

TeachingEnglish Radio India

An introduction to
learner centred teaching

Workbook
Programmes 1 – 12



Audio series presenters: Manisha Dak and Bibhash Dash

Series producer: Frances Cox

Worksheet development: Rustom Mody and Amy Lightfoot

Contents

Introduction to TeachingEnglish Radio India	3
Programme summaries	4
Programme 1: Changing our teaching	8
Programme 2: Planning your lessons	10
Programme 3: Pair and group work	12
Programme 4: Pair work – a classroom visit	14
Programme 5: Developing teachers' English	16
Programme 6: Using English in class	18
Programme 7: Using the text book creatively	20
Programme 8: Activities to motivate	22
Programme 9: Teaching reading	24
Programme 10: Teaching listening	26
Programme 11: Supporting each other	28
Programme 12: Flexible activities	30
Revision	32
Additional resources	33
Answer key	36
Glossary	38

Introduction to TeachingEnglish Radio India

TeachingEnglish Radio India is a series of fifteen minute audio programmes providing advice and training on learner centred teaching of English at a basic level. It is aimed at teachers of English working in schools in India with large classes, a lack of resources and few training opportunities.

The aim of the worksheets is to focus your listening and provide points for discussion. The worksheets and audio programmes can be used in a number of ways.

- **Do you want to work alone?**

1. Choose a programme topic that you are interested in.
2. Find the worksheet you need. Work through the *Before listening* activities. Check your answers using the answer key.
3. Listen to the audio programme via the radio broadcast in your region or using your CD or USB. Do the *While listening* activities as you listen. Check your answers using the answer key. Remember that if you are listening to the audio from a CD or USB, you can listen again to check your answers.
4. Complete the *After listening* activities on the worksheet. If possible, discuss some of the things you have heard with your colleagues next time you see them.
5. Note down the ideas that you think will work in your classroom and then ... try them out!

- **Do you want to work with a group of teachers, listening together?**

1. Find out whether any of the other teachers in your school are interested in listening to the programmes.
2. Arrange the times that you will listen to the radio broadcasts or the audio files on the CD or USB. Make sure you have a radio or stereo that will play the audio loudly enough for everyone to hear.
3. Find the worksheet you need. Work through the *Before listening* activities together, discussing your answers. Check them using the answer key.
4. Play the audio programme and complete the *While listening* activities on your own. Check and discuss your answers together. If you are listening to the audio on CD or USB, remember that you can listen again if you're not sure about some of the answers.
5. Note down any useful points and discuss which ideas you will try in *your* classroom ... then try them out!

Programme summaries

Programme 1: Changing our teaching

- Learner centred teaching moves the focus away from the teacher and onto the learners.
- Learners are actively involved in the classes. They build their knowledge with the support of the teacher and the other learners.
- One way of making classes more learner centred is asking learners to work in pairs and groups.
- The move towards learner centred teaching is supported by both central and state government policy in India.
- The National Curriculum Framework (2005) document supports this approach. The TeachingEnglish Radio India worksheets contain references to this document.

Programme 2: Planning your lessons

- What are the main learning aims in the units you teach? What do your students need to do and learn? Divide your classes into different stages. For example, a friendly warmer to introduce the topic, a task to do while reading or listening, and some speaking practice post-reading/listening.
- Decide how long to spend on each activity, but be flexible. Move from what is already known to what is new.
- Aim to have a balance of different skills – listening, speaking, reading and writing – and a mix of working as a whole class or in pairs and groups. Think about which materials you will use for the different activities.

Programme 3: Pair and group work

- Pair and group work can give all students a chance to participate and practise, so everyone gets to listen and speak. In large classrooms, this is the only way of getting all the students actively involved.
- Combine whole class activities, group work and pair work. The teacher's role changes during group work. While the students work in groups, the teacher quietly walks around and monitors.
- We can negotiate with other teachers if a lesson is going to be noisy, or we can use space outside. Working together, students feel more free, less fearful, and gain confidence in using English.

Programme 4: Pair work – a classroom visit

- We visited a classroom and heard pair work in action. This can give all students a chance to participate and practise, and it can be very motivating.
- Shobha used pair work for a warm up activity. Then she set up group work for a reading text with questions.
- Start group tasks with clear instructions and a demonstration. Check the students have understood what they have to do. Give students roles in their groups: a monitor, a writer, a presenter, etc.
- Change the members of each group frequently, so they sit in different places and work with different students. This avoids 'back-benchers': students who always sit at the back of the class.

Programme 5: Developing teachers' English

- Exposure to English on the TV and radio will enrich your language. Practising English regularly will build your confidence and fluency.
- Can you find other teachers of English to talk to? What books and magazines can you find to read? Could you do some regular writing or keep a diary? Don't be afraid of making mistakes when you are trying to improve your fluency.
- Can you build your vocabulary? Use a dictionary to learn new words and expressions and record them in a notebook.

Programme 6: Using English in class

- Using English to organise and set up your lessons gives you a golden opportunity to give your students extra listening and speaking practice.
- For teachers who haven't tried using English when they are giving instructions, it is a good idea to do this in small steps. Get together with colleagues and make a list of useful expressions for teachers: *open your books, form a circle, please raise your hand*, etc.
- We can teach our students some useful expressions and encourage them when they try to speak to us in English. Reinforce your instructions with gestures and by writing the words on the board.
- Start some classes with speaking activities. Tell your students what you've been doing and ask them a few personal questions about their weekend and evenings – all in English.
- Decorating the classroom with lots of English signs, posters and the students' work can also make it clear this is an 'English space' and that it is the language to use.

Programme 7: Using the textbook creatively

- The textbook is a useful tool, but add activities that make it more interesting and relevant to your students' contexts.
- Include opportunities for speaking and listening and students' active participation. Plan activities that link your classroom to the outside world.
- Use pictures from magazines and simple drawings to make posters and flashcards. Use them again in other classes or share with colleagues.
- Don't always start classes by opening the textbook. Use warm-up activities to get children interested. Plan extra activities to give them extra practice in the objectives of the textbook unit.

Programme 8: Activities to motivate

- We heard about a group activity in which children make a chart about a favourite film, setting up a students' book corner, talking about books and writing short stories to put on the wall.
- We motivate our students by encouraging and praising them, by allowing them freedom to work creatively and actively.
- There are many motivating activities that you can do with your students for listening and speaking and for writing and reading: songs, games, quizzes, puzzles and competitions. Share your own ideas and materials with other teachers. Adapt them for the level of *your* classes and the things they need to practise.

