

BIHAR LANGUAGE INITIATIVE FOR SECONDARY SCHOOLS (BLISS)

English for All: Teacher Development Films



DVD and workbook
with answer key



Developing English language reading skills
in the secondary classroom

Bihar English Language Initiative for Secondary Schools (BLISS)
TEACHER DEVELOPMENT FILMS
DVD and workbook

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Introduction

Welcome to the Teacher Development Films DVD and workbook. This resource is part of the Bihar Language Initiative for Secondary Schools (BLISS). BLISS is a state-wide teacher development project run in partnership by British Council India, Bihar Madhyamik Siksha Parishad and the Department for International Development (DfID), United Kingdom.

The main aim of the Teacher Development Films resource is to demonstrate how to teach reading skills at the secondary school level. After using the DVD and workbook, teachers will be better able to:

- identify the stages of a reading lesson
- understand why it is a good idea to use learner-centred methodologies for teaching reading
- plan how they can apply interactive techniques for teaching reading in their classroom
- observe teachers doing reading lessons with secondary level learners in Bihar and think about how they can improve their own classroom teaching.

This resource gives teachers the opportunity to observe their peers, analyse the learner-centred approach the teachers are using and reflect on their own classroom teaching. The demonstrated activities are designed to motivate learners and encourage them to engage more deeply with the topics and language they are learning about.

The approach to teaching reading followed on the DVD and in the workbook is based on the British Council's beliefs about English language teaching.

- English is best acquired through **communication** and learners should be given as much opportunity to use it in the classroom as possible.
- **Collaboration** through task-based group and pair work has a positive effect on learning.
- Teachers and learners become motivated and develop a positive attitude to learning when it is **engaging and fun** and relates directly to their needs and context.
- Change can only be achieved if teachers are encouraged to **reflect** on current teaching practice and their personal beliefs about teaching and learning.
- Learning is a **lifelong process** and teachers need to be encouraged and supported to take responsibility for their continuing professional development.
- The relationship between the teacher and learner or the teacher and trainer is fundamentally important and should be based on **mutual respect and understanding**.

We hope you find this DVD film series and workbook pack useful for your professional development. Please read through the 'Guide to the course' on the next page carefully before you begin.

Guide to the course

This resource includes a DVD and a workbook with answer key. You can use these either as a **self-access resource**, working alone or **with a group of teachers**, sharing your learning and ideas.

The resource is organised into two parts.

Part 1: How to do a reading lesson

This part of the resource includes short clips on five stages of a reading lesson. These are:

- Warmers
- Pre-reading
- While reading: skimming
- While reading: scanning
- Post-reading

The clips contain clear models of how you can set up each stage and its activities in a learner-centred classroom.

Part 2: Sample reading lessons

This part of the resource includes three sample reading lessons. Watch the lessons to find out how you can put the five stages from Part 1 together. You can read the full lesson plans in the appendices of the workbook.

The workbook will help to guide your learning when you watch the film clips on the DVD. It will help you follow and learn the new techniques shown in each clip. It also provides opportunities for you to reflect on and think about your own teaching.

Step-by-step guide

- 1 Insert the DVD.
- 2 On the **Main Menu** screen, click on **Guide to the course**. Watch the video.
- 3 Go to the **Course menu** screen. Click on **Part 1: How to do a reading lesson** or **Part 2: Sample reading lessons**.
- 4 Watch the **Introduction** video clip for the section you choose to watch.
- 5 Complete the **Before you watch** activities in the workbook.
- 6 Follow the instructions in the workbook and watch the main video clip.
- 7 Complete the **Video watch** and **After you watch** workbook activities.
- 8 Read the **Summary of learning** and the **Extra resources** sections of the workbook.

Further tips for your learning

- At the back of the workbook is the **Glossary**. You can look up useful words related to English language teaching here.
- The **Answer key** for all sections is included at the end of workbook.
- You can watch each clip as many times as you like. Click on the **Play again** option at the end of each clip to watch again.
- Please tell us what you think of the resource. Complete the feedback form at the back of this workbook and mail it to: **English Partnerships Team (BLISS), British Council, L&T Chambers 1st floor, 16 Camac Street, Kolkata 700 017.** Alternatively, complete the feedback form online here:
<https://www.research.net/s/BLISSfilms>
- Please email your comments or questions to **partnerships.ei@britishcouncil.org**

Good luck and enjoy the films!

Part 1:

How to do a reading lesson

Stage 1: Warmers

A warmer activity is usually the first stage of a lesson. This is often a fun activity like a game.

Watch **Stage 1: Warmers** on the Teacher Development Films DVD. Complete the activities in this unit to learn more about using warmers in your classroom.

In this unit you will:

- look at how to start a lesson with a warmer
- identify why and how to use warmers in your classroom
- find out how to give clear instructions for a warmer activity.



The National Curriculum Framework says:

Teaching should aim at enhancing children's natural desire and strategies to learn.
NCF 2005 pg.viii

Read the quote above. What do you think are children's 'natural strategies to learn'?
Put a tick (✓) next to the best answers.

- Learning through games
- Learning by rote
- Learning by doing
- Learning by role playing/modelling

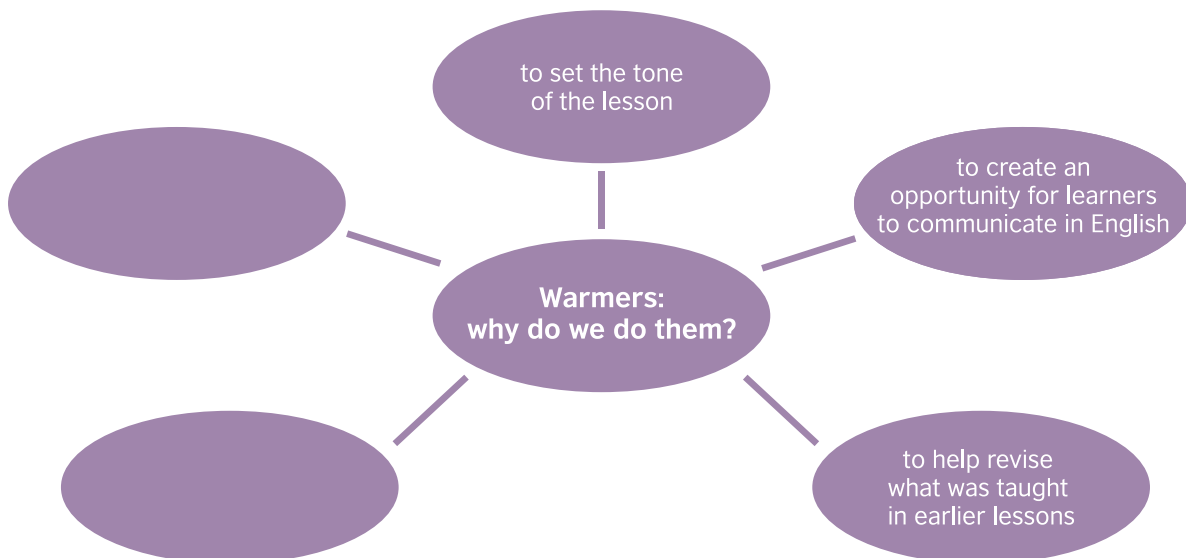


Click on the **Introduction** clip on the DVD. At the end of the clip, complete the **Before you watch** activity.

Before you watch

Look up the word 'Warmer' in the **Glossary** section of this book. Answer the questions below.

- 1 When do we use warmers in our lessons?
- 2 Look at the mind map below showing why it is a good idea to do warmer activities. Add two more ideas to the empty circles.



Quick questions!

Have you ever done a warmer activity in your classroom? How did you do it? Make some notes here.

When you have completed the **Before you watch** activity, click on **PLAY VIDEO: Warmer activities** on the DVD. Try to answer the questions under **Video watch**, while you watch the clip. You may want to watch the clip more than once.

Video watch

You are now going to watch two **Warmer activities** on the DVD. Read the questions in the first column quickly, before you watch the video. When you are ready, answer the questions while you watch.

	Warmer activity 1	Warmer activity 2
What is the name of the activity?		
What is the purpose of this activity? Why did the teacher do it?		
Do the learners work in groups or pairs during this activity?		
How does the teacher support and monitor the learners during this activity?		



Quick questions!

Which warmer activity would you like to try in your own classroom? Why did you choose this one?

Did you enjoy watching the two warmers? Now, complete the rest of the activities related to warmers in this workbook.

After you watch

In the two warmer activities, the teachers give instructions to the learners to help them understand what they need to do. It is important to think carefully about your instructions for all activities in the classroom.

Tips for instructions:

- 1 Instructions should be clear, short and simple.
- 2 You can use yes/no or short answer questions to check if learners have understood your instructions. For example: *Do you need to work in groups? How many people will you work with?*

The instructions that the teacher used to set up the **Slap the board** activity are given in the box, but the sentences are not in the correct order. Put the instructions into the correct order. Number the sentences 1–10. The first one is done for you.

Slap the board activity: instructions	
	We will have two teams of ten people: Team A and Team B.
	Both teams please come forward and face the board. Team A form a line to the right, Team B form a line to the left.
1	Good morning, everyone! Would you like to play a game?
	Look at the words on the board. When I call out the definition of the word, the teams listen carefully and decide which word I'm talking about.
	The team that slaps the correct word first gets one point.
	The team that scores the most points wins the game.
	Only the first person in each line should run to the board.
	When your turn is over, sit down.
	This game is called Slap the board .
	One person from each team should run to the board and 'slap' the correct word.



Quick questions!

Do you find it easy to give clear instructions in English? How can you improve your instructions? Choose one or two of the suggested ideas. Tick (✓) the ones that you think will work best for you.

