousand people travel each day into London to work.
- Due to London's location, it is a very dry all year. Although it is dry, London is often very cloudy. On average it rains mildly just about every other day.
- More than a hundred of the world's major companies have their headquarters in London, making the city a major world influence. Most people from London work in a job that involves printing or publishing.

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## Annexure 2

### Pre test / Post test Question – Answer Key

Standard V

Max.Marks:25

- I. Choose the correct option: (5 x 1 = 5)
1. May I come in madam? (May / How / What)
  2. Are you eating? (When / Are / Is)
  3. Who is your father? (When / Who / Was)
  4. Have they finished? (Have / Which / Will)
  5. Does he play? (What / Do / Does)
- II. Fill in the blanks with correct word from the list: (5 x 1 = 5)  
(How, Can, Do, Which, Where)
1. Which is your native place?
  2. Do you play hockey?
  3. How many members are there in your family?
  4. Where are you coming from?
  5. Can I do this sum?
- III. Fill in the blanks: (5 x 1 = 5)
1. What is your name?
  2. Where are you going?
  3. Do you have brother?
  4. Why are you late?
  5. When will you get up?
- IV. Frame questions for the following: (5 x 1 = 5)
1. He will return tomorrow. When will he return?
  2. My father is a farmer. What is your father?
  3. Bharathi wrote this poem. Who wrote this poem?
  4. Yes, I will study well. Will you study well?
  5. Yes, I am happy. Are you happy?
- V. Read the given passage and frame any five questions for comprehension: (5 x 1 = 5)
- London is the largest city in Europe. It has held this title for over four hundred years. Over seven million people call London, the capital of the United Kingdom, home. One in ten people, who live in the United Kingdom, live in London. Three hundred fifty thousand people travel each day into London to work.
- Due to London's location, it is a very dry all year. Although it is dry, London is often very cloudy. On average it rains mildly just about every other day.
- More than a hundred of the world's major companies have their headquarters in London, making the city a major world influence. Most people from London work in a job that involves printing or publishing.

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Any five questions

1. Which is the largest city in Europe?
2. Where is London?
3. When has London held this title?
4. How do over seven million people call London?
5. Which is the capital of the United Kingdom?
6. How many people of United Kingdom, live in London?
7. How many people travel each day into London?
8. Why do three hundred fifty thousand people travel each day into London?
9. How is the weather in London?
10. How many companies have their headquarters in London?
11. Where do most people from London work?
12. Is London the largest city in Europe?
13. Is London very dry?
14. Is London very cloudy?
15. Is London, the city of major world influence?

**Annexure 3**

**Worksheet 1**

**Frame questions for the following answers.**

1. ....

Ans: My sister is three years old.

2. ....

Ans: My mother is a doctor.

3. ....

Ans: My father works in a bank.

4. ....

Ans: My brother's name is James.

5. ....

Ans: I like science fiction.

6. ....

Ans: My father gave me this watch.

7. ....

Ans: I spend my holidays at my grandmother's place.

8. ....

Ans: Dickens is my favorite writer.

9. ....

Ans: Yes, I collect stamps.

10. ....

Ans: I have two brothers and one sister.

## Worksheet 2

Do the exercises on *question words*.

### I. Choose the correct question words

- do you live? - I live in London.
- 's that girl? - She's my sister.
- do you go to school? - By bus.
- do banks open? - At ten O'clock.
- are you wearing that coat? - Because it's cold!

### II. Choose the correct question word

- are you going tomorrow?
- are you traveling?
- would you like to have for dessert?
- are you crying ?
- one do you like?
- do you feel today?
- time are leaving?
- book is this?
- has broken this vase?
- don't you see a doctor?

### III. Write question about the words in bold.

Example: He drank **juice**.

What did he drink?

- They went to **Spain**.
- He writes **novels**.
- Lacy** likes soccer
- The girls watched **a serial**.
- He discovered **the truth**.

### Worksheet 3

**Read the following example of statements and questions.**

1. He will start at ten in the morning.

When will he start?

2. They will stay in a hotel near the fort.

Where will they stay?

Here the statements are the answers to the questions that follow them.

#### **Exercise**

**Read the following sentences and frame appropriate questions.**

1. Ravi will prepare the draft today itself.
2. The men pulled the animal out using ropes.
3. You will find the keys on the table.
4. The man at the gas station will help you.
5. They will close the shop at 9 pm.
6. We can rely on her promises.
7. I shall write to the manager.
8. You will be treated as a friend.
9. She will invite the CEO as the Chief Guest.
10. They will see the Niagara Falls during their trip to Canada.

