

ENGLISH IN THE PRIMARY CLASSROOM

DVD TEACHER TRAINING SERIES 1

Tamil Nadu



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

ENGLISH IN THE PRIMARY CLASSROOM

DVD TEACHER TRAINING SERIES 1 Tamil Nadu

Self-Access Course and Answer Key

www.britishcouncil.in www.teachingenglish.org.uk

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Textbook

English 5, Tamil Nadu Textbook Corporation.



Dedicated to Philip Clegg

Through these films his enthusiasm and dedication to teachers and learners in India lives on.



INTRODUCTION

English in the Primary Classroom offers you, the primary teacher, an opportunity to observe learner centred methodology at work in the Indian classroom. It clearly demonstrates how English can be taught using games, activities and songs complementing the curriculum and textbook. Through the live lessons on DVD in actual classrooms in Tamil Nadu, you will see how you can use interactive and activity based methods to teach English thus making English learning fun, easy and engaging. While the focus is the Standard 5 textbook from the Tamil Nadu State Board, the accompanying materials help you adapt these to your context so that you can use the activities with your students.

CORE OBJECTIVES

The aim of these materials is to enable you to:

- use the textbook as a resource to teach English communicatively.
- teach the four skills (Listening, Speaking, Reading and Writing) as integrated lessons rather than isolated activities.
- teach grammar and vocabulary through games, activities and songs.
- have access to versatile and quality teaching resources which you can use either in groups or individually.
- equip you to adapt and map the resources and activities to your curriculum.
- encourage peer support through sharing ideas with colleagues both face to face and virtually through the internet.

HELPFUL FEATURES

- A general overview which outlines related skills and language covered in the material.
- Comprehensive Answer Keys.
- References to online links and further reading material.
- Reflection and application tasks at the end of each session which enable you to consider your own teaching vis-à-vis the teachers in the videos and help you apply what you have learnt to your own context.

USING THIS MANUAL

Self-Access Booklet

This material can be used individually or in small groups. Please remember to:

- Complete the reflection and action plan tasks.
- Review them often and make a note of changes in your teaching practice.
- Compare notes with other teachers using the self-access material.
- Share your ideas with teachers of other disciplines in your school or neighbourhood.
- Join an online teachers' community like www.teachingenglish.org.uk and post comments or suggestions.



CONTENTS AND OVERVIEW

Each session will take about 3 hours to complete.

Session 1: On the Seashore

Session 2: Who am I?

Session 3: Those Colourful Days

Session 4: Have your Garden

Session 5: Help! Help!

Unit	1. On the Seashore!	2. Who am I?	3. Those colourful days	4. Have your Garden!	5. Help! Help!
English 5 textbook pages	pages 18-36	pages 38-50	pages 52-70	pages 4-16	pages 72-88
Description of lesson	DVD introduction	DVD introduction	DVD introduction	DVD introduction	DVD introduction
Activity 1	Lesson context	Discussion	Lesson context	Lesson context	Warm-up activities (warmers)
Activity 2	Presenting vocabulary	Pre-reading techniques	Classroom materials	A positive learning environment	Lesson context
Activity 3	Vocabulary practice	While-reading techniques	Exploiting resources	Management of activities	Exploiting a reading text
Activity 4	Grammar presentation	Post-reading techniques	Grammar presentation	Two kinds of activities	Teaching functions
Activity 5	Lesson plan: Stages and aims	Lesson plan: Stages and aims	Lesson plan: Stages and aims	Management of pupils	Lesson plan: Stages and aims
Activity 6	Classroom procedure	Classroom procedure	Classroom procedure	Teacher-pupil interaction	Classroom procedure
Activity 7	Get the kids talking!	Kids can write poems too!	Kids can make things too!	Apply the principles	Exploiting stories
Activity 8	More games and speaking activities	Tips for dealing with poems	Exploiting resources	Classroom management techniques: A summary	Dictionaries
Activity 9	Feedback session	Feedback session	Feedback session	Feedback session and pupil chat	Feedback session
Activity 10	Reflection	Reflection	Reflection	Reflection	Reflection
Assessment	Assignment	Assignment	Assignment	Assignment	Assignment

1

Skills: speaking; writing; listening; reading. **Language:** vocabulary; grammar; functions. **Methodology:** classroom aids; warmers; games; classroom management techniques; dictionaries.