- Practise writing down clear, short instructions before you start the lesson.
- Imagine how the activity will work in your classroom. Plan your instructions.
- Think about the problems your learners will face when they do the activity. Plan your instructions to help them with these problems.

Summary of learning

- It is a good idea to use warmers before starting a lesson.
- A warmer is usually a fun activity like a game.
- A warmer motivates learners and gets them interested in the lesson.

Activities you watched on the DVD

Activity 1: Slap the board

- Learners are divided into two teams.
- The teams stand in two separate lines in front of the board.
- The teacher chooses a topic based on the text they are about to read.
- He or she writes some words related to the topic in different places on the board. The learners should be familiar with these words.
- When the teacher calls out the definition of one of the words, the first person in each team runs to the board to 'slap' the word it matches.
- The team that slaps the correct word first wins a point.
- When all the words have been called out, the team with the most points wins.

Activity 2: Spidergram

- The teacher chooses a topic based on the text the learners are about to read.
- He or she writes the word inside a big circle in the middle of the board.
- He or she then draws lines on all sides, connected to the big circle – this should now look like a 'spider' with legs.
- The teacher then elicits some words related to the main topic from the learners.
- He or she writes the words at the end of each 'spider leg'. This is called a spidergram.

- The learners are divided into groups. Each group gets a sheet of paper and a marker. The learners choose one word from the board and make another spidergram.
- The learners work in groups and think about as many words as they can, related to the topic word they have chosen.
- The learners draw the spidergram and then put it up on the wall. The class does a quick walk around the classroom to see what the other groups have written.



Check your answers to the activities in the **Answer Key** section at the back of this workbook.

Extra resources

Here is some information on warmers that you might find useful.

Articles related to warmers

- teachingenglish.org.uk/knowledge-database/warmer
- teachingenglish.org.uk/article/warmers

More warmer activities

Warmer	Description
Round the board	<ul style="list-style-type: none"> • Give learners a theme, for example: jobs, things you take on holiday, food, etc. • Write the letters A to Z on the board. • Put learners into groups of four or five. • Ask each group to make a list of words linked to the theme. They must write at least one word beginning with each letter of the alphabet. • Set a time limit for the task (5–10 minutes) • The group with the largest number of words is the winner!

Warmer	Description
How many sounds can you hear?	<ul style="list-style-type: none"> • Learners sit in silence for two minutes. • They write down every sound that they hear. • Ask them to compare their lists with a partner. • Which student has got the longest list?
Mixed-up sentences	<ul style="list-style-type: none"> • Write a sentence on the board but mix up the word order. • The sentence can be based on a grammar structure they have learnt recently. For example to practise the present perfect continuous: <i>been has she all night studying</i> • Challenge the students to rewrite the original sentence. [Answer: she has been studying all night] • Check their answer, then give them some more sentences to unscramble.

Stage 2: Pre-reading

In this unit you will:

- find out why it is a good idea to do a pre-reading activity
- look at how to set up a pre-reading activity in the classroom
- explore some ideas for presenting new vocabulary during a pre-reading activity.



A pre-reading activity helps prepare learners for a reading lesson. The aim of this stage is to encourage learners to think about and to say what they know about a topic. This stage can also be used to teach or revise words from the text.

Watch **Stage 2: Pre-reading** on the Teacher Development Films DVD. Complete the activities in this unit to learn more about using pre-reading activities in your classroom.

The National Curriculum Framework says:

‘Intelligent guessing’ must be encouraged as a valid pedagogic tool. Quite often, children have an idea arising from their everyday experiences or because of their exposure to the media, but they are not quite ready to articulate it in ways that a teacher might appreciate. It is in this ‘zone’ between what you know and what you almost know that new knowledge is constructed.

NCF 2005 pg.17

Read the quote above. How can you encourage 'intelligent guessing' during the pre-reading stage of a lesson? Put a tick (✓) next to the best answers.

I can encourage 'intelligent guessing' ...

- by asking the learners to guess the topic of the text they are going to read, based on a photo or a set of words.
- by asking the learners to guess the meaning of a new word based on what they know about the topic.
- by asking the learners to make random guesses based on a limited understanding of words.
- by asking the learners to guess what they are going to read without showing them anything.



Click on the **Introduction** clip on the DVD. At the end of the clip, complete the **Before you watch** activity.

Before you watch

- 1 There are many activities that can be done at the pre-reading stage of a lesson.

Here are two types of activities you will watch on the DVD. What do you think these activities will involve? You can use the **Glossary** to help you. Make some notes below.

I think **Pre-teaching vocabulary** will involve: _____

I think **Listen and do** will involve: _____

- 2 Look at the photos below. Can you guess which photo matches each activity? Tick (✓) your answers. Watch the DVD video to check your answers.

Photo 1:

- Pre-teaching vocabulary
 Listen and do




Photo 2:

- Pre-teaching vocabulary
 Listen and do



Quick questions!

Have you done a pre-reading activity for your learners before? Make notes on the activity/activities you have done here.

 When you have completed the **Before you watch** activity, click on **PLAY VIDEO: Pre-reading activities** on the DVD. Try to answer the questions under **Video watch**, while you watch the clip. You may want to watch the clip more than once.

Video watch

You are going to watch two activities on the DVD. Before you watch, read the sentences below quickly. Watch the video clips. Put a tick (✓) in the True or False columns based on what you see.

Pre-reading activity 1		
	True	False
The teacher made a list of the new words from the text on the board.		
The teacher did a Listen and do activity.		
The teacher read the text aloud.		
The learners worked in groups and checked their answers with each other.		
The teacher asked the learners to keep their books open during the activity.		

Pre-reading activity 2		
	True	False
The teacher wrote new words from the text on the right-hand side of the board.		
The teacher pre-taught the new vocabulary from the text.		
The teacher introduced each new word in the same way.		
The learners guessed the meaning of some of the new words. The teacher did not tell them all the definitions.		
The learners were encouraged to use the dictionary to find the meaning of words they didn't know.		



Quick questions!

Which pre-reading activity would you like to try in your own classroom? Why did you choose this one?



Did you enjoy watching the two pre-reading activities? Now complete the rest of the activities related to pre-reading in this workbook.

After you watch

In the pre-teaching vocabulary activity, the teacher introduces new vocabulary in different ways. Look at some of the different ways that you can present new vocabulary.

Ideas for presenting new vocabulary	
a Using a dictionary definition	e Drawing/using pictures
b Guessing the meaning from context	f Using examples
c Using a real object	g Using mime or role play
d Using similar meaning words	h Using opposite meaning words

Now look at these words. Which of the ideas above can you use to present them? Write the letters next to each word. Remember: there is often more than one answer.

recipient _____	travel _____
message _____	destination _____
silent _____	industry _____
alphanumeric _____	mobile phone _____



Quick questions!

Here are some useful teaching-learning materials (TLM) that can be used for presenting vocabulary. Which of these tools do you think you can use in your classroom? Will your learners enjoy using them? Put a tick (✓) next to the ideas you can use.

Don't forget you can use the **Glossary** to help you.

- Flashcards
- Crossword puzzles
- Posters
- A vocabulary box

Summary of learning

Pre-reading is an important stage of a reading lesson. Pre-reading activities:

- introduce learners to the text they are about to read
- get learners interested in reading a text
- can involve a variety of activities like teaching new vocabulary, listening, predicting or speaking in groups about the topic.

Activities you watched on the DVD:

Activity 1: Listen and do

- The teacher writes down a list of words from the text the learners are about to read on the board.
- This list has some words that the learners are already familiar with and some new words. The teacher draws a checkbox next to each word on the board and asks the learners to copy the list into their notebooks.
- The teacher chooses a few paragraphs from the text and reads the text aloud.
- The learners listen and put a tick next to the words in the list that they hear the teacher read. They put a cross next to the words that they did not hear.
- When the teacher finishes reading, the learners work in groups and check their answers. The teacher asks some of the learners to come up to the board and mark their answers.

Activity 2: Pre-teaching vocabulary

- The teacher writes down a list of new vocabulary items from the text on the far right-hand side of the board.
- The teacher elicits the meaning of the words the learners already know.
- The teacher presents some new vocabulary items using different ways. These include giving examples, eliciting synonyms, doing a short role play and asking the learners to find the dictionary definitions.
- The teacher also helps the learners practise the pronunciation of some of the words using choral drilling.



Check your answers to the activities in the **Answer Key** section at the back of this workbook.

Extra resources

Here is some information on warmers that you might find useful.

Articles related to pre-reading

- On pre-reading and motivating learners: teachingenglish.org.uk/article/motivating-pupils-read
- On presenting new language: teachingenglish.org.uk/article/presenting-new-language
- On vocabulary records: teachingenglish.org.uk/article/vocabulary-records

More pre-reading activities

Pre-reading activity	Description
Topic quiz	<ul style="list-style-type: none"> • Set up a general knowledge quiz with questions for learners based on the topic of the text they are about to read. • The learners can work on the quiz individually or in groups. • The group that gets most answers right is the winner.
Brainstorming activity	<ul style="list-style-type: none"> • Give the learners the topic of the text or a related picture. • Ask the learners to write as many words as they can, related to the topic or picture. • The learners can work in groups or pairs or individually. • Set a time limit for the task (e.g. 5 minutes). • You can award points for the largest number of words, the most relevant words, the most difficult words, etc.

Stage 3: While reading – skimming

A skimming activity helps learners get a general idea of the text they are reading. This skill is particularly useful when learners are reading a long piece of text. At the end of a skimming activity, learners are more prepared to read in detail.

Watch **Stage 3: While reading – skimming** on the Teacher Development Films DVD. Complete the activities in this unit to learn more about using skimming activities in your classroom.

In this unit you will:

- find out why it is a good idea to do skimming activities
- look at how to set up skimming activities in the classroom
- find out more about setting up group work during activities in the classroom.



