ENGLISH IN THE PRIMARY CLASSROOM
TEACHER TRAINING CLIPS FOR MOBILE PHONES
Maharashtra

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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1. Ms Prajakata Pehere and her learners from Pune Municipal Corporation Marathi medium School 172B, Katraj, Pune

2. Mr Vinod Patil and his learners from Dongarpada Marathi medium Primary School, Kashele Village, Raigad Zilla Parishad

3. Ms Supriya Prabhune and her learners from Marathi medium Primary School, Pune Zilla Parishad, Chakan


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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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

इंग्लिश इन प्रायमरी कलासामूही महाराष्ट्रातील शिक्षकांना विद्याध्यायाना इंग्लिश शिक्षकविविधाती के द्वारा याचा वापर करावा ते सांगणारी शिक्षकांची प्रशिक्षण मानविक आहे. ह्या मात्रकेमध्ये शास्त्रसंग्रह शिक्षक, प्रविष्टकार, खेळ, जोडकाची काम करणे याचा वापर करणे. आपण विद्याध्यायांच्या बोलणे, ऐकणे, वाचन व लिखण यामधील कौशल्याचा विकास करणे याचा मर देखण्यासाठी पंधरा किल्पस्त्रांत।

तुम्ही तुमच्या मोबाइल फोनमध्ये कठीण आणि कोठेही, बसमध्ये, गाडीत आणि घरी ह्या किल्पस्त्रांधू शकता. तुम्ही त्या कोणत्याही क्रमाने, एकत्रित अथवा सहकार्यांसोबत, अभ्यास पुस्तिकेंसोबत अथवा तिथिशाली त्या पाहू शकता.

ह्या किल्पस्त्रांधूंना तुम्हाला शिक्षक आणि विद्यार्थी हे प्रांगणी भाषेच्या माध्यमातील My English Book (यथा '१' ते '४') पर आधारित व विद्यार्थीकोणाच्या केंद्रीत अंशक्तिहीन, खेळ किंवा तंत्र याचा मर दिलेला आहे. तुम्ही ह्या किल्पस्त्रांधूं तुमच्या मोबाइल फोनवर (किंवा इतर कोणत्याही डिझायनिंग साधनावर) पाहू शकता आणि तुमच्या वर्गात तुमच्या विद्याध्यायासाठी अशाच प्रकारे अंशक्तिहीन करण्याचा प्रयत्न करू शकता.

प्रत्येक किल्प साधारणपणे दोन मिनिटांची असून तिथिशाली ह्या विद्यार्थी केंद्रीत अंशक्तिहीन, खेळ किंवा तंत्र याचा मर दिलेला आहे. तुम्ही ह्या किल्पस्त्रांधूं तुमच्या मोबाइल फोनवर (किंवा इतर कोणत्याही डिझायनिंग साधनावर) पाहू शकता आणि तुमच्या वर्गात तुमच्या विद्याध्यायासाठी अशाच प्रकारे अंशक्तिहीन करण्याचा प्रयत्न करू शकता.

प्रांगणी भाषेच्या माध्यमांच्या शाळांमध्ये निम्न प्राथमिक शिक्षक म्हणून हे चार शिक्षक (यथा '१' ते '४') काम करीत आहेत. ह्या किल्पस्त्रांधूं विभिन्न महाराष्ट्र ग्रामीण, शहरी आणि आदिवासी शाळांमधील विद्यार्थी साठी वर्गाचा वर्गात याचा मर दिलेला आहे. या वर्कशीटची उद्देश:

• शिक्षक ह्या अंशक्तिहीन वापर का करीत आहेत याबाबत विचार करण्यासाठी तुम्हाला मदत करणे.
• तुमच्या पाठ्यपुस्तकासाठी ह्या अंशक्तिहीन स्वीकार आणि वापर करण्यासाठी याविष्ट तुम्हाला मदत करणे.
• तुमच्या वर्गाच्या इंग्रजीमध्ये सुधारणा करण्यास मदत करण्यासाठी तुम्हाला थोडे हे उपयुक्त साह्य करणे.

लक्षात ठेवा की ह्या किल्पस्त्रांधूं शिक्षकांच्या प्रशिक्षणासाठी आहेत. त्या ठेट तुमच्या वर्गातील विद्याध्यायांना दाखविल्यासाठी नाहीत.
तुमच्या मोबाईल फोनवर ह्या विल्पन कशा पाहायला?

ह्या पुस्तकात तुम्हाला एक मायक्रो-एसडी कार्ड मिळवेल आणि तुम्ही तुमच्या मोबाईल फोनमध्ये लावू शकता.

विल्पन पहे/सुरू करण्यासाठी तुम्ही तुमच्या फोनमधील नेमका फोल्डर शोधा. मोबाईल फोनमध्ये अनेक ऑपरेटिंग सिस्टेम्स असतात. बहुतांशी फोनसाठी, तुम्ही:

1. माय फाइल्स किंवा फाइल बॅनेक विळा गेल्ही आपल्यावर.

2. एक्स्टर्नल एसडी कार्ड फोल्डर शोधून काढणे.

3. तुम्हाला पहायाच्या फिल्मची निवड करणे.