SELF-ACCESS Session 1 On the Seashore!



Session 1: On the Seashore!

Read. Before you do this session, read English 5 'On the Seashore,' pages 12 - 14.

Watch. Either watch the complete lesson on the DVD or watch it as instructed in this session. It is 24 minutes long. The times of the clips are given in brackets in the activity heading.

Answer Key: This is a located at the back of the document. You can either do the whole session and then check the answers or check the answers as you do the individual tasks.

DVD introduction

This film shows a lesson from the *English 5* textbook.

Unit: On the Seashore!, pages 12-14

Time (approximate viewing time): 30 minutes

Focus: Vocabulary connected to the seashore, which is then used to practise prepositions of place

Teacher: Ms. Revathi

School: Panchayat Union Primary School, Karadimadai

Read the aims below. As you do the tasks, tick the aims you have completed. Three hours is recommended for this session. The classroom assignment task should be completed afterwards.

	Aims	Completed 🗸
1.	To explore methods of presenting and practising vocabulary	
2.	To examine a method of presentation of grammar	
3.	To examine speaking activities and games that maximise involvement	
4.	To observe a feedback session	
5.	To reflect on learning	
6.	To examine the stages and stage aims of this lesson	

Activity 1: Lesson context (00:00:00-00:02:50)

This lesson is based on the lesson from English 5 called 'On the Seashore!' which is based round pictures of a seashore. Imagine you are going to teach this lesson.

- How would you set the context for the lesson?
- What would you do?
- What would you say?

What would you do?

What did the teacher do?

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Now watch the beginning of the lesson. How does the teacher set the context? Make a note above.



Now check your answers in the Answer Key.

Activity 2: Presentation vocabulary (00:02:50-00:10:18)

2.1 The teacher in the lesson has to present a lot of vocabulary about the seashore. Watch the lesson and make a note of the way she teaches the vocabulary and the way she gets the pupils to notice it.

2.2 There are many other ways of presenting vocabulary. Read the methods described on the cards below. Their titles are in the box below. Match the title with the description. Write the title as a heading for the description. The first one has been done for you.

synonym / antonym	dictionaries	mime and gesture	translation
scales or ordering	guess from context	example	visuals
realia	situation		

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1 visuals

Teacher shows a picture of a train and asks pupils to name it.

"What's this?" Pupils may reply in L1.

Teacher praises them, "Very good" and says the English word, "Train" "Train" "Train". Teacher may repeat it several times if necessary. Then pupils will say "Train". After that teacher writes the word on the board.

2.

E.g. Clap

Teacher claps. While clapping she says, "Let's clap" "O.K. clap." Children clap. Teacher repeats instruction, sometimes saying, "Clap" "Stop" "Clap". Teacher writes the word on the board. Teacher asks a pupil, "Can you clap?" Pupil claps. Teacher says the word and asks the pupil to repeat after the teacher.

3.

E.g. Umbrella

Teacher brings an umbrella into the class and asks, "What is this?"

Pupils will answer in L1. Teacher says the English word, "Umbrella." Teacher repeats it until pupils can say it correctly, then writes it on the board.

4.

5.

E.g. Clever

Teacher tells the pupils (she may use L1 if necessary), "Nizar and Meena are very good at Maths. They get all the answers right. What are they?" Pupils will reply in L1. Teacher gives the word, "Clever" "Clever" "Clever". Pupils repeat it. Teacher writes it on the board. Pupils say the word.

E.g. Clothes

Teacher lists examples of clothes on the board; *trousers, shirt, skirt, sari* etc. Teacher asks pupils to give more words for the list. Pupils will answer in L1. Teacher gives the English word as they answer in L1 and writes it on the board.

6.

E.g. Student

Teacher asks, "What's another word for student?"

Pupils will answer in L1. Then teacher says the word, "Pupil". Pupils repeat after the teacher. Teacher writes the word on the board.