The National Curriculum Framework says:

Language skills — speech and listening, reading and writing — cut across school subjects and disciplines. Their foundational role in children’s construction of knowledge right from elementary classes through senior secondary classes needs to be recognised.

NCF 2005 pg.127

Read the quote above. Learners use their reading skills in all of their subjects. Which of these sentences do you think are true? Put a tick (✓) next to the true answers below and on the next page.

- Learners need to be able to read in more than one language.
- Developing reading skills in one language doesn’t help reading skills in another language.

- Learners need to always read the same way and for the same type of information in every subject.
- There is more than one way that learners can read a text.



Click on the **Introduction** clip on the DVD. At the end of the clip, complete the **Before you watch** activity.

Before you watch

- 1 What is 'skimming'? Complete the definition below. Choose the word you think is the best answer for each gap.

Skimming a text refers to reading it _____ (**slowly** or **quickly**?) so as to get _____ (**the most important points** or **all the details**?) from the text. Skimming is useful for getting _____ (**a general view of the text** or **the answer to a specific question**?). It is also called reading for _____ (**gist** or **detail**?).

- 2 Skimming is an important skill for reading. Which other skills do you think your learners need to become successful readers? Which skills can you try to develop in your classroom? Tick (✓) your answers.

	My learners need to develop this skill	I can try to develop this skill in my classroom
Reading for a general overview or skimming		
Reading for specific information or scanning		
Making notes/underlining key points while reading or reading actively		
Talking about the ideas in a text in the reader's own words or summarising		
Reading for knowledge or intensive reading		
Reading for pleasure (long texts) or extensive reading		



Quick questions!

Have you ever done a skimming activity in your classroom? How did you do it? Make some notes here.



When you have completed the **Before you watch** activity, click on **PLAY VIDEO: While reading – skimming activities** on the DVD. Try to answer the questions under **Video watch**, while you watch the clip. You may want to watch the clip more than once.

Video watch

You are now going to watch two **Skimming** activities on the DVD. Before you watch, read the sentences below quickly. Watch the video clips. Decide whether each sentence applies to **Skimming activity 1**, **Skimming activity 2** or both activities. Put a tick (✓) in the correct columns below and on the next page, based on what you see. The first one is done for you.

	Skimming activity 1	Skimming activity 2
The teacher asks the learners to work in groups during the matching activity.	✓	✓
The teacher puts up the headings on the board. The learners match the headings to the paragraphs.		
The teacher puts up pictures on the board. The learners match the pictures to the paragraphs.		
The teacher asks some of the learners to share their answers with the whole class.		
The learners read the text individually before discussing what they have read in groups.		
The learners come up to the board to write up their answers.		

The teacher writes the correct answers on the board herself.		
The teacher asks the learners to read the whole text.		
The teacher asks the learners to read only the first three paragraphs of the text.		



Quick questions!

Which skimming activity would you like to try in your own classroom? Why did you choose this one?



Did you enjoy watching the skimming activities? Now complete the rest of the activities related to skimming in this workbook.

After you watch

In the two activities you just watched, the teachers asked the learners to work in groups during the activity. They encouraged the the learners to discuss their answers first in their groups and then share their answers with the whole class.

Group work provides opportunities for learners to interact and communicate together in English. They can also support each other in their learning. Using group work during reading tasks help the learners and they help teachers manage large classes better.

- 1 Think about how the teachers set up the group work in the two **Skimming activities** on the DVD. Here is a list of things the teachers did.

a The teachers divided the learners into small groups of 5-6.	b The teachers asked the learners to share their answers with the other groups.	c The teachers ended the activity when most of the learners had completed the task.
d The teachers made sure all the learners had opportunities to participate.	e The teachers distributed the materials the learners needed.	f The teachers gave instructions for the group activity and checked whether the learners had understood.
g The teachers gave opportunities for the learners to ask questions about the activity.	h The teachers monitored (walked around the classroom to make sure the learners were doing the activity) and helped learners when needed.	i The teachers changed the seating arrangement so that the learners could speak to each other easily.

- 2** Think about what the teachers did at each stage of the activity – before the group task, during the task and after the task. When did they do each of the things listed in Activity 1? Write the letters in the table below. The first one has been done for you.

Before the group task	During the group task	After the group task
a		



Quick questions!

It can be quite difficult to set up a group activity for the first time. What will help you do this? Choose the ideas you think will work in your classroom. Tick (✓) your choices.

- Manage noise levels by reminding the learners to talk quietly. Have a signal for when the noise is too loud so you don't have to shout.
- Ask the learners to work individually or in pairs before they do a group task. This gives the learners an opportunity to think for themselves
- Choose the right kind of activity for a group task. The best group tasks involve opportunities for learners to communicate and share their ideas.
- Monitor and observe the groups while they do the task. During this time you can also evaluate your learners, find gaps in their learning and also give feedback where necessary.

Summary of learning

A skimming activity:

- helps learners to quickly get the general ideas in a long piece of text
- can involve a variety of activities, for example: matching text to pictures, identifying key ideas in the text or putting ideas from the text in a logical order.

The learners can be asked to read certain parts of the text and not the whole thing at once, in order to practise skimming skills.

Activities you watched on the DVD:

Skimming activity 1: Matching pictures with paragraphs

- The teacher puts up some pictures related to a few paragraphs from a text on the board.
- The learners are asked to work individually and read the text quickly.
- When the learners are ready, the teacher asks them to work in groups and match the paragraphs to the pictures on the board.
- When the learners finish their discussion, the teacher asks some groups to share their answers with the class.
- The teacher writes down their answers on the board and asks the other groups if they agree.
- At the end of the activity, the teacher quickly reviews what's in the text and in each picture.

Skimming activity 2: Matching short headings with paragraphs

- The teacher asks the learners to individually speed-read a few paragraphs from the text. Meanwhile, the teacher puts up a few short headings on the board. These are linked to paragraphs in the text.
- The teacher asks the learners to decide which paragraph matches each heading on the board.
- The teacher asks the learners to share their ideas in groups.
- The teacher sets up a fun feedback activity. She says a prompt, and the group that raises their hand first gets to share their answers.
- The learners are asked to come to the board and write their answers.



Check your answers to the activities in the **Answer Key** section at the back of this workbook.

Extra resources

Here is some information on skimming that you might find useful.

Articles related to skimming

- Making reading communicative: teachingenglish.org.uk/article/making-reading-communicative

More skimming activities

(Adapted from teachingenglish.org.uk/article/newspaper-reading-activities)

Newspapers are a useful tool in the ELT classroom. They can improve reading skills and our learners' knowledge of current affairs. Newspapers can also help learners to develop their writing, grammar, vocabulary and speaking skills. There are many different and engaging ways that newspapers can be used in the classroom.

Skimming activity	Description
Guess the article	<ul style="list-style-type: none"> • Select an interesting newspaper article which involves an exciting/unusual story. • Choose eight key words from the article and write them on the board. • Ask the learners to work in teams of 3-4 to invent a very short story including these words (just a few sentences).

Skimming activity	Description
	<ul style="list-style-type: none"> • When they have finished, read out/tell them about the original article. • Ask the learners to read aloud their own versions – they can be very funny!
Newspaper treasure hunt	<p>For this activity you will need a pile of old newspapers, enough to distribute amongst teams of 4-5 students.</p> <ul style="list-style-type: none"> • Write a list of articles/words/pictures which the students need to find in the newspapers.
	<ul style="list-style-type: none"> • Give each team a copy of the list. • Tell them to cut out their ‘treasures’ and glue them next to the appropriate word in the list (or make a note of the page number). <p>A suggested list for the newspaper treasure hunt:</p> <ul style="list-style-type: none"> • A job advert • Some good news • Some bad news • A story about a famous political figure • News about a famous actor/actress • The weather forecast • News about a sport • The name of a country • Your favourite news item

Stage 4: While reading – scanning

A scanning activity is similar to skimming. The learners read a text quickly. However, when learners are ‘scanning’, they are looking for specific information in the text.

Watch **Stage 4: While reading – scanning** on the Teacher Development Films DVD. Complete the activities in this unit to learn more about using scanning activities in your classroom.

In this unit you will:

- find out why it is a good idea to do scanning activities
- look at how to set up scanning activities in the classroom
- find out more about using the blackboard effectively in your classroom.



The National Curriculum Framework says:

Higher-order linguistic skills generalise across languages; reading (for example) is a transferable skill. Improving it in one language improves it in others.

NCF 2005 pg.39

Read the quote above. How do you think improving reading skills in one language can improve reading in others? Put a tick (✓) next to the best answers below and on the next page.

- Skills including skimming and scanning can be applied to many kinds of texts, in English as well as other languages.
- Learners who know how to apply strategies for reading have more confidence when they approach a new text.

- Developing reading skills helps learners to memorise information more easily.
- Developing reading skills helps learners to understand the meaning of texts and to be able to summarise them in their own words. This is better than memorising a text word for word.



Click on the **Introduction** clip on the DVD. At the end of the clip, complete the **Before you watch** activity.

Before you watch

- 1 Look at the sentences below about scanning activities. Do you think these sentences are true or false? Put a (✓) tick in the correct column.

	True	False
a Scanning is very useful for finding a specific piece of information in a text, for example: a number, a person's name or a date.		
b Scanning involves reading the whole text in detail.		
c While scanning, the reader has to focus on the information they are looking for and remember it clearly.		
d You cannot apply scanning skills to a lengthy piece of text.		
e Scanning can involve reading more than 1500 words per minute.		

- 2 There are two scanning activities on the Teacher Development Films DVD. Look at the short descriptions of the activities below. Circle the correct answer in the sentences below the descriptions.

Activity 1 – Putting words in sequence: The teacher writes up a set of words/phrases on the board from the text. He asks learners to quickly read the text and number the words in the order that they appear.