Programme 9: Teaching reading

- We can help our students by giving them activities before they read (pre-reading), while they are reading (while-reading) and after reading (post-reading).
- Students need to develop reading skills like predicting, reading to get the main idea (skimming) and reading for specific details (scanning).
- Before reading, we can discuss what might be in a text, help with some vocabulary, or write some questions we hope the text will answer.
- We can ask a few general questions just before students read, to help them understand the main idea.
- To help with reading for details we can ask students to find dates, names or other information to answer questions or complete a chart. Or like Reeta, we can ask them to first predict the story and then to read it to find out if they were right.

Programme 10: Teaching listening

- We spend a lot of time listening and we must help our students develop this skill. Always use as much English in class as possible, including instructions and talking to your students from the start of the lesson. This increases their exposure to English.
- Always give your students reasons for listening – set tasks before, during and after listening. This helps them focus.
- Regularly read stories or articles, and set up pair work discussions to get your students listening to you and each other. As with reading, we can practise skills like predicting, listening for gist, and listening for specific details.
- Look for a variety of sources for listening. Invite other teachers or visitors to your class occasionally, or try to use a mobile phone or computer to record and play audio in class.

Programme 11: Supporting each other

- We should find ways of regularly meeting other teachers to discuss problems, plan lessons, make materials and share resources. Don't wait for experts from outside – find solutions that will work for you.
- Teachers working in the same area can meet regularly to discuss teaching approaches and develop their English.
- Teachers can help each other by doing friendly peer observations. We learn a lot by watching each other and reflecting on our own teaching.
- You can ask a colleague to observe a particular area of your teaching. For example, observing how much time the children are active and passive.

Programme 12: Flexible activities

- To encourage our students to be active participants in our lessons, we should plan short and lively activities to interest them in English.
- Start with a warm-up activity which gets them in the right mood and talking English in a relaxed way.
- Link short lively activities to a theme in the lesson. This focuses attention on the words and expressions needed for a topic.
- A memory game such as *I went to the market and I bought a ...* which goes around the class adding new things each time, is useful for remembering vocabulary. A competition like *Hot seat* really gets students thinking for themselves as they try to give clues to their classmates.
- Always be ready to create a change of scene. We heard about a fun game called *Line Jump* to practise when to use *make* and *do*, which works very well in the open air.

Programme 1: Changing our teaching

How can we move towards more learner centred teaching?

Child centred pedagogy means giving primacy to children's experiences, their voices, and their active participation. National Curriculum Framework 2005, pg 13

Before listening

- A. Read the sentence above. *Giving primacy to...* means *focussing on....* We need to focus on helping children to learn by doing, not just listening to the teacher. How can we do this in our English lessons? Write down a few ideas and discuss them with a partner.**

Example: *I can ask students to talk about their own lives.*

- B. Match the key terms with their definitions. Draw lines.**

- | | |
|--------------------|---|
| 1. Teacher centred | a. The way that we teach and the types of activities we use to help us do this. |
| 2. Pedagogy | b. The focus is on the learners. They are actively involved in the lesson, constructing and building knowledge with the support of the teacher. |
| 3. Learner centred | c. The focus is on the teacher. The learners listen and remember what the teacher tells them. |

While listening

- C. Read the sentences below. Tick (✓) the sentences you hear. If possible, listen again to check your answers.**

- | | |
|--|-------------------------------------|
| 1. Central and state governments are changing curricula, and moving away from traditional approaches to education. | <input checked="" type="checkbox"/> |
| 2. In traditional classrooms, students must listen and remember. | <input type="checkbox"/> |
| 3. Teacher centred approaches mean that the students' role is passive, not active. | <input type="checkbox"/> |
| 4. Teachers should try to use group and pair work in the classroom. | <input type="checkbox"/> |
| 5. Students need to understand and use English, not just listen to the teacher or copy writing from the board. | <input type="checkbox"/> |
| 6. Repeating or writing words does not mean students understand the concepts. | <input type="checkbox"/> |

7. NCF (2005) is a document which talks about life skills, the curriculum, continuous assessment and how teachers should do these things in the classroom. ☐
8. In learner centred classrooms, learners play an active role. There are lots of opportunities for speaking and communicative activities. ☐

After listening

D. Read the sentences below. Decide if they are typical of a teacher centred classroom (T) or a learner centred classroom (L). Write T or L in the column on the right.

- | | |
|---|----------------------------|
| 1. Students are passive and only listen to the teacher. | <input type="checkbox"/> T |
| 2. Students work in pairs and groups. | <input type="checkbox"/> |
| 3. Students only speak when <i>parroting</i> (repeating) what the teacher says. | <input type="checkbox"/> |
| 4. The teacher and textbook are the only sources of knowledge. | <input type="checkbox"/> |
| 5. The students are involved in tasks and activities that support learning. | <input type="checkbox"/> |
| 6. Assessment of learning is done continually throughout the year, not just in end of year exams. | <input type="checkbox"/> |
| 7. Students don't only learn knowledge; they also learn life skills. | <input type="checkbox"/> |
| 8. The teacher builds on learners' prior knowledge, and doesn't assume they have a blank mind. | <input type="checkbox"/> |

E. Can you add two more sentences to the list above?

9.

10.

Reflection

F. Look at the sentences about learner-centred teaching in Part D. Do you do these things in your classroom? Are there any challenges? Discuss your answers with your colleagues.

Programme 2: Planning your lessons

How can we plan a variety of activities?

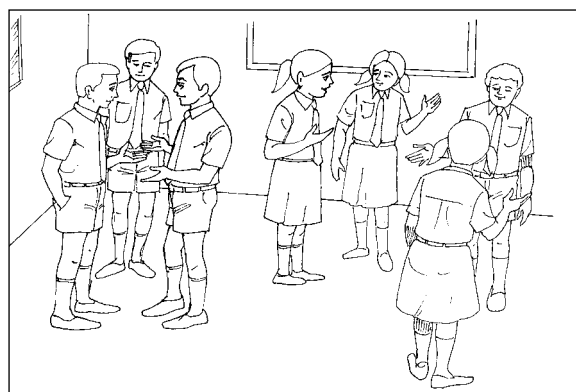
Teachers need to understand how to plan lessons so that children are challenged to think and to try out what they are learning. National Curriculum Framework 2005, pg 22

When you're preparing, it's very important to understand the objective of the lesson. Shourya, a teacher from Jamshedpur

Before listening

A. Read the sentences above and answer the questions below. Discuss your answers with a partner.

1. Do you agree with the two sentences above? Why / why not?
2. Do the units in *your* textbook have clear objectives related to language? If so, where are they written?