E.g. Small

Teacher asks, "What's the opposite of big?" (She may use L1 here.) Pupils will reply in L1 or L2. Teacher says the word, "Small". Pupils repeat it after the teacher. Teacher writes it on the board.

7.

E.g. Forget

Teacher asks, "How do you say (Tamil for forget) in English?"

Pupils might not answer. Teacher says, "Forget". Pupils repeat it and teacher writes the word on the blackboard.

E.g. Pride

Teacher tells pupils to take out their dictionaries and look up the word, then make a note of the meaning.

9.

8.

E.g. Shout, whisper, talk

Teacher says "Hello, how are you today?" in a normal voice. She elicits what she is doing? i.e. talking. She says it again in a whisper. Asks, "What am I doing?" Says, "I am whispering". She says it again in a shout. Asks, "What am I doing?" Says, "I am shouting". Draws a table on board labelled 'quiet' to 'loud' on it. Elicits where to put 'talk', then 'whisper', then 'shout'.

quiet

whisper talk shout

10.

E.g. Loch

Teacher tells pupils to read the paragraph that describes some scenery in Scotland. Tells the pupils to find the word, 'loch'. Tells them to read the sentences before and after it and guess what it means. From the sentence, 'There is a boat on the loch,' they can guess it is a body of water.

\checkmark

Now check your answers in the Answer Key.

loud

2.3 Read through the following ways of presenting vocabulary. Choose an appropriate method of presentation for the vocabulary sets below and explain why in the 'reason' column. The first one is an example.

Method of presentation	Vocabulary items	Reason
1. pictures	always / sometimes / never / often / occasionally	visual and easy to find
2. Realia	hotch potch	
3. Mime and gesture	transport / car / bus / drive / ride / garage oil / engine	
4. Antonyms	good and bad feeling adjectives	
5. Scales or ordering	animals	
6. Examples of type	gaze / borrow / fridge / wheelbarrow / stock market	
7. Translations	fruit and vegetables	
8. Guessing the meaning from context	look forward to / go off / put up with	
9. Dictionaries	embarrassment / jealousy / disappointment	
10. Mind map	sports	
11. Using students (elicitation, peer teaching)	fish / animals / birds / insects	

Now check your answers in the Answer Key.

Activity 3: Vocabulary practice (00:10:18-00:15:00)

3.1 Now watch the next part of the lesson. How does the teacher have the pupils practise the vocabulary? How does the teacher set up the activity?

Method used to practise



Now check your answers in the Answer Key.

3.2 There are many ways of practising vocabulary in a classroom. Read the questions below. Read the descriptions of the methods of practising vocabulary. Then answer the questions.

	Find an activity that	Activity title
1.	involves telling a story.	
2.	uses L1.	
3.	involves pictures and definitions.	
4.	focuses on recognition of spelling.	
5.	adds words onto other words.	
6.	focuses on listening to words and marking them off.	
7.	focuses on words that go together.	
8.	involves putting words in circles.	
9.	involves lexical sets.	
10.	uses a pack of picture cards.	

1. Matching

Aim: To get pupils to match vocabulary with definitions or pictures.

Procedure

- Write the new words in a list on the left hand side of the board.
- Write the definitions or draw pictures (not in order) on the right hand side of the board.
- Get the pupils to come up to the board and match items in the left hand list with the items in the right hand list by drawing lines.
- Check the answers by asking the class,"Do you agree?"

2. Guess the picture

Aim: To get a lot of pupils to practise saying the words in a meaningful way.

Procedure

- Make pictures of the new words.
- Show all the pictures to pupils.
- Put the pictures in a file.
- Get a pupil to come to the front and choose one of the pictures.
- Make sure nobody else can see which picture has been chosen.
- Get the rest of the class to guess which picture it is, e.g. "Is it a?"
- The first pupil to guess the picture correctly comes up to the front, chooses a new picture and the game continues.

3. Rub out and remember

Aim: To help pupils memorise new vocabulary.

Procedure

- Teach the new vocabulary.
- Build up a list on the board.
- Put the L1 translation after each word.
- Get pupils to copy in their books, then close books.
- Erase the new words one at a time.
- Each time you erase a new word in English, point to the translation and ask, "What's this in English?"
- When all the English words are erased, go through the L1 list and get pupils to call out the English word.
- Get pupils to come to the board and write the English words again.