- a** The learners will read **quickly / slowly**.
- b** The learners are looking for **individual words / sentences**.
- c** The learners need to **read in detail / look for specific information**.

Activity 2 – Gap-fill: The teacher writes some sentences from the text on the board. She leaves some gaps in each sentence. The learners read the text to find the words to complete the sentences.

- a The learners will read **quickly / slowly**.
- b The learners are looking for **individual words / sentences**.
- c The learners need to **read in detail / look for specific information**.



Have you ever done a scanning activity in your classroom? How did you do it? Make some notes here.



When you have completed the **Before you watch** activity, click on **PLAY VIDEO: While reading – scanning activities** on the DVD. Try to answer the questions under **Video watch**, while you watch the clip. You may want to watch the clip more than once.

Video watch

You are now going to watch two **Scanning activities** on the DVD. Read the steps in each scanning activity below, before you watch the video.

There is some missing information in the list below. Watch the video carefully and write down the missing steps below and on the next page.

Steps in scanning activities

The teacher asks the learners to recall the _____ of the text.

The teacher tells the learners they are going to look for _____ in the text.

The teacher sets a _____ limit for the task. This is to make sure the learners read quickly.

The learners look at the words **(Activity 1)** or sentences **(Activity 2)** on the board. This is to help the learners _____ what they are looking for.

The learners choose only certain _____ of the text for scanning. They do not read the whole thing.

The learners read the text _____ and find the information they need. They don't work together yet.

The learners write down their responses in their _____.

The learners check their answers with each other and share them later with the _____.



Which scanning activity would you like to try in your own classroom? Why did you choose this one?



Did you enjoy watching the scanning activities? Now complete the rest of the activities related to scanning in this workbook.

After you watch

In the two video clips you just watched, the teachers use the blackboard to help learners during the scanning activities. A blackboard is a resource which is available in every classroom.

Tips for using the blackboard

- Always clean the blackboard after you've used up a large section of it. Avoid writing on the corners and the edges of the board. It can be difficult for learners to see.
- Don't write everything on the board. Write only the main points or the information that is connected to the activity you are doing.

Now think about **Scanning activity 2** on the DVD. The teacher uses some different ways to make her board-work effective. Think about why she uses these different ways. Circle your answers.

- 1 The teacher's writing on the board is easy to see and her handwriting is not messy. This is because:
 - a the teacher wants to use the board as a guide for an activity. It needs to be clear so the learners do not get confused.
 - b the teacher wants to display her handwriting skills.
- 2 The teacher involves the learners in writing the answers on the board. This is because:
 - a the learners have not written any answers in their notebooks.
 - b the teacher wants the learners to be actively involved in the feedback stage.



Quick questions!

What can you do to make your own classroom board-work more effective? Write down two things you think you can do to improve it.

Two things I can do to improve my board-work:

-
-

Summary of learning

During a scanning activity the learners read a piece of text quickly. A scanning activity:

- helps learners develop skills in looking for specific information in a text.
- can involve a variety of activities, for example: finding specific words/sentences or finding the answers to focused questions.

Activities you watched on the DVD

Scanning activity 1: Put the words in sequence

- The teacher writes up a set of words/phrases from the text on the board.
- The teacher asks the learners to quickly read the text and number the words in the order that they appear.

Scanning activity 2: Sentence gap-fill

- The teacher writes some sentences from the text on the board.
- She leaves some gaps in each sentence.
- The learners read the text to find the words to complete the sentences.



Check your answers to the activities in the **Answer Key** section at the back of this workbook.

Extra resources

Here is some information on scanning activities that you might find useful.

Articles related to scanning

- On comprehension questions: teachingenglish.org.uk/article/how-useful-are-comprehension-questions
- On reading for information: teachingenglish.org.uk/article/reading-information-motivating-learners-read-efficiently

More scanning activities

Scanning activity	Description
Text marking	Ask the learners to find and underline parts of the text that have a particular meaning or contain particular information.
Index search	<ul style="list-style-type: none"> • Bring in some books which have indexes. • Give one book to each pair of learners.
	<ul style="list-style-type: none"> • Ask the learners to find specific information in the indexes, for example: find a six-letter word beginning with 'M', or find a person's name beginning with 'C'. • You will need to prepare the list of items for them to find before the class begins.
Bingo	<ul style="list-style-type: none"> • Choose a text that your learners are not familiar with. • Choose ten words from the text. They should be words that are unlikely to appear more than once or twice, for example, longer nouns. • Put the learners into teams of 5–6 people. • Tell the learners you are going to tell them the word. They have to read the text as fast as they can to find it. • The person that finds the word first calls 'Bingo!' • Their team gets one point. • The team with the most points at the end of the game is the winner!

Stage 5: Post-reading

A post-reading activity is the final stage of a reading lesson. During this activity learners have opportunities to use the language they have learned during the lesson. They can also explore more about the topic of the text and practise other skills: listening, speaking or writing.

Watch **Stage 5: Post-reading** on the Teacher Development Films DVD. Complete the activities in this unit to learn more about using post-reading activities in your classroom.

In this unit you will:

- find out why it is a good idea to do post-reading activities
- look at how to set up post-reading activities in the classroom
- find out more about how to elicit answers from learners during your lessons.



The National Curriculum Framework says:

Speech and listening, reading and writing are all generalised skills, and children's mastery over them becomes the key factor affecting success at school. In many situations, all of these skills need to be used together.

NCF 2005 pg.40

Read the quote above. How can you link reading to other skills in the classroom? Put a tick (✓) next to the best answers below and on the next page.

- The teacher can set up a discussion activity about the topic of the reading text, to develop speaking skills.

- The learners can write a short paragraph related to the topic of the text, to develop writing skills.
- The teacher tells the learners to read the text aloud to practise their communication skills.
- The teacher can read the text aloud. The learners listen without following in their coursebooks. They write down the key words they hear.



Click on the **Introduction** clip on the DVD. At the end of the clip, complete the **Before you watch** activity.

Before you watch

- 1 Read the list of activities below. Do you think each the activity is a **warmer** or a **post-reading activity**? Would it work best at the beginning of a reading lesson or at the end? Put a tick (✓) in the correct column.

	Warmer activity	Post-reading activity
The learners introduce themselves to the class, but they must include three lies in their description. The other students must guess which things they say are not true.		
The learners discuss a summary of a text in groups. They write one sentence to describe the text. They share their answers with the rest of the class.		
The teacher gives three definitions of a word and asks the learners to guess which one is correct.		
The learners play a vocabulary game to revise the words they have learned in the previous class.		
The learners do a role play using language forms they focused on while reading the text.		
The students think of as many words as they can about the topic they are going to read about.		

- 2 A post-reading activity based on a text can focus on the topic, language from the text and/or another skill (speaking, writing or listening).

On the next page, look at the short descriptions of the two activities you are about to watch. What do you think the focus of each activity is? Tick (✓) your answers. You might need to tick more than one.

Activity 1 – Quiz: The learners work in groups and write questions based on the content of the text. They quiz other groups using the questions they have written.

- | | | |
|--|------------------------------------|-------------------------------------|
| <input type="checkbox"/> The topic of the text | <input type="checkbox"/> Listening | <input type="checkbox"/> Vocabulary |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Grammar | <input type="checkbox"/> Writing |

Activity 2 – Backs to the board: The teacher writes up a word on the board from the text the learners have read. The learners are divided into two teams. One volunteer from each team has his or her back to the board. The other team members help him or her guess the word that's written on the board by shouting out the definition or a synonym.

- | | | |
|--|------------------------------------|-------------------------------------|
| <input type="checkbox"/> The topic of the text | <input type="checkbox"/> Listening | <input type="checkbox"/> Vocabulary |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Grammar | <input type="checkbox"/> Writing |



Quick questions!

Have you ever done a post-reading activity in your classroom? How did you do it? Make some notes here.



When you have completed the **Before you watch** activity, click on **PLAY VIDEO: Post-reading activities** on the DVD. Try to answer the questions under **Video watch**, while you watch the clip. You may want to watch the clip more than once.

Video watch

You are now going to watch two **Post-reading activities** on the DVD. Quickly read the sentences in column 1: 'What the teacher says' before you watch the video.

Watch the video carefully. When you hear the teacher say the words in column 1, write a short description of 'What the learners say/do' in column 2. You can play the video as many times as you like to check your answers.

Activity 1: Quiz

What the teacher says	What the learners say/do
The first three benches (1st, 2nd and 3rd), you are Group A. Turn around. Group A raise your hands.	
Each group should have a writer. Have you selected a writer?	
Now you have to write two questions. Discuss. Dictate the questions to the writer. The writer will note them down.	
One person from Team A will come here (to the front of the class) with the question. Teams B, C and D have to answer. You can ask only one question at one time.	
Is this answer right?	
Who is the winner? Let's clap for Team B.	

Activity 2: Backs to the board

What the teacher says	What the learners say/do
Did you enjoy reading the lesson? Do you want to play a game?	
One person from Team A come and sit here (at the front of the class).	
Dulari is now facing the class and her back is to the board. If I write a word here, can Dulari see what's on the board?	
Team A should give clues so that she can guess the word.	
Before starting, I would like to have two scorers.	
A big hand to the girls' team!	



Quick questions!

Look at this short lesson plan for a reading lesson. Think of a **post-reading** activity for this lesson. Write down your idea in the space below.

Lesson stage	Aims
Warmer	The learners play a game to review some vocabulary related to festivals from a previous lesson.
Pre-reading	The learners look at a picture of some people enjoying a festival. They try to guess what the text they are going to read is about.
While reading	The teacher distributes the headings of the different paragraphs. The learners read the text to match the headings. Next they answer some comprehension questions about the text.
Post-reading	



Did you enjoy watching the two post-reading activities? Now complete the rest of the activities related to post-reading in this workbook.

