

# ENGLISH IN THE PRIMARY CLASSROOM

TEACHER TRAINING CLIPS  
FOR MOBILE PHONES

Maharashtra



Self-Access  
Course



and  
Answer Key

Approaches and activities that bring  
English to life in the primary classroom.



# ENGLISH IN THE PRIMARY CLASSROOM

TEACHER TRAINING CLIPS FOR MOBILE PHONES  
Maharashtra

## Self-access workbook and answer key

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### **Films concept and content by**

Deepali Dharmaraj, Liana Hyde, Rustom Mody and Russell Stannard

### **Workbook written by**

Rustom Mody, Deepali Dharmaraj, Liana Hyde, Radhika Gholkar,  
Priyanka Davies and Russell Stannard

### **Films edited and produced by**

State Institute of Educational Technology, Pune (Balchitravani)  
and Rustom Mody

### **Supported by**

Vernon D'souza, Gauri Puranik, Poonam Karnik, Mignonne Fernandes  
and Varsha Bhatia

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These film clips were conceived to support primary teachers participating in the **English Language Initiative for Primary Schools in Maharashtra** (ELIPS), a two-year teacher training partnership project between MPSP and the British Council. The film clips were produced as part of the Continuing Professional Development (CPD) framework for ELIPS. It is hoped they will benefit all primary school teachers of English in Maharashtra.

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# INTRODUCTION

English in the Primary Classroom is a teacher training series that shows teachers in Maharashtra using learner-centred techniques, games and activities to teach English. The series has fifteen clips that focus on vocabulary learning, using flashcards, drills, pair work, and developing learners' speaking, listening, reading and writing skills.

You can watch these clips on your mobile phone anytime and anywhere, on the bus, on the train and at home. You can watch them in any order, alone or with colleagues, with or without the workbook.

In these clips, you can see teachers and learners doing activities that are based on the vernacular medium My English Book (standards one to four). These activities show how teachers can use and adapt their textbooks in learner-centred ways.

Each clip lasts around two minutes, and focuses on a learner-centred activity, game or technique. You can watch these clips on your mobile phone (or other digital device) and then try similar activities in your classroom with your learners.

The four teachers are working as lower primary teachers in vernacular medium schools (standards 1-4). The clips were filmed in their classrooms with their learners from urban, rural and tribal schools in Maharashtra.

To support you watching these clips, we have produced this workbook. The aim of the workbook is to:

- help you think about why the teachers are using the activities
- give you ideas on how to adapt and use these activities with your textbook
- give you some useful support to help you develop your classroom English

Remember, these clips are for teacher training. They are not for showing directly to learners in your classrooms.

## How to watch the clips on your mobile phone

With this book, you will find a micro-SD card that you can put in your mobile phone.

To play the clips, you will need to find the correct folder on your phone. There are many different operating systems on mobile phones. For most phones, you should:

- 1 Open my files or file manager or gallery
- 2 Find the external SD card folder
- 3 Select the film you want to watch

It is also possible to use the large SD card with other devices, such as a computer. You may need an SD card adaptor.

## How to watch the clips with this workbook

1. Choose a clip.
2. Find its accompanying worksheet. Read the introduction section and think about the before watching question (you don't need to write anything, only think).
3. Watch the film. While watching, look at the information at the start and end of the clip. It is there to guide you.
4. Look at the *Using it in class* section on the worksheet. This helps you think about how you can use the activity with your class and textbook.
5. Look at the *Classroom English* section and do the exercises. Then check your answers in appendix 1 at the back of this workbook.
6. Note down the ideas that you think you can use and then try them out in your classroom!

## प्रस्तावना

इंग्लीश इन प्रायमरी क्लासरूम ही महाराष्ट्रातील शिक्षकांना विद्यार्थ्यांना इंग्रजी शिकविण्यासाठी विद्यार्थ्यांना केंद्रभागी ठेवणारे तंत्र, खेळ आणि ॲक्टिव्हिटी यांचा वापर कशा प्रकारे करावा ते सांगणारी शिक्षकांची प्रशिक्षण मालिका आहे. ह्या मालिकेमध्ये शब्दसंग्रह शिकविणे, फ्लॅशकार्ड्स, खेळ, जोड्यांनी काम करणे यांचा वापर करणे. आणि विद्यार्थ्यांच्या बोलणे, ऐकणे, वाचन व लिखाण यामधील कौशल्याचा विकास करणे यावर भर देणाऱ्या पंधरा क्लिप्स आहेत.

तुम्ही तुमच्या मोबाईल फोनमध्ये कधीही आणि कोठेही, बसमध्ये, गाडीत आणि घरी ह्या क्लिप्स पाहू शकता. तुम्ही त्या कोणत्याही क्रमाने, एकट्याने अथवा सहकाऱ्यांसोबत, अभ्यास पुस्तिकेसह अथवा तिच्याशिवाय त्या पाहू शकता.

ह्या क्लिप्समध्ये तुम्हाला शिक्षक आणि विद्यार्थी हे प्रांतीय भाषेच्या माध्यमातील My English Book (इयत्ता 1 ते 4) वर आधारलेल्या ॲक्टिव्हिटी करताना दिसतील. या ॲक्टिव्हिटीतून शिक्षकांनी त्यांच्या पाठ्यपुस्तकांचा विद्यार्थी केंद्रीत पद्धतीने कशाप्रकारे वापर व अंगिकार करावा हे दाखविलेले आहे.

प्रत्येक क्लिप साधारणपणे दोन मिनिटांची असून तिच्यामध्ये विद्यार्थी केंद्रीत ॲक्टिव्हिटी, खेळ किंवा तंत्र यावर भर दिलेला आहे. तुम्ही ह्या क्लिप्स तुमच्या मोबाईल फोनवर (किंवा इतर कोणत्याही डिजिटल साधनावर) पाहू शकता आणि तुमच्या वर्गात तुमच्या विद्यार्थ्यांसाठी अशाच प्रकारे ॲक्टिव्हिटी करण्याचा प्रयत्न करू शकता.

प्रांतीय भाषिक माध्यमांच्या शाळांमध्ये निम्न प्राथमिक शिक्षक म्हणून हे चार शिक्षक (इयत्ता 1 ते 4) काम करीत आहेत. ह्या क्लिप्सचे चित्रिकरण महाराष्ट्र ग्रामीण, शहरी आणि आदिवासी शाळांमधील विद्यार्थ्यांच्या वर्गात करण्यात आले आहे.

ह्या क्लिप्स पहाण्यास तुम्हाला मदत व्हावी म्हणून आम्ही ही वर्कशीट तयार केली आहे. या वर्कशीटचे उद्देश :

- शिक्षक ह्या ॲक्टिव्हिटीचा वापर का करीत आहेत याबाबत विचार करण्यासाठी तुम्हाला मदत करणे.
- तुमच्या पाठ्यपुस्तकासाठी ह्या ॲक्टिव्हिटीचा स्वीकार आणि वापर कशाप्रकारे करावा याविषयी तुम्हाला क्लपना देणे.
- तुमच्या वर्गाच्या इंग्रजीमध्ये सुधारणा करण्यास मदत करण्यासाठी तुम्हाला थोडेसे उपयुक्त साह्य करणे.

लक्षात ठेवा की ह्या क्लिप्स शिक्षकांच्या प्रशिक्षणासाठी आहेत. त्या थेट तुमच्या वर्गातील विद्यार्थ्यांना दाखविण्यासाठी नाहीत.



### तुमच्या मोबाईल फोनवर ह्या क्लिप्स कशा पाहाव्यात.

ह्या पुस्तकासोबत तुम्हाला एक मायक्रो-एसडी कार्ड मिळेल आणि ते तुम्ही तुमच्या मोबाईल फोनमध्ये लावू शकता.

क्लिप्स प्ले/सुरू करण्यासाठी तुम्ही तुमच्या फोनमधील नेमका फोल्डर शोधा. मोबाईल फोनमध्ये अनेक ऑपरेटिंग सिस्टम्स असतात. बहुतांशी फोनसाठी, तुम्ही :

- 1 माय फाईल्स किंवा फाइल मॅनेजर किंवा गॅलरी ओपन करणे.
- 2 एक्सटर्नल एसडी कार्ड फोल्डर शोधून काढणे.
- 3 तुम्हाला पहावयाच्या फिल्मची निवड करणे.

याशिवाय संगणकासारख्या इतर यंत्रांमध्ये लार्ज एसडी कार्डचा वापर करणे देखील शक्य होते. तुम्हाला एसडी कार्ड ऍडाप्टरची गरज पडू शकते.

### ह्या कार्यपुस्तिकेचा वापर करून क्लिप्स कशा पाहाव्यात.

1. क्लिप निवडा.
2. तिच्यासोबतची वर्कशीट शोधून काढा. इन्ट्रोडक्शन सेक्शन वाचा आणि बिफोर वॉचिंग प्रश्नांचा विचार करा. (तुम्हाला काहीही लिहिण्याची आवश्यकता नाही फक्त विचार करा).
3. फिल्म पहा. पहात असताना क्लिपच्या सुरुवातीस व शेवटी दिलेली माहिती पहा. ती तुम्हाला मदत करण्यासाठी दिलेली आहे.
4. वर्कशीटमधील यूजिंग इट इन क्लास विभाग पहा. तुमच्या वर्गामध्ये आणि पाठ्यपुस्तकामध्ये ह्या ॲक्टिव्हिटीचा वापर कशाप्रकारे करावा याविषयी विचार करण्यास त्याची मदत होईल.
5. क्लासरूम इंग्लीश विभाग पहा आणि त्यावरील व्यवसाय करा. त्यानंतर ह्या वर्कशीटच्या शेवटी असणारे पुरवणी एकमधील उत्तरांबरोबर तुमची उत्तरे तपासून पहा.
6. तुम्ही वापरू शकता असे तुम्हाला वाटते अशा कल्पना लिहून काढा आणि तुमच्या वर्गामध्ये नंतर त्या वापरून पहा!

# Clip 1: Involving learners with simple questions

## A. Introduction

It can be difficult to give speaking practice of grammar points. To make it easy, the teacher can ask simple questions about classroom objects and textbook pictures. This gives learners simple speaking practice of grammar points and also builds their confidence.

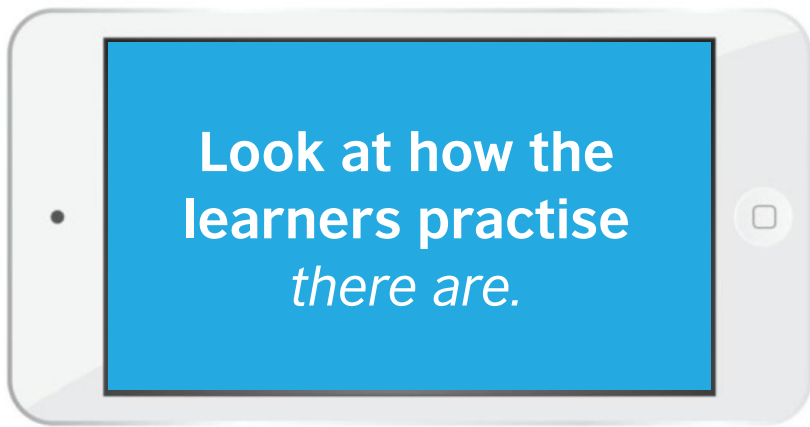
व्याकरणाच्या मुद्यांचा बोलताना सराव करून घेणे कठिण आहे. हे सोपे होण्यासाठी शिक्षक वर्गातील वस्तू आणि पाठ्यपुस्तकातील चित्रे ह्याबद्दल साधे प्रश्न विचारू शकतो. ह्यामुळे विद्यार्थ्याला व्याकरणाच्या मुद्यांचा बोलताना सोपा सराव होतो आणि त्याचप्रमाणे त्यांच्यात आत्मविश्वास निर्माण होतो.