याशिवाय संगणकसाठी व एक्स्टर्नल एसडी कार्डचा वापर करणे देखील शक्य होते. तुम्हाला एसडी कार्ड अड़ाण्टर्ची गरज पडू शकते.

ह्या कार्यपुस्तकेचा वापर करत विल्पन कशा पाहायला?

1. विल्पन निवड.

2. तिच्यासोबतची वर्कशीट शोधून काढा. इन्टरडिव्ह्हन सेवकाच्या वाचा आणि विफोर वाचिंग प्रमाणाची विचार करा. (तुम्हाला काहीही शिक्षणाची आवश्यकता नाही फक्त विचार करा).

3. फिल्म पहा. पहात असताना विल्पणचा सुरूवात सव्हालीत व शेवटी दिलेली माहिती पहा. ती तुम्हाला मदत करण्यासाठी दिलेली आहे.

4. वर्कशीटमधील यूजिंग इट इन कलाश विभाग पहा. तुमच्या वर्गमध्ये आणि पाठ्यपुस्तकांमध्ये ह्या ऑपिटक्चिटचा वापर करावा. याविषयी विचार करण्यास त्याची मदत होईल.

5. कलाशमुळे विभाग पहा आणि त्याविद्याव्यवसाय करा. त्यानंतर ह्या वर्कशीट शेवटी असणारे पुरवणी एक्स्टर्नल उत्तरांबरबर तुमच्या उंतरे तपासून पहा.

6. तुम्ही वापर शकता असे तुम्हाला बाटले अशा कल्पना लिहून काढा आणि तुमच्या वर्गमध्ये नंतर त्या वापरण पहा!
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.

B. Before watching:

How do you practise ‘There are…’ with your learners?

C. While watching

Look at how the learners practise there are.

D. Using it in class

The teacher asked simple questions to practise ‘There are…’:

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?

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.

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!
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.

B. Before watching

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

Clip 2: Picture pair work

(From My English Book Three, page 67)
C. While watching

Look at the steps for this pair work activity.

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:

पाठ्यपुस्तक पढ़ा। तुम्ही pair work वा उपयोग पाठ्यपुस्तक विकायला करू शकता का?
विद्यार्थी जोडौ ने काय करू शकताल? खालीलिहा:

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 विद्यार्थ्यांच्या सकारात्मक वागावे. यामुळे त्यांचा आत्मविश्वास बाढला. ही किल्ले पुन्हा पहा. शिक्षका विद्यार्थ्यांना कसे प्रोत्साहन देते ते पहा. टास्क 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 करण्यासाठी 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!
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.

B. Before watching

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

It’s good to use flashcards because...

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

2. .................................................................

3. .................................................................

C. While watching

Look at how the teacher uses flashcards to encourage learners to speak.
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.

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

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

2) ........................................................................................................................................

3) ........................................................................................................................................

(From My English Book Three, page 63)
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 शिक्षणातील आणि त्यांचा सराव करणासाठी, विद्यार्थ्यांनी त्यांचं शब्दांचा अनेक वेळा उपयोग करणे महत्त्वाचे आहे. हे अधिक आकर्षक झाले यासाठी तुम्ही flashcards दाखल करता आणि विद्यार्थ्यांना शब्दांचा वेगवेगळ्या प्रकारे वापर करणासाठी सांगू शकता. उदाहरणार्थ, हबू आवाजाल, मोळवाचाने, हव्हऱ्या, चटकून, 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!

B. Before watching

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

C. While watching

Look at how the teacher shows flashcards in interesting ways.
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:

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.

(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.

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 विद्याध्यापक 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 विलिंगथे शिक्षक विद्याध्यापक वाचा वाचवा उपयोग करण्यास सांगतो, प्रत्येक flashcards साठी ‘It’s a ........’

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

आता चित्र पहा आणि विद्याध्यापक काय म्हणतात ते लिहा.

<p>| | |</p>
<table>
<thead>
<tr>
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</table>
| ![Image](image1.jpg) | 1) Teacher: What’s this? 
Learner: It’s a rose. |
| ![Image](image2.jpg) | 2) Teacher: What can you see? 
Learner: ................................................................. |
| ![Image](image3.jpg) | 3) Teacher: What’s the name of this? 
Learner: ................................................................. |
| ![Image](image4.jpg) | 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.

B. Before watching

How can you help learners remember new vocabulary?

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.

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.

2 Match the following instructions with the gesture.

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

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.

B. Before watching

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

C. While watching

Look at how each learner gets a chance to practise the same grammar structure.
D. Using it in class

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

(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?”

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

1) ...........................................................................................................................................................

2) ...........................................................................................................................................................

24
E. Classroom English

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

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 is your? ___________________________________
6. did do yesterday What you? ___________________________________

*(See the answer key in appendix 1)*

2 Answer the above questions.

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!
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!

B. Before watching

How do you get learners to answer questions in class?

C. While watching

Look at how the learners respond to the question.
D. Using it in class

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

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.

(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 प्रश्नात 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!
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.

B. Before watching

How do you practise writing words with your learners?