After you watch

In the two post-reading activities, the teachers use a technique called ‘eliciting’. They encourage the learners to share what they already know about a topic, language item or activity.

Eliciting involves the teacher asking learners focused questions, or giving clues to help them use language forms or ideas they are familiar with. Look up **Eliciting** in the **Glossary** section for more information.

Tips for eliciting

- It’s best to use wh- questions to elicit responses from learners.
- Teacher should give learners some time to answer an eliciting question. Don’t immediately provide the answer.

Some examples of eliciting questions are given in the left-hand column below. Match the questions to the reason you might ask it in the right-hand column. Think about the activities you watched on the DVD while you do this activity.

Examples of eliciting questions	Why would you ask this question?
1 Can you tell me what you are going to do?	a To encourage the learners to think about their classmate's answer, rather than saying whether it is right or wrong.
2 Do you agree with Ranjini's answer?	b To elicit what learners have understood about the instructions for an activity.
3 In the sentence 'I went to the market', am I talking about the past, present or future?	c To check the learners understand the meaning of a new word.
4 Where did you go yesterday? Who did you go with? Why did you go there?	d To elicit the learners' background knowledge related to a particular topic.
5 What is a synonym for the word 'silent'?	e To check whether students understand the use of language in an example sentence.
6 Who can tell me the story of the Buddha?	f To elicit participants understanding of language structure.



Quick questions!

How confident do you feel about eliciting answers from your learners? How can you improve your own eliciting skills? Put a tick (✓) next to the best ideas.

- Create a friendly learning environment where learners aren't worried about speaking in English or making mistakes.
- Ask follow-up questions wherever possible. Don't only ask yes/no questions.
- Help the learners with prompts or clues when they are stuck.
- Always ask the same learners for their answers.

Summary of learning

A post-reading activity:

- can help learners to practise using the language learned earlier in the lesson
- creates opportunities for learners to recall what they have learnt.
- can involve practising different skills (speaking, listening or writing) as well as new language.

You can use a variety of post-reading activities, for example: a quiz, a short discussion activity, a role play or poster-making.

Activities you watched on the DVD

Post-reading activity 1: Quiz

- The learners work in groups and write questions based on the content of the text.
- The learners quiz other groups using the questions they have written.
- The focus of this activity is both on meaning and question forms.
- This activity integrates all four skills (reading, writing, listening and speaking).

Post-reading activity 2: Backs to the board

- The learners are divided into two teams.
- One volunteer from each team has his or her back to the board.
- The teacher writes up a word on the board from the text the learners have read.
- The other team members help him or her guess the word that's written on the board by shouting out the definition or a synonym.
- The team members are not allowed to use the word on the board in their definition.



Check your answers to the activities in the **Answer Key** section at the back of this workbook.

Extra resources

Here is some information on post-reading activities that you might find useful.

Articles related to post-reading

- On revising texts and extending learning: teachingenglish.org.uk/article/revising-texts
- On how to set up effective reading activities and follow-up tasks in a multi-level classroom: teachingenglish.org.uk/blogs/larry-ferlazzo/larry-ferlazzo-instructional-strategies-multi-level-classes-english-language

More post-reading activities

Post-reading activity	Description
Jigsaw reading	<ul style="list-style-type: none"> • The learners work in three groups. • The groups read different parts of a text. • The learners are re-grouped so that each group has one learner who has read each part of the text. • Together they complete comprehension questions based on all three parts of the text, sharing their knowledge.
Mini-presentations	<ul style="list-style-type: none"> • The learners read about a topic, for example food, holidays, sports, etc. • Each learner prepares a short presentation about their opinion about the topic, for example: their favourite food, their best holiday, their favourite sport, etc. • The teacher encourages the learners to draw a picture to illustrate their presentation. • The learners take turns doing their mini-presentations in front of the rest of the class. • In large classes, the learners can do their mini-presentations in front of a group of other learners and not the whole class. • The teacher listens to the presentations and notes down any language problems to work on in future classes. • The teacher gives each learner some positive feedback about their mini-presentation.

Post-reading activity	Description
Role plays	<ul style="list-style-type: none">• The learners read a story or article about two or more people.• The teacher puts the learners into pairs or small groups.• The teacher tells the learners to choose one of the characters or people from the story they have read.• The learners imagine that the characters meet in real life.• They prepare a short conversation between the characters. They talk about what happens in the story they have read.• Some of the learners share their role play with the rest of the class.

Part 2:

Sample reading lessons

Introduction

In this section you will:

- watch lessons done by three secondary school teachers in Bihar (peer observations)
- think about the strengths and areas for development in the lessons you watch
- think about how you can use these ideas in your own lessons.

What is a peer observation?

A peer observation is when a teacher watches another teacher doing a lesson. Peer observations are very useful for helping you to get ideas for your own classes.

What peer observations are you going to do?

You will watch reading lessons done by three secondary school teachers in Bihar.

Lesson 1: Lalit Prabha, English Teacher for Classes IX and X, Rajkiya Zila School, Muzaffarpur, Bihar

Lesson 2: Raziur Rahman, English Teacher for Classes IX and X, +2 Lee Academy, Araria, Bihar

Lesson 3: Shobha Kumari, English Teacher for Classes IX and X, Project Aadarsh Kanya Uchh Vidyalaya Cum Inter College, Siwan, Bihar

You will observe some of the different ways of teaching reading that you have learned about in Part 1. You will see how all the stages of a reading lesson can be combined together.

How should you do these peer observations?

- 1 Go to **Part 2: Sample reading lessons** on the DVD.
- 2 Watch the **Introduction to Part 2**. Then go to the **Reading lessons**.
- 3 Before you watch each lesson, click on the **Introduction to the teacher** video clip. This will tell you a little bit about the teacher and the lesson you are going to watch.
- 4 Then, complete the **Before you watch** activities in your workbook.
- 5 When you are ready, watch the lesson and complete the **Video watch** activities in your workbook.
- 6 Think about the strengths of each lesson and the areas that can be developed.
- 7 After you have watched the lesson, complete the **After you watch** activities in your workbook. Think about how you can apply these ideas you have seen in your own classroom.

Lesson 1

Teacher:	Lalit Prabha
School:	Rajkiya Zila School, Muzaffarpur, Bihar
Level:	Class IX
Class size:	65
Lesson title:	Kathmandu, <i>Panorama</i> coursebook



Before you watch

Look at Lalit Prabha's lesson plan in the Appendices section of this workbook. Using the information in her lesson plan, answer the questions below:

- 1 What is the language focus of the lesson: grammar or vocabulary?
- 2 What challenges does Lalit Prabha think she might face during the lesson?
- 3 Would you make any changes to this lesson plan? If yes, what changes would you make? Why?



When you have completed the **Before you watch** activity, click on **PLAY VIDEO: Lesson 1** on the DVD. Try to answer the questions under **Video watch** while you watch the clip. You may want to watch the clip more than once.

Video watch

Watch the lesson. Make notes in the table below. Use the questions in the left-hand column to guide your observation.

Questions about the lesson	Your answers
Was the lesson learner-centred?	
Do you think the teacher achieved her lesson aims?	
Was there a warmer related to the topic of the lesson?	
Were the different stages of the reading lesson (pre-, while- and post-reading) set up clearly and logically?	
Were there opportunities for the learners to practise other skills (listening, writing or speaking)?	
Did the activities in the lesson seem connected?	
Were the learners engaged throughout the lesson?	

Questions about the teaching skills	Your answers
Were the teacher's instructions short and clear?	
Did the teacher set up pair/group work effectively?	
Did the teacher monitor the pairs or groups during the tasks?	
Did the teacher elicit answers and ideas from the learners?	
Did the teacher use the board effectively?	

After you watch

Think about the lesson you just watched. Now complete the sentences below.

- 1 One thing I found very useful in this lesson is ...
- 2 One thing I want to know/read more about is ...
- 3 One thing that this teacher did very well in this lesson is ...
- 4 One thing I would change about this lesson is ...
- 5 One thing I'm going to try with my own classes is ...

Lesson 2

Teacher:	Raziur Rahman
School:	+2 Lee Academy, Araria, Bihar
Level:	Class IX
Class size:	90
Lesson title:	The Silent Revolution, <i>Panorama</i> coursebook



Before you watch

Look at Raziur Rahman's lesson plan in the Appendices section of this workbook. Using the information in his lesson plan, answer the questions below:

- 1 What is the language focus of the lesson: grammar or vocabulary?

- 2 What challenges does Raziur Rahman think he might face during the lesson?

- 3 Would you make any changes to this lesson plan? If yes, what changes would you make? Why?



When you have completed the **Before you watch** activity, click on **PLAY VIDEO: Lesson 2** on the DVD. Try to answer the questions under **Video watch** while you watch the clip. You may want to watch the clip more than once.

Video watch

Watch the lesson. Make notes in the table below. Use the questions in the left-hand column to guide your observation.

Questions about the lesson	Your answers
Was the lesson learner-centred?	
Do you think the teacher achieved his lesson aims?	
Was there a warmer related to the topic of the lesson?	
Were the different stages of the reading lesson (pre-, while- and post-reading) set up clearly and logically?	
Were there opportunities for the learners to practise other skills (listening, writing or speaking)?	
Did the activities in the lesson seem connected?	
Were the learners engaged throughout the lesson?	

Questions about the teaching skills	Your answers
Were the teacher's instructions short and clear?	
Did the teacher set up pair/group work effectively?	
Did the teacher monitor the pairs or groups during the tasks?	
Did the teacher elicit answers and ideas from the learners?	
Did the teacher use the board effectively?	