## B. Before watching:

How do you practise '*There are...*' with your learners?

तुमच्या विद्यार्थ्यांबरोबर तुम्ही '*There are....*' चा सराव कसा कराल?

## C. While watching



## D. Using it in class

**The teacher asked simple questions to practise '*There are.....*':**

शिक्षकाने '*There are....*' चा सराव करण्यासाठी साधे प्रश्न विचारले आहेत.

*How many boys are there in the class?*

*How many girls are there in the class?*

*How many mirrors are there in the class?*

## Which objects from inside and outside your classroom could you use to practise 'There are.....' with your learners?

तुमच्या विद्यार्थ्यांबरोबर 'There are....'चा सराव करण्यासाठी वर्गाच्या आतील आणि बाहेरील कोणत्या वस्तूंचा तुम्ही उपयोग करू शकता ?

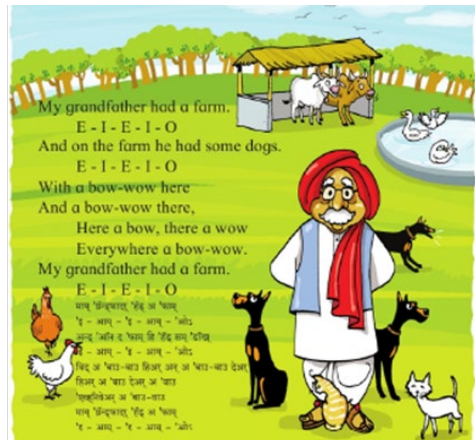
For example:

*benches, windows, trees*

(See the answer key in Appendix 1 for more examples)

## E. Classroom English

Look at this picture from your textbook.



(From My English book 1 page 45 unit 9)

### How could you use it to practise 'There are.....'? Fill in the blanks.

तुम्ही 'There are....'चा सराव करू शकता ? गाळलेल्या जागा भरा.

1) Q: How many cats are there?

A: There are two cats.

2) Q: How ..... dogs ..... ?

A:..... three dogs.

3) Q: ..... ducks ..... ?

A:..... ducks.

4) Q:..... cows ..... ?

A:..... cows.

5) Q: ..... hens ..... ?

A:..... hens.

6) Q: How..... clouds ..... ?

A:..... clouds.

(See the answer key in Appendix 1)

**Now use simple questions with your learners!**

## Clip 2: Picture pair work

### A. Introduction

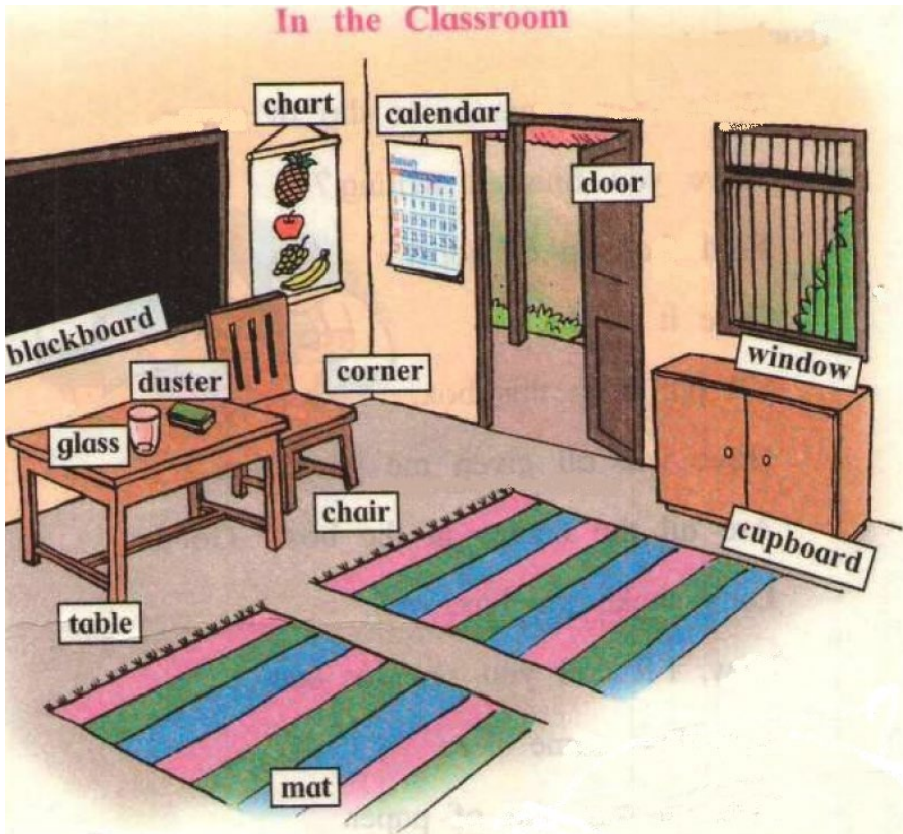
After teaching new English words, teachers should give learners speaking practice. A good way to do this is through pair work. Learners can work with another learner, speak to each other and practise the new words they have learnt.

इंग्रजीचे नवीन शब्द शिकल्यानंतर, शिक्षकाने विद्यार्थ्यांचा बोलण्याचा सराव करून घ्यावा. हे करण्याची सर्वोत्तम पद्धती म्हणजे pair work. विद्यार्थी दुसऱ्या विद्यार्थ्याबरोबर सराव करू शकतो, एकमेकांशी बोलू शकतात आणि त्यांनी शिकलेल्या नव्या शब्दांचा सराव करू शकतात.

### B. Before watching

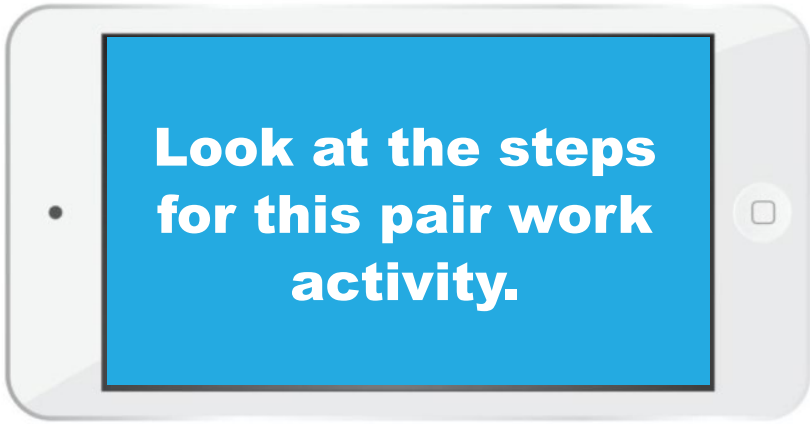
**Look at the picture below. How can you use it for pair work?**

खालील चित्र पहा. तुम्ही येथे pair work चा उपयोग कसा करू शकता ?



(From My English Book Three, page 67)

## C. While watching



## D. Using it in class

**Look in your textbook. Can you use pair work with your textbook?  
What will the learners do in pairs? Write below:**

पाठ्यपुस्तकात पहा. तुम्ही pair work चा उपयोग पाठ्यपुस्तक शिकवायला करू शकता का?  
विद्यार्थी जोडीने काय करू शकतात? खाली लिहा:

1 *My English Book Four, page 69. The learners learn the meaning of the new words. Then, the learners work in pairs: One learner asks questions about how many green doors/windows/trees there are in the picture. The other learner answers. The teacher monitors and helps them when they need help.*

2 .....

.....

.....

.....

3 .....

.....

.....

.....

## E. Classroom English

Teachers should be positive with learners. This makes them more confident. Watch the clip again. Notice how the teacher encourages the learners. She does this by clapping, using their names, smiling, and giving praise. शिक्षकानी विद्यार्थ्यांबरोबर सकारात्मक वागावे. यामुळे त्यांचा आत्मविश्वास वाढतो. ही क्लिप पुन्हा पहा. शिक्षिका विद्यार्थ्यांना कसे प्रोत्साहन देते ते पहा. टाळ्या वाजवून, त्यांच्या नावांचा उल्लेख करून, हसून आणि कौतूक करून प्रोत्साहन देते.

### Here are some ways to praise learners:

विद्यार्थ्यांचे कौतूक करण्याचे हे काही मार्ग आहेत:

- Very good!
- Well done, Shefali!
- Great work, Rehman!
- Brilliant!
- That's a nice idea, Manish!
- Excellent!
- Thanks for helping me, Ayesha.
- That's a good answer, Jyoti!
- Everyone clap for Dipti and Santosh!

### How could you praise learners in the following situations? Use the sentences given above to help you.

खालील परिस्थितीत तुम्ही विद्यार्थ्यांचे कसे कौतूक करू शकता? तुम्हाला मदत व्हावी यासाठी वरील वाक्यांचा उपयोग करा:

- 1) Divya gives the correct answer to your question.

*Excellent Divya!*

- 2) Sachin cleans the blackboard for you.

- 3) Dipika and Sunil make a very nice poster.

- 4) Harsh does his homework well.

- 5) Smita and Danesh do the pair activity very well.

*(See the answer key in appendix 1)*

**Now try to use these sentences to praise learners in your class!**

## Clip 3: Using flashcards 1

### A. Introduction

A flashcard is a piece of paper with a picture. Pictures help learners understand and remember meanings of new words. They are also useful for asking learners to repeat words. Teachers and learners can use flashcards in many different ways.

Flashcard हा एक कागदाचा तुकडा असतो. चित्रांमुळे विद्यार्थ्यांना नवीन शब्द समजून घेण्यास आणि त्यांचा अर्थ लक्षात ठेवण्यास मदत होते. शब्दांचा पुनरुच्चार करण्यासाठी देखील विद्यार्थ्यांना त्याचा उपयोग होतो. शिक्षक आणि विद्यार्थी flashcards चा अनेक प्रकारे उपयोग करू शकतात.

### B. Before watching

Write two more reasons why using flashcards is a good idea.

It's good to use flashcards because...

Flashcards चा उपयोग करणे ही चांगली कल्पना आहे याची अजून दोन कारणे लिहा.

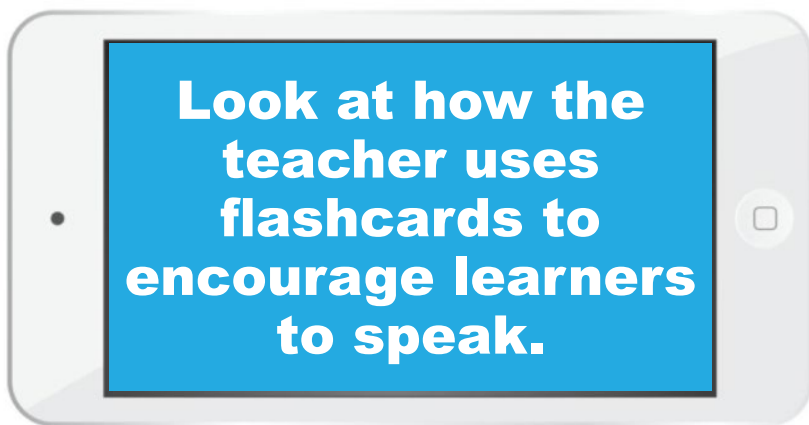
Flashcards चा उपयोग करणे चांगले आहे कारण .....