B. Match the key terms with their definitions. Draw lines.

- | | |
|----------------------------|---|
| 1. A lesson objective | a. A task that students do after reading a text, to focus on specific grammar, vocabulary or other ideas from the text. |
| 2. A post-reading activity | b. A short activity at the start of a lesson that motivates students. |
| 3. A warmer | c. Something that students will be able to do at the end of the lesson, that they cannot do now. |

While listening

C. Read the sentences below. Listen and fill in the blanks. If possible, listen again to check your answers.

1. Our starting point for lesson planning is to understand the learning _____.
2. Shourya says you should share your objectives with your _____, as well.
3. To identify your objectives means looking carefully at your _____.

4. By the end of the lesson, the students will be able to use the new _____ to describe traffic and discuss the topic of busy roads.
5. Sukhanya says we can _____ a lesson so that it has an introduction, the body of the lesson – that's the main content – and finally a conclusion.
6. We should always start with something that the _____ already know and try to find out how much they know about it.
7. A *warmer* helps them to start using _____, and gets them focussed for the rest of the lesson.
8. Ajay divided his lesson into three _____: pre-, while and then post-reading.

After listening

D. Answer the questions below and discuss your ideas with a partner.

Which *warmers* could you use at the start of a lesson, to warm up your students on the following topics?

1. Nature

Example: *Students describe pictures of nature and say which they prefer.*

2. The seasons

EXTRA!

Have a look at the lesson plan at the back of this workbook in the Additional Resources section. Can you make a similar three stage plan for a lesson from *your* textbook?

After listening

- C. What are the differences between pair work and group work? Write your ideas below, and discuss with a partner.

Pair work	Group work
Can be quickly organised	

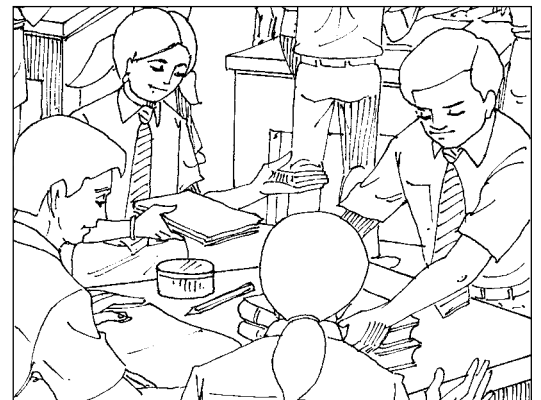
- D. Read the example tasks to give to small groups and pairs. Add two more ideas of your own.

Example tasks to give to small groups and pairs:

- writing a summary of a story together
- writing five sentences containing new words and structures from the lesson
- solving problems and exercises together
- correcting each other's work, or work done by another group
- creating a poster, leaflet, or presentation on a topic from the textbook
- _____
- _____

- E. Are there any challenges you may face? How can you overcome them?

Example: *There is no space to put students in groups, so I can ask them to work in pairs.*



Programme 4: Pair work – a classroom visit

How can we set up pair and group work in our classes?

*The teacher has to be a very good monitor, and observe whether students stick to the task and are speaking in English. Also, you must think about the size of the group, the arrangement of the room, and which students are working together. **Shobha, a teacher from Bangalore***

*It takes time for students to get used to group work. The first time I used groups, the students were silent and said nothing. But after two weeks they were very enthusiastic because they were active. **Meena, a teacher from Kochi***

Before listening

A. Read the questions below and discuss your answers with a partner.

1. Do you agree with Shobha and Meena? Why / why not?
2. What is the ideal number of students per group, and the ideal seating arrangement in your classroom?

While listening

B. Read the sentences below. Listen to the programme and decide if the sentences are true or false. Write T or F.

What Shobha does ...

- | | |
|--|---------------------------------------|
| 1. Shobha starts the class by asking students to open their books. | <input checked="" type="checkbox"/> T |
| 2. She checks students have understood her instructions by asking two strong students to demonstrate the activity first. | <input type="checkbox"/> |
| 3. We hear students actively involved during the pair work. | <input type="checkbox"/> |
| 4. The teacher walks around the room during pair work, encouraging students and making sure they speak English. | <input type="checkbox"/> |

What Shobha and the presenters say ...

- | | |
|---|--------------------------|
| 5. If students are new to group work, it is particularly important to give clear instructions to set up the groups. | <input type="checkbox"/> |
| 6. It's not a good idea to appoint a monitor to ensure the group use English in their discussions. | <input type="checkbox"/> |

7. Think about which student works with who – a stronger student can work with a weaker student to support him/her. ☐
8. Always make the students work in the same groups in the same position in the classroom. ☐

After listening

- C. How will you use pair and group work in your classroom? Look at the example and then describe three group/pair activities you will try.

Unit/topic	What will the teacher do?	What will the students do during the pair/group activity?
Unit 6: The lake	<i>i. Ask students to make groups of 6 by turning around and working with the bench behind them</i> <i>ii. Write four questions on the board</i> <i>iii. Give clear instructions</i> <i>iv. Monitor students and encourage them to use English</i>	<i>i. Students look at the questions on the board</i> <i>ii. Students read the story</i> <i>iii. Students discuss the answers in groups</i> <i>iv. Two students present their answers to the class</i>

Programme 5: Developing teachers' English

How can teachers boost their own language skills?

Having perfect pronunciation and accuracy is not necessary. What is more important is your ability to communicate and be understood by whoever is listening to you. Dena, a teacher from Bangalore

We all have opportunities to improve our English, even if living in isolated rural areas. Rafiq, a teacher from Rajasthan

Before listening

A. Answer the questions. If possible, discuss your answers with a partner.

1. Read the sentences above. Do you agree with them? Why / why not?

2. What opportunities do you have to develop your English?

B. Match the key terms with their definitions. Draw lines.

- | | |
|----------------------------------|---|
| 1. Exposure | a. Real world sources of English, such as radio, TV, podcasts, etc. |
| 2. Authentic listening materials | b. Contact with English that gives opportunities to learn. For example, interacting with English speakers, listening to regular radio programmes, reading daily newspapers. |
| 3. Fluency | c. The ability to speak a language easily and confidently, without the need for lots of hesitation or searching for words. |

While listening

C. Read the sentences below. Listen to the programme and fill in the blanks. If possible, listen a second time to check your answers.