Lesson 3

Teacher:	Shobha Kumari
School:	Project Aadarsh Kanya Uchh Vidyalaya Cum Inter College, Siwan, Bihar
Level:	Class IX
Class size:	78
Lesson title:	Too many people too few trees, <i>Panorama</i> coursebook



Before you watch

Look at Shobha Kumari's lesson plan in the Appendices section of this workbook. Using the information in her lesson plan, answer the questions below:

- 1 What is the language focus of the lesson: grammar or vocabulary?

- 2 What challenges does Shobha Kumari think she might face during the lesson?

- 3 Would you make any changes to this lesson plan? If yes, what changes would you make? Why?



When you have completed the **Before you watch** activity, click on **PLAY VIDEO: Lesson 3** on the DVD. Try to answer the questions under **Video watch** while you watch the clip. You may want to watch the clip more than once.

Video watch

Watch the lesson. Make notes in the table below. Use the questions in the left-hand column to guide your observation.

Questions about the lesson	Your answers
Was the lesson learner-centred?	
Do you think the teacher achieved her lesson aims?	
Was there a warmer related to the topic of the lesson?	
Were the different stages of the reading lesson (pre-, while- and post-reading) set up clearly and logically?	
Were there opportunities for the learners to practise other skills (listening, writing or speaking)?	
Did the activities in the lesson seem connected?	
Were the learners engaged throughout the lesson?	

Questions about the teaching skills	Your answers
Were the teacher's instructions short and clear?	
Did the teacher set up pair/group work effectively?	
Did the teacher monitor the pairs or groups during the tasks?	
Did the teacher elicit answers and ideas from the learners?	
Did the teacher use the board effectively?	

Resources

Resource 1: Lesson plan (Lalit Prabha)

Lesson 1: Lalit Prabha			
Name of lesson: <i>Kathmandu</i>	Target language: Describing a place using appropriate adjectives and nouns		
Class: IX	Coursebook: <i>Panorama</i>	Class size: 65	Time: 1 hour 20 mins
Lesson aims By the end of the lesson, the learners will be better able to: <ul style="list-style-type: none"> • brainstorm words in English using a picture as a prompt • use adjectives and nouns to describe a place/picture • read a text and complete sentences based on the text. 			
Vocabulary: tourist place, hawker, temple, devotees, cheap, nephew, goddess, garlands			
Resources and preparation: bring in pictures of famous tourist spots; chart paper, markers, sticky tape. <u>For the pre-reading activity:</u> draw three large pictures based on the scene described in the text <i>Kathmandu</i> . The pictures should be large enough so they are clearly visible from the back of the classroom.			
Anticipated problems and solutions: <ol style="list-style-type: none"> Problem: The learners might find it difficult to recall words using a picture. Solution: Help them with some clues to make sure they are able to identify the objects in the picture correctly. Problem: The learners may not be able to complete all the sentences in the post-reading activity correctly. Solution: Use whole class feedback at the end to make sure all the learners know the answers to all the questions. 			

Lesson stages and timing	What you (the teacher) do and say	Skills and learner interaction
Warmer 15 mins	<ol style="list-style-type: none"> 1 Ask the learners to work with the others on their benches. Distribute or display the pictures of the famous tourist locations. The learners should work with the others on their bench and try to guess which famous landmark/tourist place is in the picture. 2 Ask the learners to share their answers. Write down their responses on the board. Ask the learners: <i>'What do you call these places? What kind of places are they?'</i> Elicit 'tourist places'. 3 Tell the learners that they are now going to read about a famous tourist place in their coursebook. Ask the learners to guess which text it might be, by looking at the contents section of their <i>Panorama</i> coursebook. Elicit 'Kathmandu'. 	Listening and speaking Whole class Small groups
Pre-reading 15 mins	<ol style="list-style-type: none"> 1 Put one of the three posters on the blackboard. Tell the learners that this picture is based on the text they are going to read. Ask the learners to come up with as many words as they can to describe the picture (adjectives or nouns). 2 Write the words that learners have come up with on the board. 3 If there are any new words in the picture that learners don't know, introduce the new word and teach the meaning and usage of the word. 	Speaking Whole class
While reading: skimming 10 mins	<ol style="list-style-type: none"> 1 Put the other two posters on the board. 2 Ask the learners to work individually and read the text quickly. When the learners are ready, they work in groups and match the paragraphs they have just read to the pictures on the board. 	Reading and marking/labelling Individual Small groups

	<p>3 When the learners finish their discussion, ask some groups to share their answers with the class.</p> <p>4 Write down their responses on the board and ask the other groups if they agree.</p> <p>5 At the end of the activity, quickly review what's in the paragraphs and in the pictures.</p>	
<p>While reading: scanning</p> <p>20 mins</p>	<p>1 Write up some sentences from the text on the board. Leave some blanks in each sentence, where useful chunks appear.</p> <p>a <i>I get a _____ in the centre of town.</i></p> <p>b <i>A princess of the _____ appears.</i></p> <p>c <i>The policeman is not convinced that they are _____.</i></p> <p>d <i>A fight breaks out between _____.</i></p> <p>e <i>Its _____ is ringed by a road.</i></p> <p>[Answers: a. cheap room; b. Nepali royal house; c. the Hindus; d. the monks; e. immense white dome.]</p> <p>2 The learners must read the text again to find the right words to fill in the gaps in the sentences. They can work in groups and discuss their responses.</p> <p>3 Give them some time to do this. While the learners are doing the activity, monitor to see if they are on task and help where necessary.</p> <p>4 When most of them have completed the gap-fill activity, ask one person in each group to come up to the board and write the answer in the gaps.</p>	<p>Reading, speaking, listening and writing</p> <p>Groups</p>

<p>Post-reading</p> <p>20 mins</p>	<ol style="list-style-type: none"> 1 The learners are divided into two teams. 2 Call one volunteer from each team to the front of the classroom. They sit facing the class so they can't see what the teacher writes up on the board. Write up a word on the board from the text they've read. 3 The other team members help their teammate guess the word that's written on the board. They can use mime, the definition or synonyms. 4 Give the first team to guess correctly one point. Then call another person from each team to the board. The team which scores the most number of points after several rounds is the winner. 	<p>Listening and speaking</p> <p>Groups Whole class</p>
<p>Homework</p>	<p>Ask the learners to write a paragraph on a famous place they have visited. They should try to use the words they have learnt today to describe the place and their experience.</p>	<p>Writing</p> <p>Individual</p>

Resource 2: Lesson plan (Raziur Rahman)

Lesson 2: Raziur Rahman			
Name of lesson: <i>The Silent Revolution</i>		Target language: Asking and answering questions	
Class: IX	Coursebook: <i>Panorama</i>	Class size: 90	Time: 1 hour 10 mins
Learning aims By the end of the lesson, the learners will be better able to: <ul style="list-style-type: none"> • understand and use some new vocabulary from the text • ask and answer questions based on the text. 			
Vocabulary: to conceive (of something), store, alphanumeric, destination, travel, channel, recipient, message			
Resources needed: bring in chart paper, markers, sticky tape. For the running dictation activity: write five questions from the text on pieces of chart paper and stick these around the classroom. Each piece of chart paper should have one question on it.			
Anticipated problems and solutions: <ol style="list-style-type: none"> Problem: The learners might not know how to do an interview. Solution: Do a brief demo before the activity. Problem: In the running dictation activity, boys and girls might not be able to mingle with each other due to social norms. Solution: Two sets of charts should be created so that one set of charts can be viewed by the girls and the other set of questions can be used by the boys. 			

Lesson stages and timing	What you (the teacher) do and say	Skills and learner interaction
Warmer 15 mins	<ol style="list-style-type: none"> 1 Show a mobile phone. Ask the learners: <i>'What is this?'</i> Elicit: 'mobile phone'. Ask: <i>'Do you have a mobile phone?'</i> <i>'Do you want to know how your friends use their mobile phones?'</i> <i>'To find out, let's do an interview.'</i> 2 Tell the learners they have to ask questions to find out more about their friends' mobile phones. 3 Do a demo with two learners in front of the class. Ask these questions: <ul style="list-style-type: none"> • Do you have a mobile phone? • What brand of mobile phone do you have? • How many messages do you send every day? • How many messages do you receive every week? 4 Write the questions on the board. 5 Ask the learners to speak to at least three people in their class and ask/answer these questions. They must write down their friends' answers. 6 After five minutes, ask the learners to go back to their seats. Ask some learners to share their friends' responses to the questions with the whole class. 	Listening and speaking Whole class In pairs
Pre-reading 20 mins	<ol style="list-style-type: none"> 1 Ask the learners to look at their coursebook and find the lesson which has a picture of a mobile phone. Elicit 'Silent revolution'. 2 Tell the learners they are going to learn some new words from this lesson. 3 Write down a list of new vocabulary items from the text on the far right corner of the board. Elicit the meaning of the words learners already know and then present the new vocabulary items. 4 Practise the pronunciation of the words using choral drilling. 	Speaking Whole class

Skimming 15 mins	<ol style="list-style-type: none"> 1 Ask the learners to read the first three paragraphs of the lesson and circle the words they just learnt. They should also underline the sentence where the word is used and note down the paragraph number. 2 Check whether the learners have understood all your instructions. 3 When the learners do the reading activity, monitor to see whether they able to read and find the words. 	Reading and marking/labelling Individual
Scanning 20 mins	<ol style="list-style-type: none"> 1 Ask the learners to work in groups. Put up the pieces of chart paper with the questions prepared for this activity on the wall, in different sections of the class. 2 One person in each group should run to the wall, read the question and then run back to the group to dictate the question. The group should write down the questions correctly. 3 The group that finishes writing down all the questions first will be the winner. They should say 'Bingo' when they are done. Tell the learners the name of this activity is a 'running dictation'. 4 Monitor to ensure the learners are on task. Help where necessary. 5 When the first group has shouted 'Bingo' ask them to stop the activity. The winning group should read out all the questions. 6 Next ask the learners to continue to work in their groups and write the answers to the questions given. For this they need to do another reading of the text. 7 When they have written the answers, ask some groups to share their responses with the class. 	Reading, speaking, listening and writing Group
Post-reading/ Homework	Ask the learners to look at the text-based comprehension questions in the textbook and write short answers using the new words they have learnt.	