1. *learners can look at the picture and repeat the words.*

2. ....

3. ....

### C. While watching



## D. Using it in class

Before doing exercise 32 My English Book Three (page 63), the teacher made flashcards to introduce and practise the words.

पाठ 32 My English Book Three (पान 63), करण्यापूर्वी, शिक्षकाने शब्दांची ओळख आणि सराव करण्यासाठी flashcardsचा उपयोग केला.



(From My English Book Three, page 63)

**Look in your textbook. For which units could you make flashcards to teach or revise vocabulary?**

तुमच्या पाठ्यपुस्तकात पहा. तुम्ही कोणते युनिट शिकविण्यासाठी किंवा उजळणी करण्यासाठी flashcards चा उपयोग करू शकता ?

1) My English Book Three, page 58. I can draw flashcards of the faces to practise the words sad/nice/happy/angry.

2) .....

.....

.....

3) .....

.....

.....



## E. Classroom English

To learn and practise the correct pronunciation, it is very important that learners repeat the same word many times. To make this more interesting, you can show a flashcard and ask learners to repeat words in different ways. For example, *softly, loudly, slowly, quickly, happily*.

अचूक उच्चार शिकण्यासाठी आणि त्यांचा सराव करण्यासाठी, विद्यार्थ्यांनी त्याच शब्दांचा अनेक वेळा उपयोग करणे महत्वाचे आहे. हे अधिक आकर्षक व्हावे यासाठी तुम्ही flashcards दाखवू शकता आणि विद्यार्थ्यांना शब्दांचा वेगवेगळ्या प्रकारे वापर करण्यास सांगू शकता. उदाहरणार्थ, हळू आवाजात, मोठ्याने, हळूहळू, चटकन, आनंदाने.

### Make sentences with the following words.

खालील शब्दांचा उपयोग करून वाक्य तयार करा.

- 1) repeat, Please, sentence, quickly, the  
*Please repeat the sentence quickly.*
- 2) you, speak, slowly, Could, more ?  
.....
- 3) you, more, that, loudly, say, Can, word?  
.....
- 4) you, quickly, repeat, more it, Could?  
.....
- 5) happily, Prashant, say, you, it, could ?  
.....

(See the answer key in appendix 1)

### Try making your own flashcards and using them with your learners!

## Clip 4: Using flashcards 2

### A. Introduction

Flashcards are a great way to motivate learners to learn new vocabulary. They also help with revision. The teacher can show the learners flashcards in different ways to make the lesson more interesting and varied. For example, the teacher shows the flashcards quickly and the learners have to guess the picture. The learners have fun and learn new words!

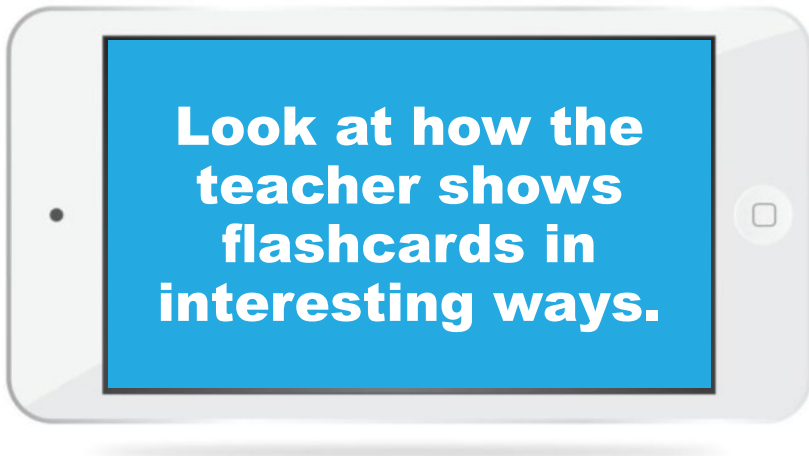
उजळणी करण्यासाठी विद्यार्थ्यांना प्रेरणा देण्यासाठी flashcards चा खूप उपयोग होतो. संभाषणात त्याची उजळणी करण्यासाठी देखील त्यांचा उपयोग होतो. पाठ अधिक आकर्षक आणि वैविध्यपूर्ण होण्यासाठी शिक्षक विद्यार्थ्यांना flashcards वेगवेगळ्या प्रकारे दाखवू शकतो. उदाहरणार्थ, शिक्षकाने flashcards चटकन दाखवावे आणि विद्यार्थ्यांना चित्र ओळखावे लागेल. विद्यार्थ्यांना त्यामुळे मजा वाटेल आणि नविन शब्द शिकता येतील!

### B. Before watching

**Do you have any flashcards in your classroom? How often do you use them?**

तुमच्या वर्गात काही flashcards आहेत का? तुम्ही त्याचा किती वारंवार उपयोग करता?

### C. While watching



## D. Using it in class

In the clip, the teacher shows the flashcards slowly then shows the flashcards quickly to make the exercise more interesting for his learners.

Think about other ways to use flashcards in your lessons. Write below:

ह्या क्लिपमध्ये, ह्या विद्यार्थ्यांसाठी पाठ अधिक आकर्षक व्हावा यासाठी शिक्षक **flashcards** हळूहळू दाखवतो त्यानंतर **flashcards** चटकन दाखवतो.

तुमच्या पाठात flashcards चा उपयोग करण्याच्या इतर मार्गांचा विचार करा. खाली लिहा:

### A Memory Activity

- 1) Place five or six flashcards on the floor in a circle.
- 2) Students have one minute to remember the cards.
- 3) In groups, give the learners two minutes to write as many of the names as they can remember.

B

.....

.....

.....

.....

C

.....

.....

.....

.....

(See the answer key in appendix 1)

## E. Classroom English

1 In the clip, the teacher shows the flashcard and asks the learners a question.

ह्या क्लिपमध्ये, शिक्षक विद्यार्थ्यांना flashcard दाखवतो आणि नंतर प्रश्न विचारतो.

**Teacher:** What's this?

**Learners:** It's a rose.

There are different questions you can ask the learners when using flashcards.

Put the words in the correct order to make questions.

तुम्ही flashcards चा उपयोग करताना विद्यार्थ्यांना वेगवेगळे प्रश्न विचारू शकता. शब्द अचूक क्रमात लावा आणि प्रश्न तयार करा.

1) this / what's?

*What's this?*

2) see can What you?

3) the name What's this of?

4) the card What's theon?




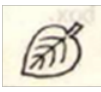
(See the answer key in Appendix 1)

**The teacher in the clip asks the learners to repeat, 'It's a .....' for each flashcard.**

ह्या क्लिपमध्ये शिक्षक विद्यार्थ्यांना याचा वारंवार उपयोग करण्यास सांगतो, प्रत्येक flashcards साठी 'It's a .....'

Now look at the pictures and write what the learners say.

आता चित्र पहा आणि विद्यार्थी काय म्हणतात ते लिहा.

	1) Teacher: What's this? Learner: It's a rose.
	2) Teacher: What can you see? Learner: .....
	3) Teacher: What's the name of this? Learner: .....
	4) Teacher: What can you see? Learner: .....

(See answer key in Appendix 1)

**Now try using flashcards with your learners!**

## Clip 5: Point to the...

### A. Introduction

In this activity, the teacher uses simple objects, and tells learners to point to them. This helps learners remember new vocabulary. The learners listen, understand, point and repeat. Learners also lead the activity.

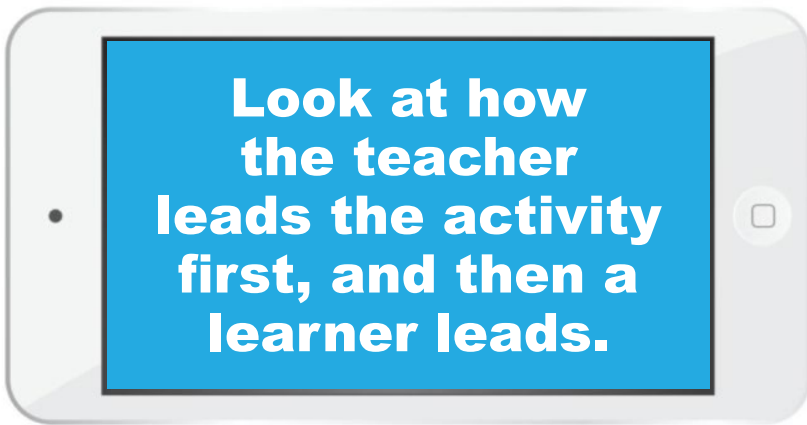
ह्या ॲक्टिव्हिटीमध्ये, शिक्षक साध्या वस्तूंचा उपयोग करतो, आणि विद्यार्थ्यांना त्या वस्तूकडे बोट दाखविण्यास सांगतो. ह्यामुळे विद्यार्थ्यांना नवीन शब्द लक्षात राहण्यास मदत होते. विद्यार्थी ऐकतो, समजून घेतो, त्याकडे बोट दाखवितो आणि पुन्हा बोलतो. विद्यार्थी त्या सरावात पुढाकार देखील घेतो.

### B. Before watching

How can you help learners remember new vocabulary?

तुमच्या विद्यार्थ्यांना नवीन शब्द लक्षात ठेवण्यास तुम्ही कशी मदत करू शकता ?

### C. While watching



### D. Using it in class

In this clip, the teacher uses a watch, phone and camera. What other groups of words or objects could you use in this activity? Write below.

ह्या क्लिपमध्ये, शिक्षक घड्याळ, फोन आणि कॅमेराचा उपयोग करतो. ह्या सरावात तुम्ही कोणते इतर शब्द किंवा वस्तूंचा उपयोग करू शकता ? खाली लिहा.

- 1) *clothes*.....
- 2) .....
- 3) .....

(See the answer key in Appendix 1)

## E. Classroom English

**1 The teacher uses gestures while giving instructions. Gestures help learners understand instructions better. Watch the beginning of the clip again. Which gestures does she use? Make notes below.**

सूचना देताना शिक्षिक हावभावांचा उपयोग करते. हावभावांमुळे विद्यार्थ्यांना सूचना अधिक चांगल्या समजतात. व्हिडिओची सुरुवात पुन्हा पहा. ती कोणत्या हावभावांचा उपयोग करते? खाली नमूद करा.

.....

.....

.....

**2 Match the following instructions with the gesture.**

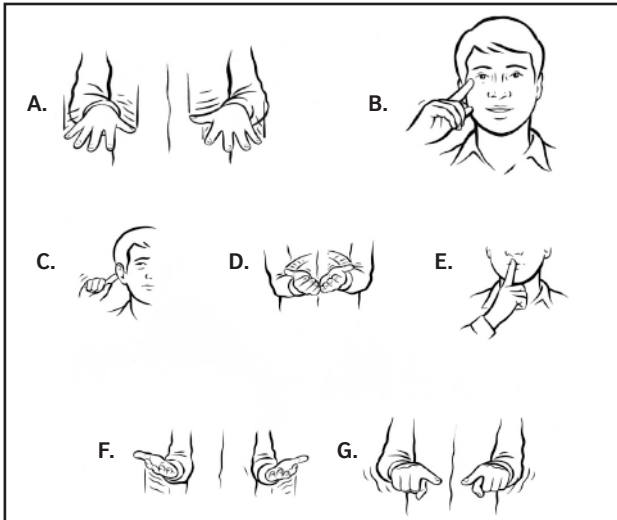
खालील सूचना आणि हावभाव यांच्या जोड्या लावा.