1. First, teachers need more exposure to English to improve and develop their _____.
2. Second, they need more _____ so that they are able to use the English they know every day in the classroom.

3. You have to listen to authentic material, so I strongly suggest that teachers _____ to English programmes.
4. It would be a good idea for teachers to write their own _____.
5. I suggest that first you make a list of what's available to you where you live and work. What can you listen to, watch or _____?
6. All teachers of English should try _____ English as much as possible in and out of the classroom.
7. Find a reading friend or a group of fellow _____ and meet up once a week to talk.
8. Grammar is not just something to read and study, they have to think about grammar in _____.
9. _____ is a real help when we want to improve our vocabulary, it makes us aware of which words go together.
10. Don't feel you need to have absolutely _____ accuracy.

After listening

D. Answer the questions. Use the examples to help you.

1. Which areas of your own English would you like to develop? How?

Example: *I want to be able to answer difficult questions more fluently.*

2. How can you increase your exposure to spoken and written English?

Example: *By listening to English on the radio.*

3. Who can you practise speaking in English with? Where and when?

Example: *I can talk to Vikram and Amrita every day at lunch time.*

EXTRA!

Have a look at some more ideas for your development in the Additional Resources section of this workbook.

Programme 6: Using English in class

In which situations can we use English in class?

*By using English in class, you will create an English atmosphere that will gradually help students understand and then speak English. **Rajesh, a teacher from Wardha, Maharashtra***

Before listening

A. Answer the questions. If possible, discuss your answers with a partner.

1. Do you agree with Rajesh? Why / why not?

2. Are there any challenges you face when you speak in English in class?

While listening

B. Read the sentences below. Listen to the programme and tick (✓) the ideas you hear. If possible, listen again to check your answers.

1. Teachers and students are sometimes very worried about using English for instructions and to conduct the lesson. ☐
2. The beginnings and ends of lessons are valuable opportunities for getting students to use English in a personal way. ☐
3. Reeta gives students a few words that they might need but because this is a fluency activity she doesn't focus much on her students' accuracy. She doesn't interrupt them to correct mistakes. ☐
4. We can also use this opportunity to tell our students something about our world too. ☐
5. Students may find it difficult to understand if you use English in class, but after a few months, they will gradually start to understand. ☐
6. Teachers who are not confident about their English should make a list of useful expressions and be ready to use them. ☐

7. Gestures like the action of opening a book when you say *open your books* make the language easier to follow, particularly with younger students. ☐
8. One important thing the teacher has to remember is whenever the teacher is giving instructions, her gestures should support what s/he is saying. ☐
9. Make a list of useful expressions that fit the ability and age group of your students and teach them a few at a time. ☐

After listening

- C. If teachers repeatedly use common expressions in English, students will start to understand them. Look at the examples below. Add more ideas.**

Please form a circle.

Please sit over there

- D. Rajesh encourages his students to use English by teaching them common expressions they can use every day in the classroom. Can you add to the list?**

What does this mean?

Could you spell that word please?



Programme 7: Using the textbook creatively

How can we make our text books learner centred?

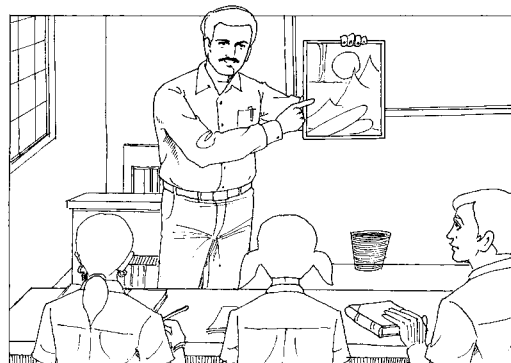
[We should enrich] *the curriculum to provide for the overall development of children, rather than remain textbook centric.* **National Curriculum Framework 2005, pg 5**

I wouldn't recommend following the textbook blindly – you need to supplement it with other activities. **Dena, a teacher trainer from Karnataka**

Before listening

A. Read the sentences above. Answer the questions below. If possible, discuss your answers with a partner.

1. Do you agree with the two sentences above? Why / why not?
2. What activities can teachers add to the textbook?



B. Match the key terms with their definitions. Draw lines.

- | | |
|--------------------------------------|---|
| 1. Flashcards | a. Resources that we can use in the classroom, such as books, pictures, photocopies, toys, flashcards, etc. |
| 2. Teaching-learning materials (TLM) | b. Using language to interact with others. |
| 3. Communicative practice | c. Pictures, drawings or words that the teacher can show to encourage students to respond. |

While listening

C. Read the sentences below. Listen and put the ideas in order. Write 1-10. The first one has been done for you.

- a. Teachers can read out the newspaper, and students can listen to the English news. ☐
- b. We can ask students to discuss the *do's* and *don'ts* of a topic in groups and make a poster. ☐
- c. Don't tell students to open their books at the start – do warm-ups first. ☐

- d. Using the textbook too much can be boring so we should adapt it. ☐
- e. We should follow the textbook but also be creative at the same time. ☐ 1
- f. We can use quick drawings to help students think of ideas. ☐
- g. You need to supplement the textbook with other activities and bring in extra resources that you can use to make the lesson more interesting. ☐
- h. The student doesn't only want the teacher to go through the books – s/he wants examples from daily experience. ☐
- j. Outside the classroom, students can do research to find out information, and bring it back to the classroom as part of a project. ☐

After listening

D. Answer the questions and then discuss your ideas with a partner.

- Which ideas from the programme could you try in your classroom to make the textbook more interesting?

Example: *I can use pictures related to the topic we are working on.*

- Write down the units of the textbook where you can use these ideas.

Example: *Unit 4: Topic – The world around us. I will show pictures of different parts of India, and ask students to describe them in pairs as a warm-up.*

EXTRA!

Have a look at an idea for another classroom activity in the Additional Resources section of this workbook.

Programme 8: Activities to motivate

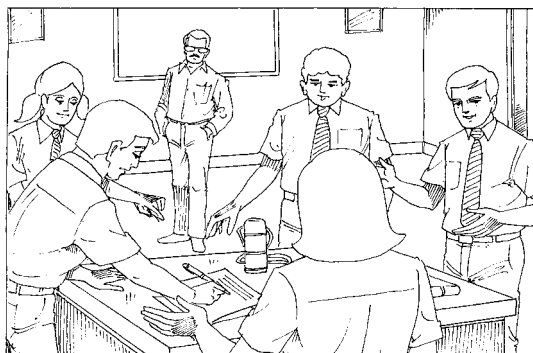
How can we help our students learn more actively?