Resource 3: Lesson plan (Shobha Kumari)

Lesson 3: Shobha Kumari			
Name of lesson: <i>Too many people, too few trees</i>		Target language: Writing short headings and summary statements	
Class: IX	Coursebook: <i>Panorama</i>	Class size: 78	Time: 1 hour 10 mins
Learning aims: By the end of the lesson, the learners will be better able to: <ul style="list-style-type: none"> • draw a spidergram and recall familiar words in a closed cloze • read a text and write short headings/summary statements based on their understanding. 			
Vocabulary: environment, pollution, deforestation, too many, too few			
Resources and preparation: bring in chart paper, markers, sticky tape. <u>For the picture-reveal activity:</u> draw a poster on a large sheet of chart paper. The poster should have two or three trees and many (10–12) people (use stick figures). This is linked to the title of the lesson, <i>Too many people, too few trees</i> . <u>For the paragraph matching activity:</u> take three sheets of paper. Write a short sentence to describe the first paragraph of the text on one of the sheets. Similarly, write short sentences related to the second and third paragraphs on separate sheets.			
Anticipated problems and solutions: <ol style="list-style-type: none"> 1 Problem: The learners have never done a spidergram before. Solution: This concept should be explained clearly before they begin, with a demo. 2 Problem: The learners might get bored after working in the same groups for a long time. Solution: Re-grouping should be done before the last activity. 			

Lesson stages and timing	What you (the teacher) do and say	Skills and learner interaction
Warmer 10 mins	<ol style="list-style-type: none"> 1 Choose a topic (based on the text they are about to read) and write the word inside a big circle in the middle of the board. Then draw lines on all sides, connected to the big circle – this should now look like a ‘spider’ with legs. Ask the learners if they recognise this insect. Elicit ‘spider’. 2 Elicit some words related to the topic word in the centre from the learners and write the words at the end of each ‘spider leg’. Tell the learners: <i>‘This is called a spidergram.’</i> 3 The learners should be divided into groups. Each group gets a sheet of paper and a marker. The learners choose one word from the board and make another spidergram. 4 Ask the learners to work in groups and think of as many words as they can related to the topic word they have chosen. They should draw the spidergram and then put it up on the wall. 5 Ask the groups to do a quick walk around the room to see what the other groups have written. 	Brainstorming, speaking, writing Group
Pre-reading 10 mins	<ol style="list-style-type: none"> 1 Place the lower end of the rolled-up large poster with the trees and people on the blackboard. Make sure that no part of the poster is visible. 2 Slowly roll out the poster, one small section at a time and ask the learners to guess what they see in the picture. 3 When you reach a stage where most of the picture is visible, ask the learners what they see in the picture. Give some clues using questions: <i>‘How many people can you see in the picture? How many trees are there?’</i> Elicit answers. 	Speaking Whole class

	<p>4 Ask the learners to find a text heading linked to the picture in their coursebooks. Elicit 'Too many people, too few trees'.</p>	
<p>While reading: skimming</p> <p>15 mins</p>	<p>1 Ask the learners to individually speed-read the first three paragraphs from the text. Meanwhile, put up the three sheets with the short headings on the board (linked to paragraphs in the text).</p> <p>2 Ask the learners to first identify which paragraph matches each heading on the board and then share their ideas in groups.</p> <p>3 Set up a whole class feedback activity where the group that raises their hand first and shouts 'Bingo' gets to say their answers.</p> <p>4 Ask the learners to come to the board and write down the answers against each heading.</p>	<p>Reading and marking/labelling, matching</p> <p>Individual Group Whole class</p>
<p>While reading: scanning</p> <p>20 mins</p>	<p>1 Re-group the learners to form new groups. They should now work in the new groups. Assign one of the paragraphs from the text to each group.</p> <p>2 The learners work in groups and write two short sentences based on the paragraph they've been given. The sentences they make can be true or false. They must read the paragraph again and identify the key points to do this activity.</p> <p>3 Give the learners some time to do this activity. While they work in groups, monitor to see if they are on task. Help where necessary.</p> <p>4 When most groups have completed the task, ask one person from each group to read out the sentence they've written. The other groups should say if the sentence is true or false.</p>	<p>Reading, speaking, listening and writing</p> <p>Group Whole class</p>

	<p>5 Tell the learners they should stand up if the sentence is true and keep sitting if the sentence is false.</p> <p>6 Go around the class and ask all groups to read out their sentences.</p>	
<p>Post-reading</p> <p>10 mins</p>	<p>1 Do a recap of the lesson and ask the learners to say a few words about what they read in the text.</p> <p>2 Encourage the learners to say what they learnt in their own words, preferably in English.</p>	<p>Speaking</p> <p>Whole class</p>

Glossary

Below are some useful terms for English language teaching and their definitions, for your reference.

Active reading	Reading while making notes and/or thinking carefully about what you are reading in order to answer some questions.
Authentic reading materials	Real world sources of English texts, such as the newspaper, magazines, the internet, etc.
Communicative practice	Using language to interact with others.
Constructive feedback	Telling another teacher how to improve things in a positive way, rather than simply telling them what is wrong.
Crossword puzzles	An activity where the learners answer clues to complete a grid of words.
Elicit	When teachers elicit information from their learners, they use one of a range of techniques to get the learners to provide information or ideas, rather than giving it to them directly.
Exposure	Contact with English, that gives opportunities to learn. For example, interacting with English speakers, listening to English language radio or reading English language newspapers.
Extensive reading	Reading beyond the normal requirements for school. It is sometimes called 'reading for pleasure'.
Flashcards	Pictures, drawings or words that the teacher can show to encourage students to respond.
Fluency	The ability to speak a language easily and confidently, without the need for lots of hesitation or searching for words.
Group work	Students work together with other students (three, four or more) to complete a task or activity, independently of the teacher.
Incentive	A reward or prize to encourage students to try harder.
Intensive reading	Reading for a specific reason. It usually involves looking for particular information and/or answering questions about a text.
Learner-centred	The focus is on the learners. They are actively involved in the lesson, constructing knowledge with the support of the teacher.

Lesson aim	The purpose of the lesson. Aims are usually stated according to what the teacher wants the learners to be able to do better by the end of the lesson.
Pair work	Learners work in pairs (two learners together) to complete a task or activity, independently of the teacher.
Pedagogy	The way that we teach and the types of activities we use to help us do this.
Peer observation	Watching another teacher's class. You can learn from him/her, and also give feedback to help him/her develop.
Posters	Large pieces of paper using text or illustrations for display in the classroom. You can ask your learners to make posters to show what they know about a reading text or topic.
Post-reading activity	An activity you do after the learners read a text, that focuses on specific language from the text, and/or extends the topic to give speaking, writing or listening opportunities.
Pre-reading activity	An activity that is done before the learners read a text. This often includes introducing new vocabulary that is in the text.
Reading for gist	Reading to get the general meaning of a text, without necessarily understanding 100%.
Scanning	Reading a text quickly to get specific information.
Skimming	Reading a text quickly to get the gist (general meaning) of the text.
Summarising	Explaining the main points of a text briefly in your own words.
Teacher-centred	The focus is on the teacher. The learners listen and remember knowledge that the teacher tells them.
Teaching-learning materials (TLM)	Resources that we can use in the classroom, such as books, pictures, photocopies, toys, flashcards etc.
Vocabulary box	A resource where you can keep pieces of paper with vocabulary items written on them. You can add to the box whenever the class learns new words or phrases. You can use the words and phrases in the box for vocabulary review games and activities.
Warmer	A short activity at the start of a lesson that motivates the learners and (usually) introduces them to the topic of the lesson.

Answer key

Answer key: Part 1 – How to do a reading lesson

Stage 1 – Warmers (answers)

National Curriculum Framework

Children’s ‘natural strategies to learn’ include:

- Learning through games
- Learning by doing
- Learning by role playing/modelling

Before you watch

- 1 We usually use warmers at the beginning of a lesson.
- 2 More ideas for why we use warmers include:
 - to prepare learners to work on a text
 - to give them an introduction to the topic of the text
 - to introduce some new key language required for the text
 - to create a positive atmosphere for learning
 - to help ‘warm learners up’ for the lesson and increase their confidence.

There are also other possible answers.

Video watch

	Warmer activity 1	Warmer activity 2
What is the name of the activity?	Slap the board	Spidergram
What is the purpose of this activity? Why did the teacher do it?	To help the learners revise words from previous lessons.	To help the learners brainstorm words/ideas related to the topic of the text they were about to read.
Do the learners work in pairs or groups during this activity?	In two teams of ten learners	In groups of 5-6 learners

	Warmer activity 1	Warmer activity 2
How does the teacher support and monitor the learners during this activity?	She calls out the dictionary definitions of the words and decides who has got the correct answers.	She monitors while the learners brainstorm words and helps the groups when they get stuck.

After you watch

Slap the board activity: instructions	
3	We will have two teams of ten people: Team A and Team B.
4	Both teams please come forward and face the board. Team A form a line to the right, Team B form a line to the left.
1	Good morning, everyone! Would you like to play a game?
5	Look at the words on the board. When I call out the definition of the word, the teams listen carefully and decide which word I'm talking about.
9	The team that slaps the correct word first gets one point.
10	The team that scores the most points wins the game.
7	Only the first person in each line should run to the board.
8	When your turn is over, sit down.
2	This game is called Slap the board .
6	One person from each team should run to the board and 'slap' the correct word.