Instructions:

1. Open your book.
2. Stand up.
3. Sit down.
4. Listen.
5. Be quiet.
6. See/ watch.
7. Work in pairs.

( See the answer key in Appendix 1)

Gestures:



**Now try this with your learners!**

## Clip 6: Chain Drill

### A. Introduction

In a chain drill, learners practise questions and answers. The teacher asks one learner a question. The learner answers the question. This learner then asks the same question to another learner. Each learner asks and answers a question. If learners make grammar or pronunciation errors, the teacher can correct immediately.

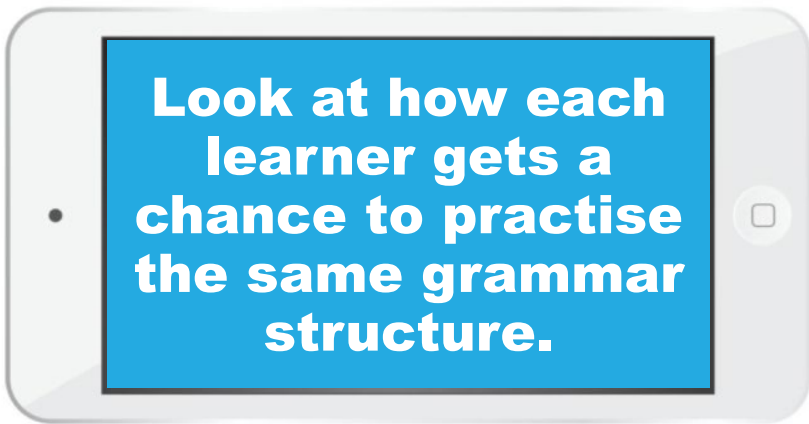
Chain drill मध्ये विद्यार्थी प्रश्न आणि उत्तरांचा सराव करतो. शिक्षक एका विद्यार्थ्याला एक प्रश्न विचारतो. विद्यार्थी प्रश्नाचे उत्तर देतो. हा विद्यार्थी त्यानंतर तो प्रश्न दुसऱ्या विद्यार्थ्याला विचारतो. प्रत्येक विद्यार्थी विचारतो आणि प्रश्नाचे उत्तर देतो. जर विद्यार्थ्याने व्याकरणाची किंवा उच्चारणाची चूक केली तर शिक्षक त्यात ताबडतोब दुरुस्ती करू शकतो.

### B. Before watching

Do you use drills and repetition in your class? How and why?

तुम्ही तुमच्या वर्गात drill चा आणि repetitionचा उपयोग करता का? कसे आणि का?



### C. While watching



## D. Using it in class

We can use chain drills to practise questions and answers. Look at this exercise from My English Book One.

प्रश्न आणि उत्तरांचा सराव करण्यासाठी आपण chain drill चा उपयोग करू शकतो. हा पाठ पहा.

**1. Let's talk.**

(1) **Mohit** : What's your **father's** name ?

**Rohit** : My **father's** name is Rajan.

father's :  
mother's / brother's  
sister's / friend's

(From My English Book One, page 12)

**Here are the steps for the chain drill:**

1) The teacher and learners repeat the question and answer four times:

**Teacher:** "What's your father's name?"

**Learners:** "What's your father's name?"

**Teacher:** "My father's name is ....."

**Learners:** "My father's name is .....?"

2) The teacher asks the question "What's your father's name?" to one learner.

3) The learner answers "My father's name is Santosh" The learner asks another learner the same question: "What's your father's name?"

Teacher ► Learner 1

Learner 1 ► Learner 2

Learner 2 ► Learner 3...

Look in your textbook. Which questions and answers can you practise using a chain drill? Describe below.

तुमच्या पाठ्यपुस्तकात पहा. तुम्ही **chain drill** चा उपयोग करून कोणत्या प्रश्न आणि उत्तराचा सराव करू शकता? खाली वर्णन करा.

1) .....

2) .....



## E. Classroom English

**1 Here are some questions to use in a chain drill. Put the words in the correct order.**

Chain drill मध्ये वापरण्यासाठी येथे काही प्रश्न देण्यात आले आहेत. शब्द अचूक क्रमात लावा.

1. name What your is? *What is your name?*
2. How you are old? .....
3. do live Where you? .....
4. do What do you? .....
5. favourite What colour isyour? .....
6. did do yesterday What you? .....

(See the answer key in appendix 1)

**2 Answer the above questions.**

वरील प्रश्नांची उत्तरे द्या.

1. What is your name? *My name is Ravi.*
2. ....
3. ....
4. ....
5. ....
6. ....

(See the answer key in appendix 1)

**Now try using a chain drill with your learners !**

## Clip 7: Jump Left Jump Right

### A. Introduction

When learners are active in English lessons, they enjoy themselves and learn quickly. '*Jump Left Jump Right*' is an enjoyable activity because learners listen and respond with movement and speaking. This involves them physically and mentally and they have fun while learning!

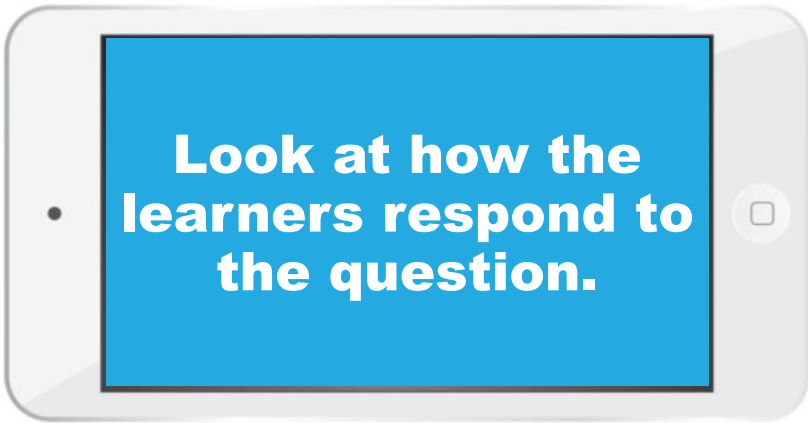
जेव्हा विद्यार्थी इंग्रजी पाठांच्या बाबतीत सक्रिय होतील तेव्हा त्यांना स्वतःला आनंद मिळेल आणि चटकन शिकतील. '*Jump Left Jump Right*' ही मजा आणणारी ॲक्टिव्हिटी आहे कारण विद्यार्थी ऐकतात आणि हालचाल करून व बोलून प्रतिसाद देतात. ह्यामुळे ते शारीरिक आणि मानसिक दोन्ही पद्धतींनी सहभागी होतात आणि त्यांना शिकताना मजा वाटते!

### B. Before watching

How do you get learners to answer questions in class?

तुम्ही विद्यार्थ्यांना वर्गात उत्तरे कशी द्यायला लावाल?

### C. While watching



## D. Using it in class

You can use “Jump left jump right” to practise answering yes/no questions.

तुम्ही प्रश्नाचे होय/नाही उत्तर देण्याचा सराव करण्यासाठी ‘Jump Left Jump Right’ याचा उपयोग करू शकता.

For example:

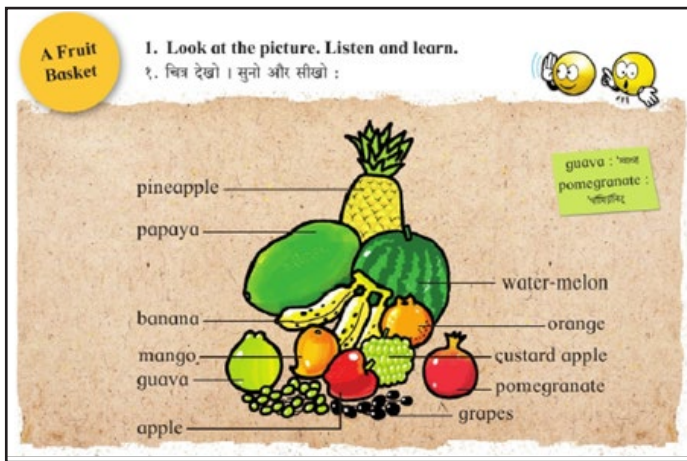
Teacher : Do you drink milk in the morning?

Learners : Yes I do/ No I don't

How can you use “Jump left jump right” with your textbook?

Describe below.

तुम्ही तुमच्या पाठ्यपुस्तकाबरोबर “Jump Left Jump Right” चा उपयोग कसा करू शकता. खाली वर्णन करा:



(From My English Book One, page 27)

1) My English Book One, page 27. The learners stand in a line. The teacher asks “Do you like papaya?” The learners jump left or right and answer the question.

Write your examples here:

2) .....

.....

.....

3) .....

.....

.....

## E. Classroom English

**When we play “Jump Left Jump Right” we ask “Do you.....?” questions. Make the following sentences into questions with “Do you.....?”**

आपण जेव्हा “Jump Left Jump Right” खेळतो तेव्हा आपण “Do you.....?” हा प्रश्न विचारतो.

“Do you.....?” याचा उपयोग करा आणि खालील वाक्यांचे प्रश्नांत रूपांतर करा.

1) I eat fruit. Do you eat fruit? .....

2) I eat mangoes .....

3) I speak English .....

4) I play cricket .....

5) I like dancing .....

*(See the answer key in appendix 1)*

**Try using Jump Left Jump Right in your class!**

## Clip 8: From reading to writing

### A. Introduction

Younger learners need help to learn to write. To make this interesting, we can give them many different types of practice. Slates are very helpful for this. Learners can write a word, show it to the teacher and other learners, and correct it easily.

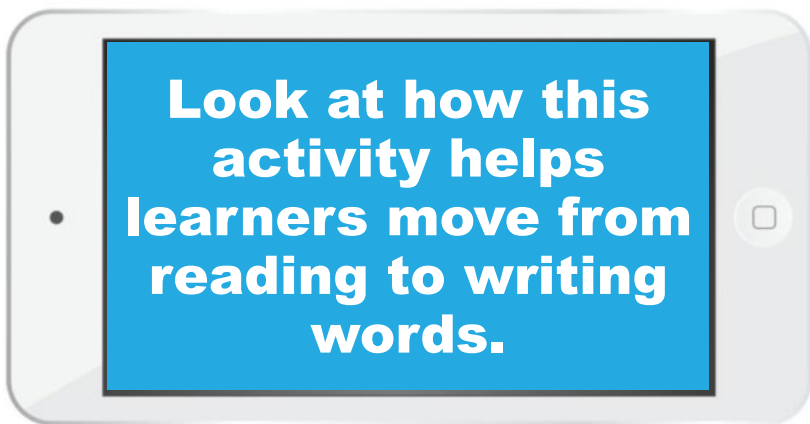
लहान विद्यार्थ्यांना लिहिण्यास शिकण्यासाठी मदतीची गरज असते. ह्यात रस निर्माण व्हावा यासाठी, आपण त्यांच्याकडून वेगवेगळ्या प्रकारचे सराव करून घेऊ शकतो. ह्यासाठी स्लेटची पाटी खूप उपयोगी पडते. विद्यार्थी एक शब्द लिहू शकतो आणि शिक्षकांना दाखवू शकतो, आणि त्यात सहज दुरुस्ती करू शकतो.