When children speak, they are usually only answering the teacher's questions or repeating the teacher's words. They rarely do things, nor do they have opportunities to take initiative. National Curriculum Framework 2005, pg 13

Before listening

A. Read the sentences above. Answer the questions below. If possible, discuss your answers with a partner.

1. Read the sentences above. Do you agree with them? What activities can children do in class?
2. Are your students confident speaking in English? How can we motivate them?



While listening

B. Read the sentences below. Listen and put the ideas in order. Write 1-6. The first one has been done for you.

- | | |
|--|--|
| a. Many children feel embarrassed to speak in English, so the teacher should build their confidence and motivate them. | <input type="checkbox"/> |
| b. We can encourage students with chocolates, stars, clapping, and other praise. | <input type="checkbox"/> |
| c. Make a chart of a film by discussing with other group members and making drawings and a story outline. | <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> |
| d. These activities don't need special resources. | <input type="checkbox"/> |
| e. We can have a book corner in the classroom, and display students' work on the wall. | <input type="checkbox"/> |
| f. Playing 'Alibi' is a great way to practise correct question forms and the use of past tenses. | <input type="checkbox"/> |

After listening

- C. Look again at the activities in Part B. Which activities can you use in your classroom? Do you need to adapt them? Describe them below.

Example: *Making a chart about a favourite film.*

- D. Write down the instructions you would give your students for the activities in Part C above. Remember to keep your instructions short and clear.

Example: *Get into groups of five.*



EXTRA!

Have a look at an idea for another classroom activity in the Additional Resources section of this workbook.

Programme 9: Teaching reading

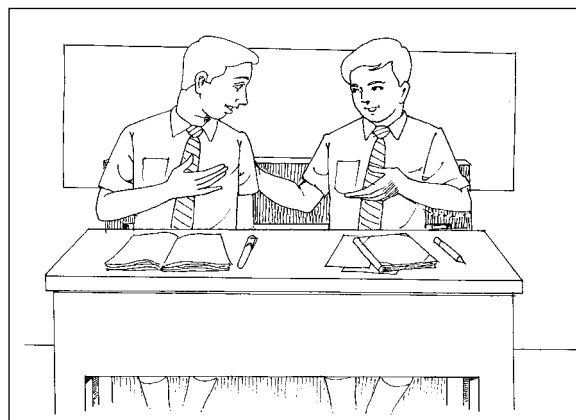
How can teachers teach reading texts in an interesting way?

When I read the text aloud, I find that many students don't follow the text, and I can never tell if they have understood or if they are completely lost. Deepali, a teacher from Pune

Before listening

A. Read the sentences above. Answer the questions below. If possible, discuss your answers with a partner.

1. Do you agree with Deepali?
Why / why not?
2. Apart from teachers or students reading the text aloud, how else can you use a reading text in class?



B. Match the key terms with their definitions. Draw lines.

- | | |
|---------------|--|
| 1. Predicting | a. Reading the text quickly to get the gist (general meaning) of the text. |
| 2. Skimming | b. Guessing the content of the text before reading it. |
| 3. Scanning | c. Reading the text quickly to get specific information. |

While listening

C. Read the ideas below. Then listen to the programme and tick (✓) the ideas you hear. If possible, listen again to check your answers.

Pre-reading tasks

- | | |
|---|-------------------------------------|
| 1. Warm up the students to develop their curiosity about the text. | <input checked="" type="checkbox"/> |
| 2. Ask students some general questions about the topic and discuss. | <input type="checkbox"/> |
| 3. Show students a picture related to the text or topic and discuss it. | <input type="checkbox"/> |
| 4. Show students the title and ask them to predict the text. | <input type="checkbox"/> |
| 5. Teach some difficult words before reading the text so they can understand it better when they read it. | <input type="checkbox"/> |

While-reading tasks

- | | |
|---|--------------------------|
| 6. Cut the text into five sections. The students, working in groups, have to read the five sections and arrange them in the correct order. | <input type="checkbox"/> |
| 7. Give the students some basic questions about the gist of text, then they skim through the text quickly to answer the basic questions. | <input type="checkbox"/> |
| 8. Ask students to read a second time, then they scan the text for specific information. | <input type="checkbox"/> |
| 9. Students compare their answers to questions with a partner and then discuss in class. | <input type="checkbox"/> |
| 10. Ask students to read the first paragraph of a story. Next, in pairs, they predict what will happen. Finally, they read the rest of the story to see if their predictions were accurate. | <input type="checkbox"/> |

After listening

- D. Read the tasks below. Which ones can you adapt for your classes? Describe two tasks that you will try, mentioning the unit and/or topic that you will use them with.**

- Task A** Students, working in groups, dramatise the story, with different students playing different roles. They then perform it.
- Task B** Students close their books and tell each other the story in their own words, from memory. They then open their books again, to check how well they remembered.
- Task C** Students write sentences in pairs. Each sentence should contain a new word from the text. They then share them with other students and/or the teacher, and discuss any errors.
- Task D** Students work in groups, and write sentences to summarise the story on a piece of paper. They should write one summary sentence for each paragraph. Each group then puts their piece of paper on the wall, and walks around the room looking at the other groups' pieces of paper.
- Task E** Students work in groups to write comprehension questions about a section of a text. Other groups then read the section and answer the questions.

Unit /
page
number:

Topic:

Task description:

Unit /
page
number:

Topic:

Task description:

Programme 10: Teaching listening

How can teachers develop students' listening skills?

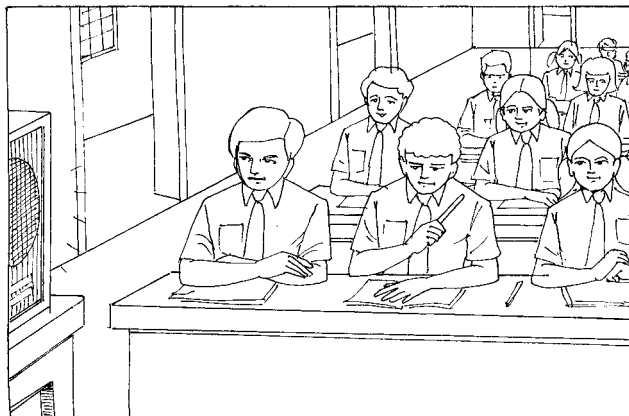
Most of our classes revolve around reading and writing, and we seem to neglect listening.
Manisha, a teacher from Gujarat

Students listen and understand better if they are given a task to do while listening, such as finding out information from the text. **Rashmi, a teacher from Jharkhand**

Before listening

A. Read the sentences above. Answer the questions below. If possible, discuss your answers with a partner.

1. How do you focus on listening?
2. Do you agree with Manisha and Rashmi? Why / why not?



B. Match the key terms with their definitions. Draw lines.

- | | |
|------------------------------|--|
| 1. Pre-teach | a. An activity you do after students listen, that focuses on specific points from the listening, and/or extends the topic to give speaking and/or writing opportunities. |
| 2. Listening for gist | b. The teaching of important vocabulary before students listen, so that they can understand better while listening. |
| 3. A post-listening activity | c. Listening to get the general meaning, without necessarily understanding 100%. |

While listening

C. Read the sentences below. Listen to the programme and decide if the sentences are true or false. Write T or F.

1. We spend more time reading English than listening.
2. It's a good idea to use English for instructions and other classroom interactions.