Stage 2 – Pre-reading (answers)

National Curriculum Framework

I can encourage 'intelligent guessing':

- by asking the learners to guess the topic of the text they are going to read, based on a photo or a set of words.
- by asking the learners to guess the meaning of a new word based on what they know about the topic.

Before you watch

- 1 Answers will vary
- 2 Photo 1: Listen and do; Photo 2: Pre-teaching vocabulary

Video watch

Pre-reading activity 1	True	False
The teacher made a list of the new words from the text on the board.	✓	
The teacher did a Listen and do activity.	✓	
The teacher read the text aloud.	✓	
The learners worked in groups and checked their answers with each other.	✓	
The teacher asked the learners to keep their books open during the activity.		✓

Pre-reading activity 2	True	False
The teacher wrote new words from the text on the right-hand side of the board.	✓	
The teacher pre-taught the new vocabulary from the text.	✓	
The teacher introduced each new word in the same way.		✓
The learners guessed the meaning of some of the new words. The teacher did not tell them all the definitions.	✓	
The learners were encouraged to use the dictionary to find the meaning of words they didn't know.		✓

After you watch

recipient: a, b, d, e, f, g, h	travel: a, b, d, e, f, g
message: a, b, d, f	destination: a, b, d, e, f
silent: a, b, d, e, f, g, h	industry: a, b, d, f
alphanumeric: a, b, e, f	mobile phone: a, b, c, d, e

Stage 3 – While reading: Skimming (answers)

National Curriculum Framework

Which of these sentences are true?

- Learners need to be able to read in more than one language.
- There is more than one way that learners can read a text.

Before you watch

- 1 Skimming a text refers to reading it **quickly** so as to get **the most important points** from the text. Skimming is useful for getting **a general view of the text**. It is also called reading for **gist**.
- 2 Answers may vary depending on the teaching context and learners' language levels, but all of these are important areas for learners to develop.

Video watch

	Skimming activity 1	Skimming activity 2
The teacher asks the learners to work in groups during the matching activity.	✓	✓
The teacher puts up the headings on the board. The learners match the headings to the paragraphs.		✓
The teacher puts up pictures on the board. The learners match the pictures to the paragraphs.	✓	
The teacher asks some of the learners to share their answers with the whole class.	✓	✓
The learners read the text individually before discussing what they have read in groups.	✓	✓
The learners come up to the board to write up their answers.		✓
The teacher writes the correct answers on the board herself.	✓	
The teacher asks the learners to read the whole text.	✓	

	Skimming activity 1	Skimming activity 2
The teacher asks the learners to read only the first three paragraphs of the text.		✓

After you watch

Before the group task	During the group task	After the group task
a	b	c
e	h	g
f	d	
i		

Stage 4 – While reading: Scanning (answers)

National Curriculum Framework

How do you think improving reading skills in one language can improve reading in others?

- Skills including skimming and scanning can be applied to many kinds of texts, in English as well as other languages.
- Learners who know how to apply strategies for reading have more confidence when they approach a new text.
- Developing reading skills helps learners to understand the meaning of texts and to be able to summarise them in their own words. This is better than memorising a text word for word.

Before you watch

1 Scanning (true or false)

	True	False
Scanning is very useful for finding a specific piece of information in a text, for example: a number, a person's name or a date.	✓	
Scanning involves reading the whole text in detail.		✓

	True	False
While scanning, the reader has to focus on the information they are looking for and remember it clearly.	✓	
You cannot apply scanning skills to a lengthy piece of text.		✓
Scanning can involve reading more than 1500 words per minute.	✓	

2 Descriptions of skimming activities

Activity 1 – Putting words in sequence

- a The learners will read **quickly**.
- b The learners are looking for **individual words**.
- c The learners need to **look for specific information**.

Activity 2 – Gap-fill

- a The learners will read **quickly**.
- b The learners are looking for **sentences**.
- c The learners need to **look for specific information**.

Video watch

Steps in scanning activities

The teacher asks the learners to recall the **main points** of the text.

The teacher tells the learners they are going to look for **specific information** in the text.

The teacher sets a **time** limit for the task. This is to make sure the learners read quickly.

The learners look at the words (Activity 1) or sentences (Activity 2) on the board. This is to help the learners **focus on** what they are looking for.

The learners choose only certain **sections/parts** of the text for scanning. They do not read the whole thing.

The learners read the text **individually** and find the information they need. They don't work together yet.

The learners write down their responses in their **notebooks**.

The learners check their answers with each other and share them later with the **whole class**.

After you watch

- 1 The teacher's writing on the board is easy to see and her handwriting is not messy. This is because: a) the teacher wants to use the board as a guide for an activity. It needs to be clear so the learners do not get confused.
- 2 The teacher involves the learners in writing the answers on the board. This is because: b) the teacher wants the learners to be actively involved in the feedback stage.

Stage 5 – Post-reading (answers)

National Curriculum Framework

How can you link reading to other skills in the classroom?

- The teacher can set up a discussion activity about the topic of the reading text, to develop speaking skills.**
- The learners can write a short paragraph related to the topic of the text, to develop writing skills.**
- The teacher can read the text aloud. The learners listen without following in their coursebooks. They write down the key words they hear.**

Before you watch

1 Warmer or post-reading activity?

	Warmer activity	Post-reading activity
The learners introduce themselves to the class, but they must include three lies in their description. The other students must guess which things they say are not true.	✓	
The learners discuss a summary of a text in groups. They write one sentence to describe the text. They share their answers with the rest of the class.		✓
The teacher gives three definitions of a word and asks the learners to guess which one is correct.	✓	

	Warmer activity	Post-reading activity
The learners play a vocabulary game to revise the words they have learned in the previous class.	✓	✓
The learners do a role play using language forms they focused on while reading the text.		✓
The students think of as many words as they can about the topic they are going to read about.	✓	

2 Post-reading activity focus

Activity 1 – Quiz:

- The topic of the text
- Writing
- Grammar [question forms]
- Speaking

Activity 2 – Backs to the board:

- Vocabulary
- Speaking
- Listening

Video watch

Activity 1: Quiz

What the teacher says	What the learners say/do
The first three benches (1st, 2nd and 3rd), you are Group A. Turn around. Group A raise your hands.	The learners turn around to face each other and raise their hands.
Each group should have a writer. Have you selected a writer?	The learners answer 'yes' or 'no'. The writers raise their hands.

What the teacher says	What the learners say/do
Now you have to write two questions. Discuss. Dictate the questions to the writer. The writer will note them down.	The learners discuss their ideas in groups. The writer writes down their questions.
One person from Team A will come here (to the front of the class) with the question. Teams B, C and D have to answer. You can ask only one question at one time.	The learners come to the front of the class and read the questions out loud. The other groups volunteer to answer the questions.
Is this answer right?	The learners say 'yes' or 'no'.
Who is the winner? Let's clap for Team B.	The learners clap.

Activity 2: Backs to the board

What the teacher says	What learners say/do
Did you enjoy reading the lesson? Do you want to play a game?	The learners answer 'yes' or 'no'
One person from Team A come and sit here (at the front of the class).	The learners sit on the chairs in front of the board.
Dulari is now facing the class and her back is to the board. If I write a word here, can Dulari see what's on the board?	The learners answer 'no'.
Team A should give clues so that she can guess the word.	Team A gives a clue related to the word on the board. Their teammate tries to guess the word correctly.
Before starting, I would like to have two scorers.	Two learners volunteer to be scorers.
A big hand to the girls' team!	The learners clap.

After you watch

1b; 2a; 3e; 4f; 5c; 6d

Answer key: Part 2 – Sample reading lessons

Answers will vary.

Note that all three lessons are designed to be learner-centred, with clear aims and demonstrating the different stages of a reading lesson that have been covered in Part 1 of this resource.

The activities are designed to be connected to each other logically and engaging for the learners.

The teachers try to use short, clear instructions and set up and monitor the pair and group work successfully. They elicit answers and ideas from the learners and use the board effectively.

Feedback form

We are constantly trying to improve the quality of the work we do and we place great importance on the views of the people we work with. Please help us to improve and develop our services further by completing this brief feedback form. Please tick (✓) or write your answers.

Please send your completed form to: **Senior Project Manager (English Partnerships – BLISS project), British Council, L&T Chambers 1st floor, 16 Camac Street, Kolkata 700 017**

If you prefer you can also complete this feedback form online here:

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1 What classes do you teach?	Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Other <input type="checkbox"/>
2 What type of school do you work in?	Government <input type="checkbox"/> Government-aided <input type="checkbox"/> Private unaided <input type="checkbox"/> Other (what type?) _____
3 Where is your school?	Urban area <input type="checkbox"/> Semi-urban area <input type="checkbox"/> Rural area <input type="checkbox"/>
4 What district and state do you live in?	State: _____ District: _____
5 Have you received face-to-face training as part of a British Council project?	Yes <input type="checkbox"/> Which project? _____ No <input type="checkbox"/> Don't know <input type="checkbox"/>

Please tick one box to show how much you agree or disagree with each of the following statements.

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
6 I found the Teacher Development Films resource useful.					
7 The level of the English language used in this resource is easy for me to understand.					
8 This resource will help me improve my teaching.					
9 I can use some of the activities in my own classes.					
10 I have a better understanding of how to do a learner-centred reading lesson because I used this resource.					

11 What did you like most about this resource?	
12 What did you like least about this resource?	
13 What changes will you make in your teaching as a result of using this resource?	
14 Can you give an example of a technique or activity <u>that you have tried in one of your classes</u> ? Was it successful? Why?/Why not?	
15 How did you use this resource?	Always alone <input type="checkbox"/> Sometimes with one or more other teachers <input type="checkbox"/> Always with one or more other teachers <input type="checkbox"/>
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18 Is there anything else you would like to tell us about the BLISS Teacher Development Films resource?

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Yes, I am happy to be contacted to provide more feedback.

Name: _____

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Thank you!

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