4. Ordering

Aim: To get pupils to recognise the pronunciation of new words, give them listening practice and to give pupils an example of how to use the words in context.

Procedure

- Teach the new words and write them on the board in the wrong order.
- Get the pupils to copy the words in their books.
- Read or tell a story with the new words in it. Get pupils to put the words in the correct order by numbering them.

Verbs	Order
gets up	
goes to bed	
feeds	
works	
plants	
grows	

Nihal works on a farm. He plants the rice. He feeds the animals. He grows vegetables. He gets up early and goes to bed late.

5. Finding friends

Aim: To teach collocation of new words.

Procedure

- Use this technique when the new words you have taught have collocation problems.
- Put a table on the board with one set of words down the side and the words they collocate with along the top.
- Get pupils to come to the board and put a tick in the box if they think the words go together (e.g. *dark / eyes*).
- If the words do not go together, then leave the box empty (e.g. *long eyes*). If they are not sure, they put a question mark.
- If it takes too long to check all the boxes, focus on the ones which have a ? or are wrong.

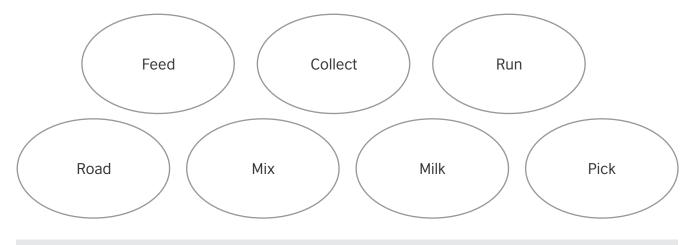
	eyes	nose	hair
big			
small			
long			
short			
dark			
black			

6. What and where

Aim: To help pupils memorise new vocabulary.

Procedure

- Elicit the words from pupils and write them on the board inside a circle.
- When all the words are on the board, rub out one word. Do not rub out the circle.
- Get the pupils to repeat the words (including the rubbed out word) by pointing at the empty circle.
- Rub out another word.
- Point to the words and empty circles.
- Pupils read all the words including the rubbed out words.
- Continue until the circles are empty.
- Get pupils to fill in circles with correct words.

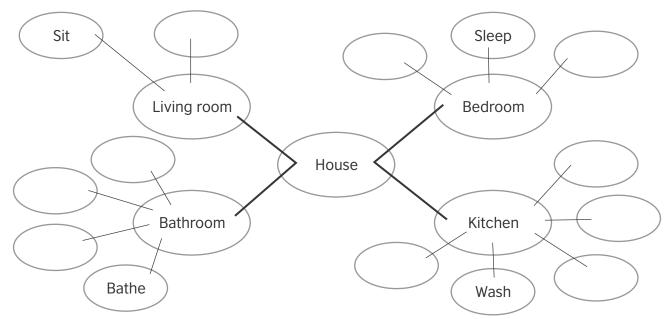


7. Networks

Aim: To get pupils to revise lexical items.

Procedure

Write a network (as below) and put some more words below it. Don't use only concrete nouns –
remember to include some verbs. Get pupils to put the given words in the appropriate circles. Pupils fill
in the remaining empty circles with their own words.



eat, sofa, cook, get dressed, knife, rice, bed, towel, television, dressing table, toothpaste.

8. Word square

Aim: To recognize the spelling of new words.

Procedure

- The teacher writes the word square on the board or makes a poster of it (poster saves time).
- The teacher tells pupils what the topic is and how many hidden words there are.
- Pupils come to the board and circle any words they can see.

e.g.

f	S	t	а	r	t	0
I	f	р	h	u	0	r
n	а	W	Ι	n	р	q
I	S	t	р	I	а	У
S	u	m	V	n	х	I
h	u	f	g	h	Ι	m
j	g	r	0	u	n	d

9. Word snake

Aim: To revise random words.

Procedure

- Divide the class into groups of 4-6.
- The teacher writes a word on the board, e.g. ten.
- In each group Pupil 1 writes a word beginning with the final letter or the last two/three letters of the first word.
- tendollineatigeratap
- Pupils take it in turn to add more words. e.g. ten-d-oll.
- When they've finished, each pupil writes out the words which are hidden in the snake.
- e.g. ten, end, doll, line, neat, tiger, rat, tap,
- The pupil with the most words wins.