C. While watching

Look at how this activity helps learners move from reading to writing words.
D. Using it in class

**Here are the steps for the activity.**

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?

(See the answer key in appendix 1)

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

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)
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.

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

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 with your 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!

B. Before watching

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

C. While watching

Look at how active participation helps the learners.

D. Using it in class

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

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.

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

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) .................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................
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.

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.**

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

(See the answer key in appendix 1)

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

B. Before watching

How do you include movement and actions in your lessons?

C. While watching

Look at how the teacher organises this activity.
D. Using it in class

In the clip, the teacher uses these words from My English Book One:
हाँ विलायती, शिक्षक My English Book One हाँ शब्दांचा उपयोग यातून करतो:

(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 शब्दांबर आणि भाषेच्या मुद्दांबर देखील *Stand up if*चा उपयोग करू शकता. खालील वाक्य पहा. वेळेवेळांत्या शब्दांचा 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.

हां पाठात, शिक्षक विद्यार्थ्यांना विचारतो. “Take out one object from your bag”. “Take out” हे एक multi-word verb आहे. हांविटकाणी तुमच्या वर्गात उपयोग करूयासाठी 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 अगदीच लावण्यात आली आहे.

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

(See the answer key in appendix 1)

2 Use the multi-word verbs to complete the sentences.
वाक्यांचे उपयोग करूयासाठी 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!
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.

Clip11: Starting the lesson

B. Before watching

How do you start your English lessons? What do you say to the learners?

(From My English Book One, page 2)
C. While watching

Look at how the teacher starts the lesson with real communication.

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.

द्वारा पाठारी शिक्षक विद्यालयना विचार: What day is it today?
इंग्रजीच्या पाठारी सुरूवात करण्यासाठी तुमच्यासाठी वेळे काही अधिक प्रश्न देण्यात आले आहेत. शब्द अचूक क्रमाने ठावा. 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!
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.

B. Before watching

How do you help your learners practise reading words?

C. While watching

Look at how the teacher starts the lesson with real communication.

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.

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

(From My English Book Two, page 32)

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.

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

(See the answer key in Appendix 1)

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It’s an</td>
<td>a. girl</td>
</tr>
<tr>
<td>2. She’s a</td>
<td>b. boy</td>
</tr>
<tr>
<td>3. They’re</td>
<td>c. sky</td>
</tr>
<tr>
<td>4. He’s a</td>
<td>d. umbrella</td>
</tr>
<tr>
<td>5. It’s the</td>
<td>e. teachers</td>
</tr>
</tbody>
</table>

2 You can also use ‘It’s a/an……’ to teach new words. Complete the exercise using ‘It’s a/an……’

(See the answer key in Appendix 1)

Now try this with your learners!
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!

B. Before watching

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

C. While watching

Look at how the teacher encourages the learners to listen and read.
D. Using it in class

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

• 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.

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

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)
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.

Make instructions for the activity. Use the words below.

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!**
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.

বিদ্যার্থিগণ শব্দসংগ্রহী উজ্জ্বল করতা যাবে যাপাটি শিখার্থী অনেক প্রকারে সংঘটিত দেন মহত্ত্বপূর্ণ আছে। ইন্ধে এক সাধারণ আছে ও ঘটির পদ্ধতি আছে: বিদ্যার্থীগণ ব্যবহার উপলব্ধ পুঁথিত উজ্জ্বল flashcards কিংবা বস্তু কাটাতে আরণী তাঁতি নাম সংখ্য টা নাউ সংখ্য।

B. Before watching

How do you revise vocabulary with your learners?

তুম্হঁ তুম্ভোরা বিদ্যার্থীগণ শব্দসংগ্রহী উজ্জ্বল করতে করভা দেখা দেখা দেখা ?

C. While watching

Look at how the teacher revises vocabulary from the previous lesson.
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:

1) Vegetables  
(From My English Book One, page 48)

2) .................................................................

3) .................................................................

4) .................................................................

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.

Use “going to” with the following activities:

1) 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!
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.

विद्यार्थींच्या उपयोग करून नवीन शब्दांची उजवणी आणि बोलणाऱ्या सराव करू शकतात. विद्यार्थीं एकमेकांकडे चूंकू टाकून रंग, महिने, आठवड्याचे वार, फले किंवा इतर गोष्टींचा उच्चार करतात. हा अभ्यास्थितीत रंगत येते कारण त्यात सर्व विद्यार्थी सहभागी असतात.

B. Before watching

How do you encourage learners to participate in speaking activities?

तुम्ही विद्यार्थ्यांना बोलणाऱ्या अभ्यास्थितीमध्ये सहभागी होण्यासाठी कशाप्रकारे प्रोत्साहन दाख ?

C. While watching

Look at how the learners speak in English at the start of the lesson.

Clip 15: Rolling the ball
D. Using it in class

How can you use a ball to practise different things in class?
Write below:
वाग़ण्यावेळी, वेळींच्या गोरींच्या सराव करण्यासाठी तुम्हींच्या चेहऱ्याचा कथाप्रचार करू शकता? खालील स्मरणीय:

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?”

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

- 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.

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

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

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

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

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

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

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:

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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.

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