☐ T

☐

3. We can have a general chat with students at the start of the lesson, to practise their listening and speaking skills. ☐
4. The teacher can start each lesson by telling a short story related to the topic or his/her personal experience. ☐
5. There are several types of listening: listening for gist, listening for specific details, etc. ☐
6. It's a good idea to make students listen to the text twice. ☐
7. Students don't need tasks to help them focus on listening. ☐
8. We can set tasks before, during and after the students listen. ☐
9. We need technology to develop students' listening skills. ☐
10. Encourage students to listen to English on TV, the radio, etc. ☐

After listening

- D. Which ideas from the programme will you try in your classroom? Write down some ideas. Use the example to help you.**

Example: I will ask students to predict the text before reading

- E. Describe a lesson that contains some ideas from the programme.**

EXTRA!

Have a look at an idea for another classroom activity in the Additional Resources section of this workbook

Programme 11: Supporting each other

How can teachers develop their skills on their own?

Teachers could be encouraged to form subject groups at the block level.... seminars for teachers, trainings, melas and children's clubs. National Curriculum Framework for Teacher Educators 2010, pg 69

In a school, teachers can observe each other's classes, and give feedback afterwards on different areas of teaching. Shobha, a government school primary teacher from Bangalore

Before listening

A. Read the sentences above. Look at the questions below and discuss your answers with a partner.

1. Do you agree with the two ideas above?
Why / why not?
2. Can you develop your teaching and English language skills on your own? How?
3. Can you work with colleagues to develop each other's skills? How?



B. Match the key terms with their definitions. Draw lines.

- | | |
|--------------------------|--|
| 1. Peer observation | a. Telling another teacher how to improve things in a positive way, rather than simply telling them what is wrong. |
| 2. Constructive feedback | b. A reward or prize to encourage students to try harder. |
| 3. An incentive | c. Watching another teacher's class. You can learn from him/her, and also give feedback to help him/her develop. |

While listening

C. Read the sentences that follow. Listen to the programme and tick (✓) the ideas you hear. If possible, listen again to check your answers.

1. It can be difficult for teachers to discuss and develop their teaching.
2. Teachers can develop themselves by finding local solutions.

☒
☐

3. Use the Internet to discuss and research teaching and learning issues. ☐
4. Teachers can meet regularly to discuss issues and practise their English. ☐
5. Teachers should analyse themselves to become aware of what skills and knowledge they need to develop. ☐
6. Teachers can observe each other's classes, and give feedback. ☐
7. Teachers should observe whether learning is really happening in their own and others' classes. ☐
8. While observing, we can learn from other teachers, and also help them develop their own teaching. ☐
9. We can record our own lessons and watch them afterwards. ☐
10. Observations can focus on specific aspects of teaching and learning. ☐
11. Experienced teachers can mentor new teachers. ☐

After listening

- D. Which ideas from the programme could you use to develop your teaching skills and support your colleagues? Fill in the table below. Look at the examples in the answer key if you need help.**

Which idea will you try?	When will you try it?	Where will you try it?	With whom will you try it?

EXTRA!

Have a look at some more ideas for teachers' clubs in the Additional Resources section of this workbook.

Programme 12: Flexible activities

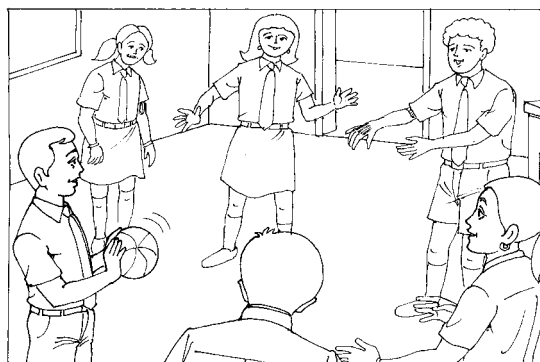
Which activities can we use with our students?

Get lessons started with a warm-up activity which gets students in the right mood and talking in English in a relaxed way. Manisha, a teacher from Ahmedabad

Before listening

A. Read the sentences above and answer the questions below. If possible, discuss your answers with a partner.

1. Do you agree with Manisha? Why / why not?
2. Do you ever play games and activities in your classroom? Which ones?



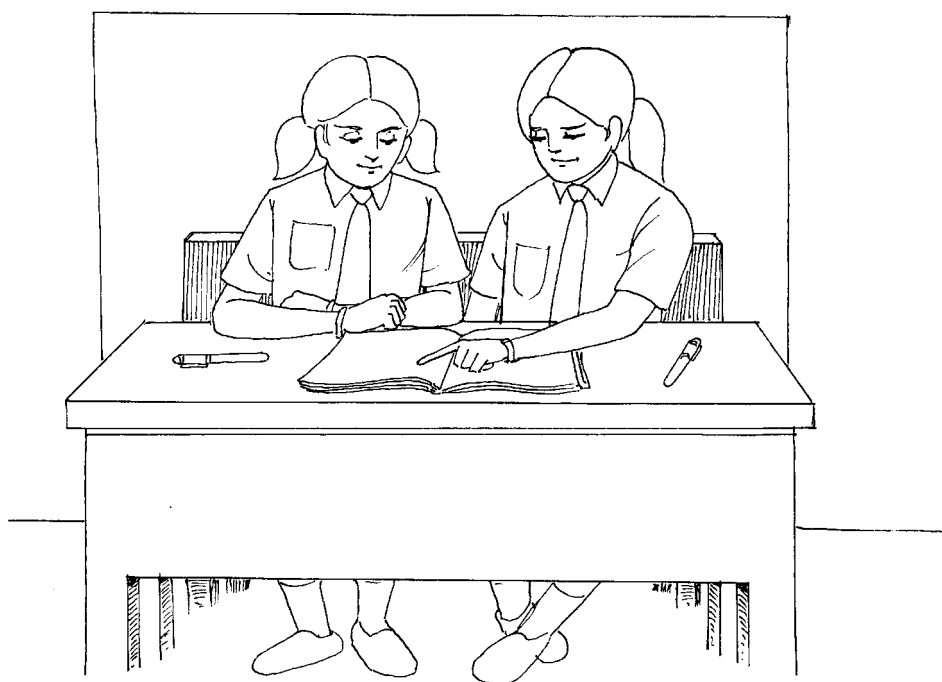
While listening

B. Read the sentences below. Then listen to the programme and fill in the blanks. If possible, listen a second time to check your answers.