10. Bingo

Aim: To get pupils to practise listening to new words and to match sounds with spellings.

Procedure

- The teacher gets the class to brainstorm a list of 10-15 new words and puts them on the board.
- The children choose any five and copy them into their books.
- The teacher reads out the words in any order.
- Each time the pupil has one of the words that the teacher reads, he / she ticks the word. The first pupil to tick all five words shouts, 'Bingo'.

(adapted from **DFID/MOE PRIMARY ENGLISH LANGUAGE PROJECT** in partnership with The National Institute of Education and Ministry of Education Module 10)

Now check your answers in the Answer Key.

TRY Have a look at activities for teaching vocabulary on: www.teachingenglish.org.uk/try/activities/vocabulary/recent

Activity 4: Grammar presentation (00:15:00-00:27:40)

Part of the lesson is to present and practice prepositions of place. Before you watch this, analyse the meaning, use and form of prepositions of place and say how you would get learners to practise them.

Language Analysis: Prepositions of place				
Stage of presentation	What I would do	What the teacher did		
1. What is the target language?				
2. How will you get the meaning across?				
3. How will you check the meaning?				
4. How will you highlight the use and form of the target language?				
5. How will you provide controlled practice of the target language?				

Now watch the next part of the lesson and make a note of what the teacher did in the column above. How did it compare to what you predicted?

\sim

Now check your answers in the Answer Key.

Activity 5: Lesson plan: Stages and aims

The focus of this lesson was vocabulary (of the seashore) and grammar (prepositions of place). The table below shows the lesson plan divided into stages. Write the stages in the correct order in Column 2.

Stage	Stage order	Aim
Practice of target language	set context	
Establish target language and meaning		
Record target language		
Controlled practice of target language		
Introduce target language		
Homework		
Set context		
Check meaning		

Here are the aims of the stages. Write them beside the correct stage.

A	im
To prepare the pupils for the lesson.	To demonstrate the meaning of the target language (prepositions of place) with realia.
To elicit vocabulary of things at seashore and establish their meaning.	To check meaning by using incorrect prepositions of place.
To provide a learner record of the target learning.	To give pupils oral personalised practice of target learning.
To help pupils remember the target learning and produce it orally using picture prompts.	To consolidate: pupils draw a seashore and bring it to class.



Now check your answers in the Answer Key.

Activity 6: Classroom procedure (00:10:18-00:15:00)

Work with your group. Think back to one of the practice activities: The Crocodile Game. It is an excellent example of how to maximise pupil interaction and use of language. Can you remember what the teacher did? If you can't, you can watch the activities again. Read the description below and fill in the missing words.

Crocodile Game	
Set context for game	At the end of the presentation of the seashore vocabulary, the teacher tells the class they are going to (1) a new game. She asks them to guess what it is. She mimes the (2) of a crocodile with her hands. Pupils guess different animals (e.g. elephant) and they finally guess (3) <i>crocodile</i> .
Demonstration of game	She tells them to listen to her instructions and her demonstration. She draws two (4) on the classroom floor with chalk and explains that this is an imaginary (5) that they want to cross. She will be the crocodile and they will be the pupils. She shows the seashore picture from the textbook. She tells them to come to the edge of the river and say, "Crocodile, (6), I want to cross the river. Can you please help me?" She gets one pupil to come to the edge of the river and say, "Crocodile, I want to cross the river. Can you help me?" The teacher says, "Answer my (7) and I will help you." She asks the pupil a question about the picture. The pupil doesn't answer so the crocodile catches him. He crouches on floor. She calls for another (8)
Group organisation	The teacher next divides the class into groups. She tells the groups to find the (9) in their textbook and to discuss it. She monitors. She then tells them to close their books. She tells the different groups to go to different (10) in the classroom and play the Crocodile Game.

Now check your answers in the Answer Key.

Activity 7: Get the kids talking!