### B. Before watching

How do you practise writing words with your learners?

तुम्ही विद्यार्थ्यांबरोबर शब्द लिहिण्याचा सराव कसा कराल?

### C. While watching



## D. Using it in class

### Here are the steps for the activity.

ह्या ठिकाणी ह्या पद्धतीसाठी टप्पे देण्यात आले आहेत.

- 1) The teacher holds up the cards and the learners say them aloud.
- 2) The teacher puts the cards on the floor.
- 3) The teacher holds up a colour and the learners say its name.
- 4) The learners look for the spelling of the colour on the cards in front of them.
- 5) The learners write the word on the slate.
- 6) The learners hold up the slates. The teacher checks the words, and learners correct their spellings if necessary.

Watch the clip again. Why does the teacher use Marathi?

क्लिप पुन्हा पहा. शिक्षक मराठीचा उपयोग का करतो ?

.....

.....

.....

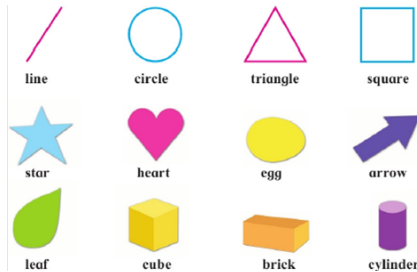
.....

(See the answer key in appendix 1)

### Could you use this activity with other words in your textbook? Give examples below.

तुमच्या पाठ्यपुस्तकातील इतर शब्दांसाठी तुम्ही ह्या उपक्रमाचा उपयोग करू शकता का ? खाली उदाहरण द्या.

- 1) *My English Book Two, page 52. To revise this vocabulary, I will make flashcards of the shapes and their spellings. I will show the shape flashcard, and the learners will write the word on their slates. We can also practise colours.*



(From My English Book Two, page 52)

- 2) .....
- .....
- .....
- .....
- .....

## E. Classroom English

It is natural for learners to make mistakes in English. Teachers and learners should see mistakes as an important part of language learning. In the clip, the teacher corrects learners very gently. He encourages them to try to correct mistakes themselves. This helps learners think about their English.

विद्यार्थ्यांच्या इंग्रजीत चुका होणे हे स्वाभाविक आहे. शिक्षक आणि विद्यार्थी यांनी चुकांकडे भाषा शिकण्याचा महत्त्वाचा भाग म्हणून पहावे. क्लिपमध्ये शिक्षक विद्यार्थ्यांच्या चुका अतिशय मृदू शब्दात सुधारेल. स्वतः चुकांची दुरुस्ती करण्यास तो त्यांना प्रोत्साहन देईल. ह्यामुळे विद्यार्थ्यांना त्यांचे इंग्रजी समजून घेण्यास मदत होते.

**Look at these sentences for correcting learners. Put them in the correct order.**

विद्यार्थ्यांच्या चुकांमध्ये दुरुस्ती करण्यासाठी ही वाक्ये पहा. ती योग्य क्रमात लावा.

1) correct spelling your Is? *Is your spelling correct?*

2) different that a in way you say Can?

3) again. this answer at Look

4) answer right the that Is?

5) partner. your Compare withyour answer

(See the answer key in appendix 1)

**Try using these sentences to correct your learners!**

## Clip 9: Slap the board

### A. Introduction

Learners enjoy English lessons when they are active and working together. Games are a good way to do this. Slap the board is a team game to check understanding of vocabulary and have fun!

विद्यार्थी जेव्हा सक्रिय भाग घेतात आणि एकत्र काम करतात तेव्हा त्यांना शिकताना आनंद वाटतो. खेळ हा हे करण्याचा चांगला मार्ग आहे. Slap the board नविन शब्दांचे अर्थ समजले आहे की नाही हे कळून देणारा आणि आनंद देणारा सांघिक खेळ आहे.

### B. Before watching

Which team games can you play in your class to revise vocabulary?

संभाषणाची उजळणी करण्यासाठी तुम्ही वर्गात कोणते सांघिक खेळ खेळू शकता ?

### C. While watching



### D. Using it in class

Here are the steps for playing *Slap the board* in your class. Try the activity in your classroom!

तुमच्या वर्गात Slap the board खेळण्याचे काही टप्पे येथे देण्यात आले आहेत. तुमच्या वर्गात हे करून पहा!

- 1) Draw pictures on the board.
- 2) Put the learners in three or four teams.



- 3) The class line up, in their teams, facing the board.
- 4) Draw a line on the floor. The first learner in each group must stand behind this line.
- 5) Say one word. The first learner from each group runs to the board and slaps the correct picture.
- 6) Watch carefully to identify the winner.
- 7) After their turn, the learners run to the back of the line and the next learner takes a turn to slap the board.
- 8) Continue the game in this way.

**In the clip, learners enjoy playing *Slap the board* to revise vocabulary.**

ह्या क्लिपमध्ये, नविन शब्दांची उजळणी करण्यासाठी विद्यार्थी Slap the board चा खेळण्याचा आनंद घेतात.

**How can you use *Slap the board* with your learners? Write below:**

तुम्ही तुमच्या विद्यार्थ्यांबरोबर Slap the board चा उपयोग कसा करू शकाल? खाली लिहा:

- 1) *My English Book Two, page 9. To revise new vocabulary, I can draw these pictures on the board. I can put learners in three lines at the front of the class. When I say the name of one picture and the learners have to slap it on the board.*



(From My English Book Two, page 9)

2) .....

.....

.....

.....

3) .....

.....

.....

.....

## E. Classroom English

It is important for learners to know what they have to do in an activity. After giving instructions, the teacher can ask a question to check if learners understand. If learners answer the questions correctly, this shows that they know what to do. This also makes them more involved.

पाठात विद्यार्थ्यांना काय करायचे आहे हे समजून घेणे महत्वाचे असते. सूचना दिल्यानंतर, विद्यार्थ्यांना समजले का हे पाहण्यासाठी शिक्षक प्रश्न विचारू शकतात. जर विद्यार्थ्यांनी अचूक उत्तरे दिली तर त्यांना काय करायचे आहे हे त्यांना समजले आहे असे दिसून येते. ह्यामुळे त्यांचा सहभाग देखील वाढतो.

For example:

**Teacher's instruction:** Take out your red books.

**Teacher's instruction checking question:** Which book will you take out?

**Learners:** The red one!

**Match the instructions and the questions. The first one is already done.**

सूचना आणि प्रश्नांच्या जोड्या लावा. पहिली जोडी अगोदरच अचूक लावली आहे.

Instructions	Questions
1. Read the first story	a. What are you going to draw?
2. You are group 1	b. What will you say?
3. Draw a picture of a bird	c. Which group are you?
4. Say the colour	d. What page is it?
5. Open your textbook to page 24	e. Which story will you read?

(See the answer key in appendix 1)

**Try to use these questions to check learners' understanding of your instructions!**

## Clip 10: Stand up if you ...

### A. Introduction

It is important to use a variety of activities in your class. Activities with movement are useful for making learners active and interested. Try to use quick activities that practise their listening and/or speaking skills.

तुमच्या वर्गात वेगवेगळ्या प्रकारच्या ॲक्टिव्हिटींचा उपयोग करणे महत्त्वाचे आहे. विद्यार्थ्यांचा सहभाग वाढविण्यासाठी आणि त्यांना त्यात रस निर्माण होण्यासाठी हालचालींसह उपक्रम उपयुक्त असतात. जलद उपक्रमांचा उपयोग करण्याचा प्रयत्न करा ज्यामुळे त्यांना ऐकण्याचा आणि बोलण्याच्या साराव होईल.

### B. Before watching

How do you include movement and actions in your lessons?

तुम्ही तुमच्या पाठात हालचाल आणि कृतीचा कसा उपयोग कराल ?

### C. While watching



## D. Using it in class

In the clip, the teacher uses these words from My English Book One:

ह्या क्लिपमध्ये, शिक्षक My English Book One ह्या शब्दांचा उपयोग यातून करतो:



book



notebook



slate



ruler



pencil



rubber/eraser



slate-pencil



sponge

(From My English Book One, page 14)

You can use *Stand up if* with other words and language points too. Look at the sentences below. Complete them using different endings.

तुम्ही इतर शब्दांबरोबर आणि भाषेच्या मुद्द्यांबरोबर देखील **Stand up if** चा उपयोग करू शकता. खालील वाक्य पहा. वेगवेगळ्या शेवटांचा उपयोग करून ती वाक्ये पूर्ण करा.

1) *Stand up if you have two brothers.*.....

2) *Stand up if* .....

3) *Stand up if* .....

4) *Stand up if* .....

(See the answer key in appendix 1)

## E. Classroom English

In the activity, the teacher asks learners: “**Take out** one object from your bag”. “Take out” is a multi-word verb. Here are some other multi-word verbs to use in your classroom.

ह्या पाठात, शिक्षक विद्यार्थ्यांना विचारतो: “Take out one object from your bag”. “Take out” हे एक multi-word verb आहे. ह्याठिकाणी तुमच्या वर्गात उपयोग करण्यासाठी काही multi-word verb आहेत.

### 1 Match the verb in A with the words in B. The first is already done.

A मधील क्रियापद आणि B मधील शब्दांची जोडी लावा. पहिली अगोदरच लावण्यात आली आहे.

A	B
1. stand	a. away your books
2. turn	b. down the answers
3. take	c. up if you have a pencil
4. write	d. out your books
5. take	e. off your shoes
6. put	f. on the fan

(See the answer key in appendix 1)

### 2 Use the multi-word verbs to complete the sentences.

वाक्याचा उपयोग करण्यासाठी multi-word verb याचा उपयोग करा.

a. Good morning everybody, we are going to do an exercise.

*Take out your books from your bags.*

b. It's very hot in here! Can you ..... please?

c. .... and sit on the mat.

d. It's the end of the lesson, ..... now.

e. Here are some questions, please ..... in your exercise books.

(See the answer key in appendix 1)

**Now try to use these sentences with your learners!**

## Clip11: Starting the lesson

### A. Introduction

It is a good idea for learners to speak in English from the start of the lesson. The teacher can ask simple questions to warm up learners. This prepares them for the lesson and creates an English atmosphere in the classroom. Also, starting lessons in English helps the learners relax and be more confident.

धड्याच्या सुरुवातीपासून विद्यार्थ्यांनी इंग्रजी बोलणे ही चांगली कल्पना आहे. विद्यार्थ्यांचा उत्साह वाढविण्यासाठी शिक्षकाने साधे प्रश्न विचारावेत. ह्यामुळे त्यांची पाठासाठी तयारी होते आणि वर्गात इंग्रजीचे वातावरण निर्माण होते. त्याचप्रमाणे, इंग्रजीत पाठ सुरु केल्यास त्यामुळे विद्यार्थी थोडे चिंतामुक्त होतात आणि त्यांचा आत्मविश्वास वाढतो.