1. They need a warm up _____, to loosen the tongue and bring out the language in them.
2. Students throw the ball to each other and whoever catches the ball says something in _____.
3. Kalpana suggests that we should always aim to connect a warm up activity to the _____ of the lesson.
4. The teacher will then write a word on the _____, which needs to be guessed by the person who is sitting with his back to the board.
5. I often use *Hot Seat* to liven up a _____ because students just love competitions and guessing games.
6. We go outside and I make them stand in a _____, or make them sit. Then I start with the class.
7. This is a game called *Line Jump*, where children are asked to stand in a line, a single _____, like a queue, one behind the other.
8. Outside or inside, try to include short activities in your lessons where you give the _____ a chance to move about.

After listening

- C. How can you link topics in your textbook to games and activities? Write down some examples and discuss your ideas with a partner.**

[illegible]

EXTRA!

Have a look at an idea for another classroom activity in the Additional Resources section of this workbook.

Revision

What have you learnt?

The TeachingEnglish Radio India series has included topics like *teaching listening, reading, pair/group work, planning, teachers supporting each other*, etc. What have been the most useful and interesting points you have heard in the series? Make a list below and discuss with a partner.

Example:

- 1) *Giving students a task while they read or listen to a text.*
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)

Thank you for listening to the TER India series and using the worksheets. We would like to find out about your experience of using this product.

Please fill in our online questionnaire, available here: <http://svy.mk/1j79swx>

Additional resources

Programme 2: Planning your lessons

A sample lesson plan

Unit: 14

Topic: The Rainbow (poem)

Objective(s): Students will identify and use colour vocabulary.

Stage 1: Pre-reading/listening task to introduce topic [5 minutes]

- i. The teacher shows students three coloured flashcards and asks the students the names of the colours.
- ii. The teacher puts students into pairs and asks them to list as many colours as possible in one minute. Some students then read out their list.

Stage 2: While-reading task to help students focus [20 minutes]

- i. Students read the rainbow poem, and underline all the colour words.
- ii. Students compare their words in pairs. The teacher monitors.
- iii. Students read the poem again and answer the questions in pairs.

Stage 3: Post-reading task [10 minutes]

Preparation: The teacher writes the names of the rainbow colours on chits. One colour per chit (red, orange, yellow, green, blue, indigo, violet).

- i. The teacher gives each student a chit.
- ii. Students get into groups of seven. Each group contains all seven colours.
- iii. Students arrange themselves in the order of the rainbow.

Programme 5: Developing teachers' English

Tips for your development: vocabulary notebooks

Noting down new words in a vocabulary notebook is an important part of language learning. Here are some tips:

- Don't only write down the definition. Write some example sentences using words you already know, which include the new word in a real context.
- Some words are frequently found next to other words. These are known as collocations. Try to learn them together. For example, *to commit a crime*.
- Write down words from the same word family, such as *to develop/ a developer/ development*. That way, you learn three words instead of one.
- Have one page for each topic, and put words connected to a topic on the same page. You could make a list or draw a mind map.
- Write down whether the word is a noun, verb or adjective, etc., and indicate which syllable is stressed. Note down useful synonyms (words that have the same meaning) or antonyms (words that have the opposite meaning).
- Try to use your new words as often as possible – it is said that to remember a new word properly, we need to use it seven times in conversation.

Programme 7: Using the textbook creatively

Classroom activity – ‘I feel *happy* when *India wins cricket matches*.’

Try this 15-minute activity in your classroom. It is suitable for 4th standard and above. Use it to supplement the textbook to teach emotions, or as a warmer.



happy



sad



surprised

- i. Draw three faces like the ones above on the board or show some photos. Ask students which emotions they show. Write the adjective next to each face. [2 minutes]
- ii. Give/elicit a sentence that includes an emotion, and write it on the board: ‘I feel _____ when _____.’ For example, ‘I feel *happy* when *India wins cricket matches*’. Give/elicit more examples. Ask the class to repeat. [3 minutes]
- iii. Ask students to work in groups. They must make as many sentences as possible in five minutes, using the three emotions on the board. [5 minutes]
- iv. Each group reads out one or two sentences. Ask other students if the sentences are correct. [5 minutes]

Programme 8: Activities to motivate

Classroom activity – Walk around like you’re ...

This warm-up activity gets students active, practises listening skills, gives them opportunities to speak, and builds their confidence.

- i. Prepare some ideas: *Walk around like you’re happy/sleepy/hungry/ thirsty/ crazy/angry*, etc. or *Walk around like you’re a doctor/a dancer/a driver*, etc.
- ii. Take students outside the classroom so they can move around freely.
- iii. Tell students *Walk around like you’re happy*, and students should walk around full of happiness. Then after 5 seconds, change the idea: *Walk around like you’re sleepy* and students should walk around like they are sleepy.
- iv. Change the instruction every 5 seconds.
- v. Ask students to think of their own list of two or three ideas, in pairs.
- vi. Ask one pair to tell the class: *Walk around like you’re...* and the rest of the class should follow. Then ask another pair to give a new instruction, etc.

Programme 10: Teaching listening

Classroom activity – Describe and draw

Try this 15-minute activity in your classroom, with 3rd standard and above.

- i. The teacher describes a picture to the students, without showing the picture. For example, *There is a thin woman, standing next to a big tree in a big field...* Students listen and draw what they hear. [3 minutes]
- ii. The teacher repeats the description two more times while students finish drawing. Encourage students to ask clarification questions. [5 minutes]
- iii. Students compare their drawings in groups and discuss any differences. The teacher monitors and encourages them. [4 minutes]
- iv. The teacher shows the original picture, and students compare their drawings, and decide which drawings are the best. [3 minutes]

Use a very simple description for lower grade levels, and a more complex description for higher level classes.