## Worksheet 4

### Frame Wh-Question to get Underlined Part as an Answer

1. Dr. Khan had a golden touch.
2. He dedicated his book “Ignited Mind” to Snehal Thakhar.
3. The writing of Jyotirao Phule inspired him.
4. Bhaurao Patil was born on 22<sup>nd</sup> September, 1887.
5. Bhaurao Patil was born at Khumbhoj.
6. We stopped by for breakfast at Mussouri.
7. He failed because he did not work hard.
8. Life is struggle.
9. The speech should be clear.
10. The Brahmaputra is known for flash flood?
11. She speaks English fluently.
12. The town is famous for its Shiva temple.
13. I brought them up like twins
14. Geologists call this movement as 'continental drift'.
15. Laughter is called as inner jogging.
16. He was disappointed because he could not reach there in time.
17. She taught me to read.

**Annexure 4**  
**Answers for the Worksheets**

**Worksheet 1**

1. How old is your sister?
2. What is your mother?
3. Where does your father work?
4. What is your brother's name?
5. Do you like science fiction?
6. Who gave you this watch?
7. Where do you spend your holidays?
8. Who is your favorite writer?
9. Do you collect stamps?
10. How many brothers and sisters do you have?

**Worksheet 2**

I.	II.	III.
1. Where	1. Where	1. Where did they go?
2. Who	2. How	2. What did he do?
3. How	3. What	3. Who likes soccer?
4. When	4. Why	4. What did the girls watch?
5. Why	5. Which	5. What did he discover?
	6. How	
	7. What	
	8. Whose	
	9. Who	
	10. Why	

### Worksheet 3

1. When will Ravi prepare the draft? / Who will prepare the draft today itself?
2. What did the men pull out using ropes? / How did the men pull the animal out?
3. Where will you find the keys? / What will you find on the table?
4. Who will help you? / What will the man at the gas station do?
5. When will they close the shop?
6. Can we rely on her promises? / On whose promises can we rely?
7. Whom shall I write to?
8. How will you be treated?
9. Whom will she invite as the Chief Guest?
10. What will they see during their trip to Canada? / When will they see the Niagara Falls?

### Worksheet 4

<ol style="list-style-type: none"><li>1. Who had a golden touch?</li><li>2. Who did he dedicate his book "Ignited Mind"?</li><li>3. Whose writing did inspire him?</li><li>4. When was Bhaurao Patil born?</li><li>5. Where was Bhaurao Patil born ?</li><li>6. Why did we stop by at Missouri?</li><li>7. Why did he fail?</li><li>8. What is life?</li><li>9. How should be the speech?</li></ol>	<ol style="list-style-type: none"><li>10. Which river is known for flash floods?</li><li>11. How does she speak English?</li><li>12. What is the town famous for?</li><li>13. How did I bring them up?</li><li>14. Who call this movement as 'continental drift'?</li><li>15. What is called as inner jogging?</li><li>16. Why was he disappointed?</li><li>17. What did she teach me ?</li></ol>
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## Annexure 5

### Abstract of the Action Research

1. Name of the Topic :

Enhancing the Skill of Framing Questions among Standard V Students through Language Activities.

2. Name of the Faculty :

G.K.Murughesun, Senior Lecturer, DIET, Vanaramutti

3. Subject : English

4. Research conducted in Panchayat Union Middle School, Ilambuvanam, Kovilpatti Block, Thoothukudi District.

5. Target group (sample) : 30 Nos.

6. Problem identified :

Standard V Students of Panchayat Union Middle School, Ilambuvanam, Kovilpatti Block, Thoothukudi District had difficulty in Framing Questions in English language.

7. Intervention :

➤ The sample was taught

- the types of common questions with examples.
- Question words which are used in ‘Wh’ questions / information questions.
- The distinction between “what” and “which”.
- variety of uses of the question word “how”.

- how to split the main verb.
- Lot of examples for framing ‘Wh’ questions to the answers were given.
- Practice was given using substitution tables for making specific questions.
- The sample was taught verb questions / Yes or No questions.
- Lot of examples for framing verb questions to the answers were given.
- Practice was given using substitution tables for framing verb questions.
- Worksheets in framing questions were given to the sample.

#### 8. Outcome / Findings : (50 words)

- The scores of the tests show that there is improvement in the post test than the pre test.
- This improvement is due to the intervention given by the researcher.

#### 9. Recommendations :

- The same action research can be carried out in standard V in different schools.
- The intervention given by the researcher may be given to all the students.
- The impact of the intervention in enhancing the quality of learning among the students may be studied.
- The same action research can be carried out in different classes.

#### 10. Conclusion :

- The learning of basic skills is enhanced by frequent questions. Student-generated questions also can lead to deep learning. Hence the intervention given by the researcher may be given to all the students.