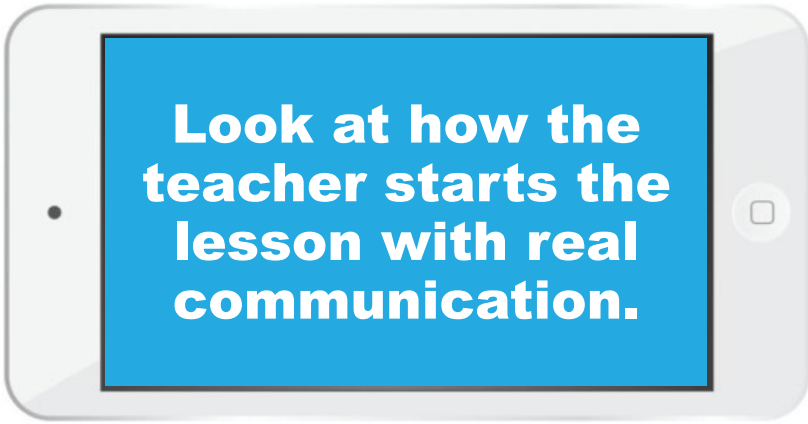


(From My English Book One, page 2)

### B. Before watching

How do you start your English lessons? What do you say to the learners?  
तुम्ही तुमच्या इंग्रजीच्या पाठाची सुरुवात कशी कराल? तुम्ही विद्यार्थ्यांना काय म्हणाल?

## C. While watching



## D. Using it in class

**In this lesson the teacher asked the learners: What day is it today?**

Here are some more questions you use to start English lessons. Put the words in the correct order.

ह्या पाठात शिक्षक विद्यार्थ्यांना विचारतो: What day is it today?

इंग्रजीच्या पाठाची सुरुवात करण्यासाठी तुमच्यासाठी येथे काही अधिक प्रश्न देण्यात आले आहेत. शब्द अवृक क्रमाने लावा. प्रश्न पूर्ण करा.

- 1) you how today? are *How are you today?*
- 2) the take Shall register? we .....
- 3) we last the What do in did lesson? .....
- 4) yesterday? did What do you .....
- 5) begin Shall we lesson? the .....
- 6) your you books? open Can .....

(See the answer key in appendix 1)

## E. Classroom English

### Complete the questions.

- 1) What *day is it today?* It's Thursday.
- 2) Which ..... ? It's August.
- 3) Which ..... ? It's winter.
- 4) What's ..... ? It's sunny.
- 5) What ..... ? It's half past ten.

(See the answer key in appendix 1)

**Now try asking these questions to your learners to start your next lesson!**



## Clip 12: Memorising vocabulary

### A. Introduction

There are many ways to help your learners practise reading and remember new words. One way is to play a game where learners match pictures with words. You can use it with different vocabulary. It is competitive and motivates learners to do their best.

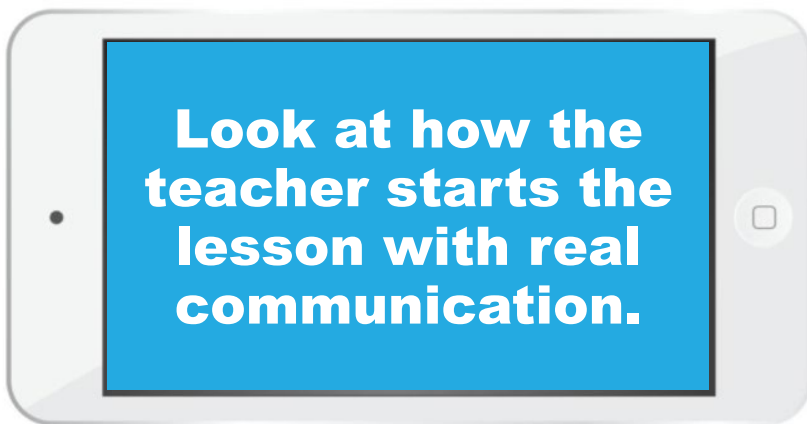
तुमच्या विद्यार्थ्यांना नवीन शब्द वाचण्याचा सराव करण्यासाठी आणि ते लक्षात ठेवण्यासाठी मदत व्हावी यासाठी अनेक नवीन पद्धती आहेत. एक मार्ग म्हणजे असे खेळ खेळणे की ज्यामधून विद्यार्थी शब्द व चित्रे यांच्या जोड्या लावतील. तुम्ही त्याचा वेगवेगळ्या शब्द संपत्तीसाठी वापर करू शकता. ही एक स्पर्धात्मक पद्धत आहे आणि विद्यार्थ्यांना जास्तीत जास्त प्रयत्न करण्यासाठी प्रेरणा देते.

### B. Before watching

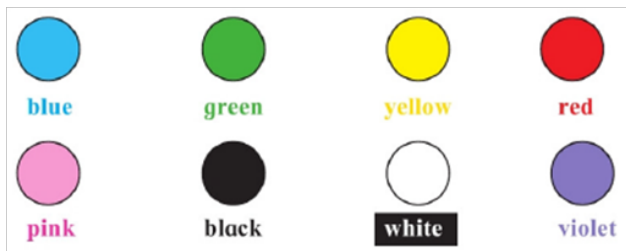
How do you help your learners practise reading words?

तुमच्या विद्यार्थ्यांना शब्द वाचण्याचा सराव करण्यासाठी तुम्ही कशा प्रकारे मदत करू शकाल ?

### C. While watching



### D. Using it in class



(From My English Book One, page 43)

## Here are the steps to play this game with your learners.

You will need six picture cards and six matching word cards.

- 1) The teacher draws a line on the floor.
- 2) The teacher shows a picture card and puts it face down on the floor.
- 3) The teacher repeats for the six picture cards.
- 4) The teacher repeats for the six word words.
- 5) The teacher demonstrates the game by taking one picture card and one word card and asking learners “Do they match?”
- 6) The teacher chooses one learner to play the game.
- 7) The learner chooses one picture card and one word card. The teachers asks “Do they match?”
- 8) The teacher then repeats this with five more students.
- 9) If the learners match the picture and word, they keep the cards.

## Can you use this activity with your textbook? Write below.

तुम्ही ह्या खेळाचा/ॲक्टिव्हिटीचा तुमच्या पाठ्यपुस्तकासाठी वापर करू शकता ? खाली लिहा :



grater



mango



ring



jar



jam jar



jowar

(From My English Book Two, page 32)

1) My English Book Two, page 32: Make six word cards and six picture cards. Play the “Memorising vocabulary” game.

2) .....

.....

.....

.....

3) .....

.....

.....

## E. Classroom English

In the clip, the teacher names the colours: 'It's blue', 'It's yellow'. To teach vocabulary, he uses a short phrase rather than a single word. This makes language learning natural.

व्हिडिओमध्ये शिक्षक रंगांची नावे सांगतात : 'It's blue', 'It's yellow'. शब्दसंग्रह शिकविण्यासाठी ते एका शब्दाऐवजी लहान लहान वाक्प्रचारांचा वापर करतात, यामुळे भाषा शिकण्याची क्रिया नैसर्गिक होऊन जाते.

### 1 Complete the sentences by matching the columns. One example has been done for you.

योग्य जोड्या ओळखून वाक्य पूर्ण करा. तुमच्यासाठी एक उदाहरण देण्यात आले आहे.

Column 1	Column Two
1. It's an	a. girl
2. She's a	b. boy
3. They're	c. sky
4. He's a	d. umbrella
5. It's the	e. teachers

(See the answer key in Appendix 1)

### 2 You can also use 'It's a/an.....' to teach new words. Complete the exercise using 'It's a/an.....'

याशिवाय तुम्ही नवीन शब्द शिकविण्यासाठी 'It's a/an.....' चा वापर देखील करू शकता. 'It's a/an.....' चा वापर करून व्यवसाय पूर्ण करा.

- 1) An apple. It's an apple.
- 2) A banana .....
- 3) A bus.....
- 4) Yellow .....
- 5) A doctor .....

(See the answer key in Appendix 1)

**Now try this with your learners!**

## Clip 13: Missing word

### A. Introduction

It is important for learners to read and listen in English before they try to speak and write. In this clip, learners listen, read and then speak. It is a fun and interesting activity for the whole class!

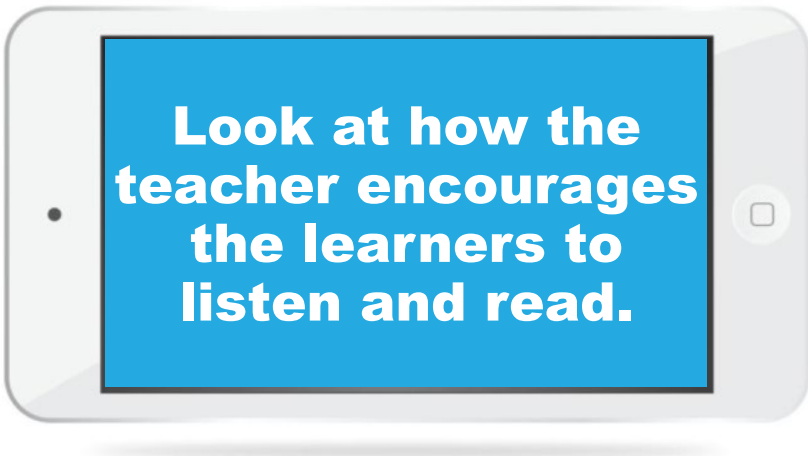
विद्यार्थ्यांनी इंग्रजी बोलण्याचा व लिहिण्याचा प्रयत्न करण्यापूर्वी वाचन करणे व ऐकणे महत्वाचे आहे. ह्या क्लिपमध्ये विद्यार्थी ऐकतात, वाचतात आणि नंतर बोलतात. संपूर्ण वर्गासाठी ही एक मजेची आणि स्वारस्य असणारी ॲक्टिव्हिटी आहे.

### B. Before watching

How do you practise listening to and reading simple words with your learners?

तुम्ही तुमच्या विद्यार्थ्यांना कडून साधे शब्द ऐकण्याचा आणि वाचण्याचा सराव कशा प्रकारे करून घ्याल ?

### C. While watching



## D. Using it in class

**You can use this activity for any words. You can also change it for your learners.**

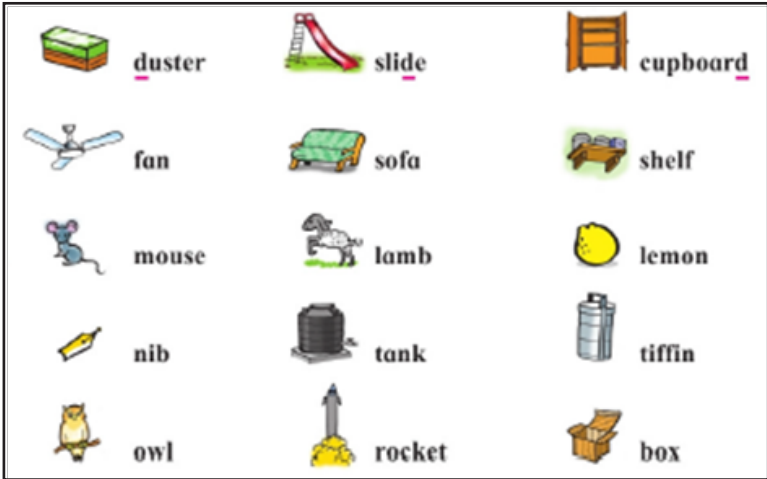
तुम्ही कोणत्याही शब्दासाठी ह्या ऑक्टिव्हिटीचा वापर करू शकता. याशिवाय तुमच्या विद्यार्थ्यांसाठी तुम्ही त्यामध्ये बदल करू शकता.