Programme 11: Supporting each other

Tips for your development – ideas for discussions in teachers' clubs

- Share and demonstrate new activities
- Debate local and national issues in English
- Watch English language films, series and/or TV news, then discuss
- Use Internet resources, such as on www.teachingenglish.org.uk
- Share reflections on your own teaching with other teachers
- Discuss classroom challenges and solutions

Programme 12: Flexible activities

Classroom activity – Hotseat

An activity for warming up, revising vocabulary, and improving spoken fluency.

- i. Divide the class into three groups.
- ii. One volunteer from each group sits at the front, with their back to the board.
- iii. The teacher writes one word on the board, and the volunteers have to guess it. The rest of their group must explain it using examples, descriptions and synonyms, but without saying the word on the board.
- iv. The first volunteer to guess the word wins one point for his/her team.
- v. Ask for a new volunteer from each team, write a different word on the board, and repeat the process.

Answer key

Programme 1: Changing our teaching

- B. 1c; 2a; 3b
- C. All sentences are taken from the programme and should be ticked, except for sentence 4
- D. 1T; 2L; 3T; 4T; 5L; 6L; 7L; 8L

Programme 2: Planning your lessons

- B. 1c; 2a; 3b
- C. 1. objectives; 2. students; 3. textbook; 4. vocabulary; 5. plan; 6. students; 7. English; 8. sections / stages
- D. **Nature:** Show some pictures of nature – students say which they prefer, and why. Or describe a beautiful place locally – students guess where it is. They then do the same.

The seasons: Elicit the names of the seasons. Ask students which they prefer and why. Ask students to make a list of clothes and/or food they have for each season, and why.

Programme 3: Pair and group work

- B. c1; d2; f3; a4; e5; b6
- C. *Suggested answers:*

Pair work: quick to set up; suitable for short activities; suitable for Indian classrooms with traditional benches; high involvement.

Group work: also suitable for traditional benches as students can work in small groups of 3 per bench or turn around and work with the bench behind; more ideas can be generated; suitable for longer activities and shorter activities; different students can be given different roles, such as timekeeper, leader, writer, drawer, presenter etc.

Programme 4: Pair work – a classroom visit

- B. 1F; 2T; 3T; 4T; 5T; 6F; 7T; 8F

Programme 5: Developing teachers' English

- B. 1b; 2a; 3c
- C. 1. knowledge; 2. confidence; 3. listen; 4. diaries; 5. read; 6. speaking; 7. teachers; 8. use; 9. Reading; 10. perfect.

Programme 6: Using English in class

- B. All of the sentences are ticked except number 5
- C. *Suggested answers:* Line up everyone.; Could you stand up?; Let's all go outside.; Well done – that's great!; Work in pairs.
- D. *Suggested answers:* Could you pass me the ...?; What did you do yesterday?

Programme 7: Using the text book creatively

- B. 1c; 2a; 3b
- C. a6 ; b9; c4; d3; e1; f7; g2; h5; j8

Programme 8: Activities to motivate

- B. a4; b2; c1; d7; e3; f6; g5

Programme 9: Teaching reading

- B. 1b; 2a; 3c
- C. All of the sentences are ticked except number 6

Programme 10: Teaching listening

- B. 1b; 2c; 3a
- C. True: 2; 3; 4; 5; 6; 8; 10 / False: 1; 7; 9

Programme 11: Supporting each other

- B. 1c; 2a; 3b
- C. All of the sentences mentioned except numbers 3 and 8, which are also possible good ideas.
- D. *Suggested answers:*

Meeting my colleagues from 2 neighbouring schools to practise English and discuss issues.

On the first Saturday of every month. We will also communicate by email.

We will alternate between the 3 schools, and will ask permission to meet in an empty classroom.

*Three other English teachers:
Mrs P. Pandey,
Mr M. Sheikh and
Mr G. Singh.*

Programme 12: Flexible activities

1. activity; 2. English; 3. theme; 4. board; 5. lesson; 6. circle; 7. line; 8. students

Glossary

The following English language teaching words and phrases appear on the worksheets. The definitions are given here for your reference, in alphabetical order. The programme number that the term appears in is given in brackets.

Authentic listening materials (5)	Real world sources of English, such as radio, TV, podcasts etc.
Communicative practice (7)	Using language to interact with others.
Constructive feedback (11)	Telling another teacher how to improve things in a positive way, rather than simply telling them what is wrong.
Exposure (5)	Contact with English, that gives opportunities to learn. For example, interacting with English speakers, listening to regular radio programmes, reading daily newspapers.
Flashcards (7)	Pictures, drawings or words that the teacher can show to encourage students to respond.
Fluency (5)	The ability to speak a language easily and confidently, without the need for lots of hesitation or searching for words.
Group work (3)	Students work together with other students (three, four or more) to complete a task or activity, independently of the teacher.
Incentive (11)	A reward or prize to encourage students to try harder.
Learner-centred (1)	The focus is on the learners. They are actively involved in the lesson, constructing knowledge with the support of the teacher.
Lesson objective (2)	Something that students will be able to do at the end of the lesson, that they cannot do now.
Listening for gist (10)	Listening to get the general meaning, without necessarily understanding 100%.
Pair work (3)	Students work in pairs (two students together) to complete a task or activity, independently of the teacher.
Pedagogy (1)	The way that we teach and the types of activities we use to help us do this.
Peer observation (11)	Watching another teacher's class. You can learn from him/her, and also give feedback to help him/her develop.
Post-listening activity (10)	An activity you do after students listen, that focuses on specific points from the listening, and/or extends the topic to give speaking and/or writing opportunities.

Post-reading activity (2)	A task that students do after reading a text, to focus on specific grammar or vocabulary from the text.
Predicting (9)	Guessing the content of the text before reading it.
Pre-teach (10)	The teaching of important vocabulary before students listen, so that they can understand better while listening.
Scanning (9)	Reading the text quickly to get specific information.
Skimming (9)	Reading the text quickly to get the gist (general meaning) of the text.
Teacher-centred (1)	The focus is on the teacher. The learners listen and remember knowledge that the teacher tells them.
Teaching-learning materials (TLM) (7)	Resources that we can use in the classroom, such as books, pictures, photocopies, toys, flashcards etc.
Warmer (2)	A short activity at the start of a lesson that motivates students.

Don't forget to fill in the feedback form available here: <http://svy.mk/1j79swx>

Thank you very much and good luck!