- Instead of the teacher, a learner could lead the activity.
- You could use pictures instead of words.
- You could use it as a group activity instead of as a whole class activity.
- शिक्षकाऐवजी एखादा विद्यार्थी देखील ह्या ऑक्टिव्हिटीचे नेतृत्व करू शकेल.
- शब्दाऐवजी तुम्ही चित्रांचा वापर करू शकता.
- सर्व विद्यार्थ्यांना बरोबर एकत्र ही ऑक्टिव्हिटी करण्यापेक्षा गटांमध्ये ही वापर करू शकता.

**How could you use this *Missing word* activity with your textbook? Give examples below.**

तुम्ही ह्या *Missing word* ऑक्टिव्हिटीचा तुमच्या पाठ्यपुस्तकासाठी कशा प्रकारे वापर करू शकाल ? खाली उदाहरणे द्या.

- 1) *My English Book Two, page 18. To practise reading, the teacher draws pictures of the objects on flashcards. Three learners hold three flashcards. The teacher reads out two objects and the class has to read the name of the missing object. The learners continue this in groups.*



(From *My English Book Two*, page 1)

2) .....

.....

.....

.....

3) .....

.....

.....

## E. Classroom English

In this clip, the teacher wants the learners to say the *missing word*. To tell them what to do, she says, “You have to say the third word”. We often use “have to” to give instructions.

ह्या विलपमध्ये शिक्षकांना विद्यार्थ्यांनी *Missing word* सांगवा अशी अपेक्षा आहे. काय करावे हे सांगण्यासाठी त्या “You have to say the third word”. म्हणतात. आपण बऱ्याचदा सूचना देताना “have to”चा वापर करतो.

Make instructions for the activity. Use the words below.

ॲक्टिव्हिटीसाठी सूचना तयार करा. खालील शब्दांचा वापर करा.

- 1) First/get in groups.  
*First, you have to get in groups.* .....
- 2) Second/read the three flashcards.  
.....
- 3) Next/ listen to two words.  
.....
- 4) Then/find the missing word.  
.....
- 5) Finally/say the missing word aloud.  
.....

(See the answer key in appendix 1)

**Now try using similar instructions and activities in your class!**

## Clip 14: Mystery Bag

### A. Introduction

It is important for teachers to give learners many opportunities to revise vocabulary. Here is one simple and fun way: learners choose flashcards or objects from a bag, and name them.

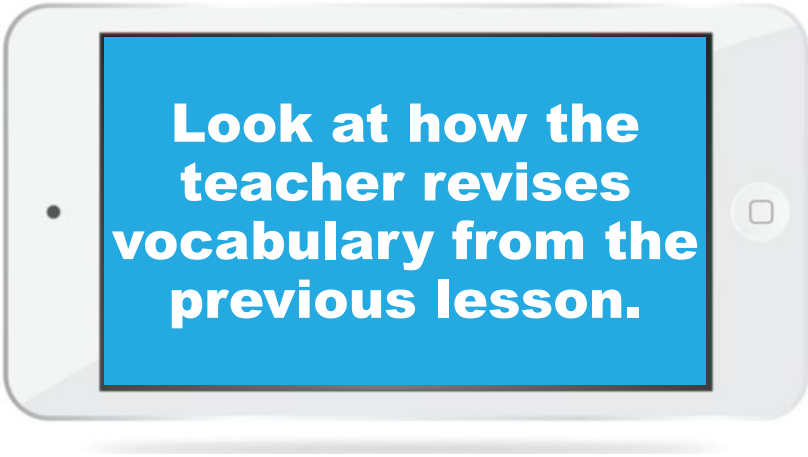
विद्यार्थ्यांना शब्दसंग्रहाची उजळणी करता यावी यासाठी शिक्षकांनी अनेक प्रकारच्या संधी देणे महत्वाचे आहे. इथे एक साधी आणि गमतीदार पद्धत आहे : विद्यार्थी बॅगेमधून flashcards किंवा वस्तू काढतात आणि त्यांचे नाव सांगतात.

### B. Before watching

How do you revise vocabulary with your learners?

तुम्ही तुमच्या विद्यार्थ्यांच्या शब्दसंग्रहाची उजळणी कशा प्रकारे करून घेता ?

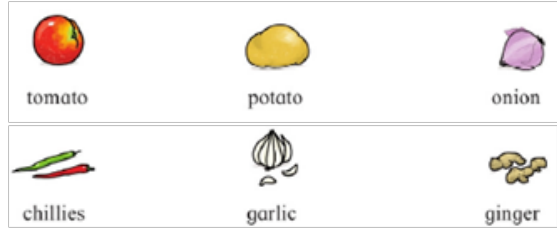
### C. While watching



## D. Using it in class

In the clip, the teacher puts flashcards in the mystery bag. What could you put in the mystery bag for your learners? Write your ideas below:

ह्या क्लिपमध्ये शिक्षक बॅगमध्ये flashcards ठेवतात. तुमच्या विद्यार्थ्यांसाठी, तुम्ही बॅगमध्ये क्या ठेवाल ? तुमच्या युक्त्या/ कल्पना खाली लिहा.



1) *Vegetables*

(From My English Book One, page 48)

2) .....

3) .....

4) .....

(See the answer key in appendix 1)

## E. Classroom English

Watch the clip again. The teacher starts the game by saying, “*I have a bag here today. We **are going to** play a game*”. In this clip, the teacher uses “going to” to tell learners about the plan for the next activity.

क्लिप पुन्हा पहा. शिक्षक “*I have a bag here today. We are going to play a game*” म्हणून खेळाची सुरुवात करतात. ह्या क्लिपमध्ये शिक्षक पुढील ॲक्टिव्हिटीची आखणी करताना विद्यार्थ्यांना सांगण्यासाठी “going to” चा वापर करतात.

Use “**going to**” with the following activities:

पुढील ॲक्टिव्हिटीमध्ये “going to” चा वापर करा

1) play a game ..... *We are going to play a game.*

2) read a story .....

3) listen to a poem .....

4) sing a song .....

5) work in pairs .....

6) do group work .....

(See the answer key in appendix 1)

**Now try the *Mystery Bag* with your learners!**



## Clip 15: Rolling the ball

### A. Introduction

Learners can revise new words and practise speaking by using a ball. Learners roll the ball to each other and say colours, months, days of the week, fruit or other topics. This activity is enjoyable because all learners participate.

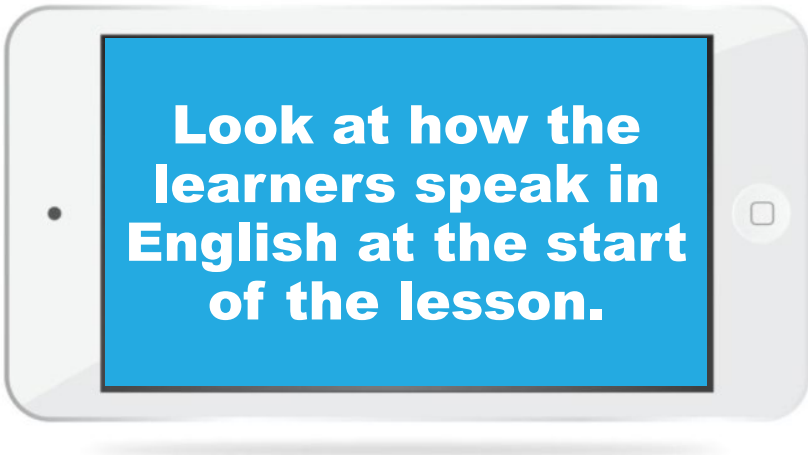
विद्यार्थीचेंडूचा उपयोग करून नवीन शब्दांची उजळणी आणि बोलण्याचा सराव करू शकतात. विद्यार्थी एकमेकांकडे चेंडू टाकून रंग, महिने, आठवड्याचे वार, फळे किंवा इतर गोष्टींचा उच्चार करतात. ह्या ॲक्टिव्हिटीत रंगत येते कारण त्यात सर्व विद्यार्थी सहभागी असतात.

### B. Before watching

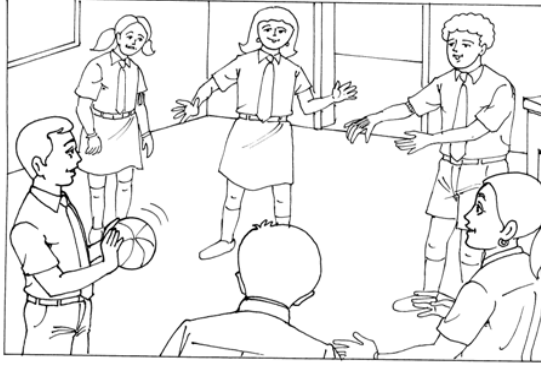
How do you encourage learners to participate in speaking activities?

तुम्ही विद्यार्थ्यांना बोलण्याच्या ॲक्टिव्हिटीमध्ये सहभागी होण्यासाठी कशाप्रकारे प्रोत्साहन द्याल ?

### C. While watching



## D. Using it in class



**How can you use a ball to practise different things in class?**

**Write below:**

वर्गामध्ये वेगवेगळ्या गोष्टींचा सराव करण्यासाठी तुम्ही चेंडूचा कशाप्रकारे वापर करू शकता ? खाली लिहा

**A. To practise the alphabet.**

- 1) The teacher says "A" and rolls the ball to a learner.
- 2) The learner says "B" and rolls the ball to another learner.
- 3) This learner says "C" and rolls the ball to another learner.
- 4) This continues until the letter "Z".

**B. To practise numbers**

- 1) The teacher says "1" and rolls the ball to a learner.
- 2) The learner says "2" and rolls the ball to another learner.
- 3) The learner says "3" and rolls the ball to another learner.
- 4) The game continues until all the learners say a number.

**C.** .....

.....

.....

.....

**D.** .....

.....

.....

(See the answer key in appendix 1)

## E. Classroom English

It is important for learners to help each other. Watch the clip again. When the first learner cannot answer, the teacher asks another learner to help. He says, “Can you help her?”

विद्यार्थ्यांनी एकमेकांना मदत करणे महत्वाचे आहे. विलप पुन्हा पहा. जेव्हा पहिल्या विद्यार्थ्याला उत्तर देता येत नाही तेव्हा शिक्षक दुसऱ्या विद्यार्थ्याला त्याला मदत करण्यास सांगतात. ते म्हणतात, “Can you help her?”.

Here are some ways to ask learners to help each other:

विद्यार्थ्यांना एकमेकांना मदत करावयास सांगण्याच्या काही पद्धती येथे दिल्या आहेत :

- Can anyone help Dilip?
- Who can help Sanjay?
- Gita, can you help Prashant?
- Sandeep, what do you think?

**How could you ask learners to help each other in the following situations? Use the questions above.**

पुढील परिस्थितीमध्ये तुम्ही विद्यार्थ्यांना एकमेकांना मदत करण्यास कशाप्रकारे सांगू शकाल ? वरील प्रश्नांचा वापर करा.

1. Prashant gives the wrong answer to your question.

*Gita, can you help Prashant?*

2. Sanjay doesn't know the answer to your question.

3. You want Shweta to help Ravi with his work.

4. Dilip doesn't answer your question and looks down at the floor.

(See the answer key in appendix 1)

**Try to use these questions with your learners!**

# APPENDIX 1: ANSWER KEY

## Clip 1: Involving learners with simple questions

### D. Using it in class

benches, windows, trees, doors, clouds, chairs, desks, computers, lights, bicycles,

classrooms, bag, chalks, blackboard, posters etc.

### E. Classroom English

1) How many cats are there?

There are two cats.

2) How many dogs are there?

There are three dogs.

3) How many ducks are there?

There are three ducks.

4) How many cows are there?

There are two cows.

5) How many hens are there?

There are two hens.

6) How many clouds are there?

There are 3 clouds.

## Clip 2: Picture pair work

### E. Classroom English

2) Thanks for helping me, Sachin.

3) Very good! / Well done Dipika and Sunil!/Great work Dipika and Sunil!

4) Excellent! / Brilliant! / Well done Harsh!

5) Everyone clap for Smita and Danesh!

## Clip 3: Using flashcards 1

### E. Classroom English

- 2) Could you speak more slowly?
- 3) Can you say that word more loudly?
- 4) Could you repeat it more quickly?
- 5) Prashant, could you say it happily?

## Clip 4: Using flashcards 2

### D. Using it in class

#### 1) Invisible Flash cards

- a. Put nine flash cards on the board.
- b. Point to each flashcard and say the word, the learners repeat. Take away one of the flashcards, continue to point to the flashcards and point to the empty space where the flashcard was. The learners say the words.
- c. Take away the other flashcards one by one until there are only spaces.

This activity shows how important pictures can be. It shows that the pictures 'stick' in students' minds.

#### 2) Drilling with different voices (see clip Using flashcards)

- a. Drill the word with whole class.
- b. Drill the word using different voices and volumes, the learners will copy your voice.
- c. You can try with slowly, quietly, softly, happily, quickly etc.

#### 3) Point or run

- a. Put flash cards on the walls around the classroom.
- b. Say one of them and students point or run to it.
- c. Students can then give the instructions to classmates.

### E. Classroom English

- 2) What can you see?  
It's a shirt.
- 3) What's the name of this?  
It's the sky.
- 4) What's on the card?  
It's a leaf.

## Clip 5: Point to

### D. Using it in class

Fruit, classroom objects, stationery, furniture, flashcards, pictures on the classroom walls, clothes etc.

### E. Classroom English

2

1 D

2 F

3 A

4 C

5 E

6 B

7 G

## Clip 6: Chain drill

### E. Classroom English

1

2) How old are you?

3) Where do you live?

4) What do you do?

5) What is your favourite colour?

6) What did you do yesterday?

2

2) I am 40 years old.

3) I live in Nashik.

4) I am a teacher OR I work as a teacher.

5) My favourite colour is Blue.

6) I went to the market yesterday.

## Clip 7: Jump Left Jump Right

### E. Classroom English

2) I drink milk - Do you drink milk?

3) I speak English - Do you speak English?

4) I play cricket - Do you play cricket?

5) I like dancing - Do you like dancing?

## Clip 8: From reading to writing

### D. Using it in class

#### **Why does the teacher use the learners' first language Marathi?**

When possible, it is important to use English in the classroom. But this activity is a little difficult for learners to understand, so the teacher first gives instructions in English, then in Marathi. This is good, because it saves time, and all learners understand.

### E. Classroom English

- 2) Can you say that in a different way?
- 3) Look at this answer again.
- 4) Is that the right answer?
- 5) Compare your answer with your partner.

## Clip 9: Slap the board

### E. Classroom English

**Match the instructions and the questions.**

- 2- c
- 3- a
- 4- b
- 5- d

## Clip 10: Stand up if you...

### D. Using it in class

- 2) Stand up if you are wearing a tie/short/dress/red shoes/hairband.
- 3) Stand up if you like chocolate/ mangoes/ cabbage.
- 4) Stand up if you have been to Nagpur/Nashik/ Pune/ Mumbai.

### E. Classroom English

- 1
- 2 f
- 3 e
- 4 b
- 5 d
- 6 a

2

- b. It's very hot in here! Can you turn on the fan please?
- c. Take off your shoes and sit on the mat.
- d. It's the end of the lesson, put away your books in your bags.
- e. Here are some questions, please write down the answers in your exercise books.

## Clip 11: Starting a lesson

### D. Using it in class

Possible answers:

- 1) What day is it tomorrow?
- 2) Which month is it?
- 3) Which season is it?
- 4) Which year is it?
- 5) How are you?
- 6) How old are you?
- 7) What time is it?
- 8) What is the weather like today?

### E. Classroom English

- 2) Which month is it?
- 3) What season is it?
- 4) What's the weather like?
- 5) What time is it?

## Clip 12: Memorising new words

### E. Classroom English

1

- 2- a
- 3- e
- 4- b
- 5- c



2

- 2) It's a banana.
- 3) It's a bus
- 4) It's yellow.
- 5) He's a doctor.

### Clip 13: Missing word

#### E. Classroom English

- 2) Second, you have to read the three flashcards.
- 3) Next, you have to listen to two words.
- 4) Then, you have to find the missing word.
- 5) Finally, you have to say the missing word aloud.

### Clip 14: Mystery Bag

#### D. Using it in class

- 1) Any flashcards.
- 2) Real objects: fruit, vegetables, classroom objects, stationery, clothes etc.
- 3) Learners can draw their own pictures and put them into the bag.

#### E. Classroom English

- 2) We are going to read a story.
- 3) We are going to listen to a poem.
- 4) We are going to sing a song.
- 5) We are going to work in pairs.
- 6) We are going to do group work.

### Clip 15: Rolling the ball

#### D. Using it in class

Possible answers

#### C. To practise the names of learners.

- 1) The teacher says a learner's name and rolls the ball to them.

- 2) The learner then says a learner's name and rolls the ball to them.
- 3) The game continues until all the learners have rolled the ball.

**D. To practise the spelling of simple words.**

- 1) The teacher gives the ball to a learner.
- 2) The teacher says a word.
- 3) The learner with the ball says the first letter and rolls the ball to another learner.
- 4) The learner says the second letter and rolls the ball to another learner.
- 5) The learner says the next letter.
- 6) The game continues until the word is spelled.

**E. To practise the days of the week.**

- 1) The teacher rolls the ball to a learner.
- 2) The learner says the first day of the week and then rolls the ball to another learner
- 3) The second learner says the second day of the week.
- 4) The game continues until the learners say all the days of the week.

You can also practise months of the year, fruits, and animals with this game.

**E. Classroom English**

- 2) Who can help Sanjay?
- 3) Sandeep, what do you think?
- 4) Can anyone help Dilip?

## APPENDIX 2: RECOMMENDED RESOURCES

**TeachingEnglish** - Global home for teachers

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

Join our growing community of almost 600,000 teachers, where you can:

- download lesson plans and resources for use in classrooms
- get tips, articles and information about professional development, conferences and qualifications
- join discussion groups
- access training materials.

**TeachingEnglish Radio India** – An introduction to learner centred teaching

[www.britishcouncil.in/teach](http://www.britishcouncil.in/teach)

British Council India has produced 12 fifteen-minute radio episodes for English teachers in India. They focus on developing specific learner-centred teaching approaches that Indian primary and secondary school teachers can implement in their classrooms and are also available online.

**LearnEnglish** - Learn, share, succeed

[www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)

LearnEnglish offers videos, listening activities, games, stories and grammar exercises. The site contains hundreds of pages of audio, text and video content and over 2,000 interactive exercises. Every month it is visited by over one million users. Learners can become members and contribute to the site, interact with other users and download free resources.

**LearnEnglish mobile** - English at your fingertips

[www.britishcouncil.org/mobilelearning](http://www.britishcouncil.org/mobilelearning)

LearnEnglish mobile offers over 15 English learning apps for an interactive learning experience on mobile phones and tablet devices. English language learners of all ages can listen to podcasts, watch videos, practise and improve grammar skills, read storybooks and play word and spelling games. The apps are available on a wide range of platforms including iOS, Android, Windows 8 and BlackBerry.

**LearnEnglish Kids** - Fun with English  
[www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)

LearnEnglish Kids is a fun, educational website for children aged 5–12 who are learning English. There are online vocabulary and grammar games, songs, stories, videos and a range of activities which focus on developing literacy skills.

The resources are designed for children to do on their own, with friends or with parents and teachers. Members can create their own avatar, comment on the site and write messages to other children around the world in a safe online environment.

LearnEnglish Kids is also for teachers and parents with hundreds of free printable resources and a support section for parents who want to help their children learn English outside of the classroom.

**LearnEnglish Teens** - Get ahead  
[www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)

The LearnEnglish Teens website is designed especially for 13–17 year-olds.

It helps teenagers improve their level of English with language practice, tips for exams and grammar and vocabulary exercises. At the same time, there are lots of fun activities including a video zone, a magazine, games and puzzles.

## REFLECTIONS

**Thank you for using this resource. Please write any reflections or notes here:**

[illegible]

Handwriting practice lines consisting of 20 horizontal dotted lines.



# ENGLISH IN THE PRIMARY CLASSROOM

## TEACHER TRAINING CLIPS FOR MOBILE PHONES

### Maharashtra

English in the Primary Classroom is a teacher training series that shows teachers in Maharashtra using learner-centred techniques, games and activities to teach English. The series has fifteen clips that focus on vocabulary learning, using flashcards, drills, pair work, and developing learners' speaking, listening, reading and writing skills.

In these clips, you can see teachers and learners doing activities that are based on the vernacular medium My English Book (standards one to four). These activities show how teachers can use and adapt their textbooks in learner-centred ways.

You can watch these clips on your mobile phone anytime and anywhere, on the bus, on the train and at home. You can watch them in any order, alone or with colleagues, with or without the workbook.

इंग्लिश इन प्रायमरी क्लासरूम ही महाराष्ट्रातील शिक्षकांना विद्यार्थ्यांना इंग्रजी शिकविण्यासाठी विद्यार्थ्यांना केंद्रभागी ठेवणारे तंत्र, खेळ आणि ॲक्टिव्हिटी यांचा वापर कशा प्रकारे करावा ते सांगणारी शिक्षकांची प्रशिक्षण मालिका आहे. ह्या मालिकेमध्ये शब्दसंग्रह शिकविणे, फ्लॅशकार्ड्स, खेळ, जोड्यांनी काम करणे यांचा वापर करणे. आणि विद्यार्थ्यांच्या बोलणे, ऐकणे, वाचन व लिखाण यामधील कौशल्याचा विकास करणे यावर भर देणाऱ्या पंधरा क्लिप्स आहेत.

ह्या क्लिप्समध्ये तुम्हाला शिक्षक आणि विद्यार्थी हे प्रांतीय भाषेच्या माध्यमातील My English Book (इयत्ता 1 ते 4) वर आधारलेल्या ॲक्टिव्हिटी करताना दिसतील. या ॲक्टिव्हिटीतून शिक्षकांनी त्यांच्या पाठ्यपुस्तकांचा विद्यार्थी केंद्रीत पद्धतीने कशाप्रकारे वापर व अंगिकार करावा हे दाखविलेले आहे.

तुम्ही तुमच्या मोबाईल फोनमध्ये कधीही आणि कोठेही, बसमध्ये, गाडीत आणि घरी ह्या क्लिप्स पाहू शकता. तुम्ही त्या कोणत्याही क्रमाने, एकट्याने अथवा सहकाऱ्यांसोबत, अभ्यास पुस्तिकेसह अथवा तिच्याशिवाय त्या पाहू शकता.

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