The teacher made use of two excellent activities to give pupils speaking practice through playing games. There are many games activities that can be used in the classroom. One of them is matching words and definitions. All the words are connected to speaking. Read the definitions below and match the word and definition. Write it in the correct space.

fluency	pair	work	jigsaw	monologue
	pronunciation		peer checking and	problem solving
debate	face-t	o-face	whisper	dictation

1.	Stress, intonation and sounds.	
2.	A speaking activity where two teams argue for opposite sides.	
3.	Opposite of accuracy in speaking.	
4.	An activity where two people talk to each other.	
5.	An activity where three or more people read different parts of a text, do a task and then share answers / information.	
6.	An interaction pattern where speakers can see each other.	
7.	An activity where pupils are given a task and they discuss to find a solution.	
8.	An activity where two or more pupils work together and talk quietly in order to write something down.	
9.	An activity where pupils increase their confidence in speaking by checking their answers together before giving them to the teacher.	
10.	A speech type like a lecture, where only one person is talking.	

Now check your answers in the Answer Key.

Activity 8: More games and speaking activities!

Here are some more descriptions for popular children's games activities. Each has a sentence missing. The sentences are given below. Read the descriptions, read the sentences and decide which sentence belongs in which description. Write it in the correct space so that you have an accurate record of each game.

- a) Demo this first with your drawing.
- b) Each team stands in a line facing the board.
- c) Group the class.
- d) If it's incorrect you start drawing the hangman.
- e) This continues until everyone has had a chance to say something.
- f) The pairs do their role plays.
- g) One of the pupils is nominated.
- h) Variation: the pupil starts with 20 points.
- i) If the pupil says, 'yes', then they write down their name.
- j) One team is X, the other O.

- k) Elephant for example.
- I) The teacher tells pupils to copy an information table from the board into their notebooks.
- m) The team chooses a number.
- n) You could do it outside.

BALL THROWING GAME

FIND SOMEONE WHO

'FAVOURITE THINGS' PICTURE MINGLE

This can be focused on many different topic areas. For example, ask pupils to draw one or more of the following: *their favourite food; their best friend* (a quick sketch); *their favourite animal; their favourite book; their ideal job; their favourite hobby; their favourite place,* etc. Tell pupils to walk around the classroom explaining their drawings and asking questions about the other pupils' pictures. (3)

ROLE PLAY

CLASS SURVEY

This can be focused on any situation that involves information gathering. (5)

JUST A MINUTE

Pupils have to talk for a minute on a given topic (e.g. *school, family, an ideal job,* etc.). The teacher can award points if they manage to talk for the whole minute without stopping. (6)

TWENTY QUESTIONS

TABOO

ONION RINGS

You do need room for this. (9) This is a good speaking activity for first lessons or when you have a short dialogue you want to practise. Divide the class into two. One half stands in a circle facing outwards. The other half stands in a larger circle around them facing inwards. Each pupil should be opposite another pupil. They have 2-3 minutes to ask and answer as many questions as possible, then the outer circle have to move onto the next pupil, stop when they've come 'full circle'. This can be used for any functional language and for practising any language in a more interesting way.

HANGMAN

Make sure the pupils know how to play. If they don't, then give a quick demonstration using a simple word like 'bird'. Choose a word or phrase .Write one dash on the board for each letter of the word or words chosen. Leave a space between words. The pupils

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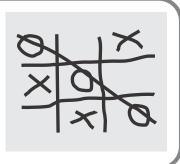
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xaylt

NOUGHTS AND CROSSES

Make sure the pupils know how to play. If they don't, then give a quick demonstration with 2 players but do not use numbers or questions in the demonstration. Draw a 3 by 3 grid on the board. Number the squares. You need two teams. (11)

Each team takes turns. They give you a number, answer your question and you put an 'X' or 'O' on the grid if they get it right. Teams must try and stop the other team getting a line (across, down or diagonally). The team who gets a row of 3 Xs or 3 Os wins.



SLAP THE BOARD

Write the words you want the pupils to practise, randomly on the board. Tell pupils that they are going to play a game called 'Slap the board". Divide pupils into two teams. You might want the pupils to discuss the meanings of the words in their teams before they start to play. (12)

Tell pupils that you will read a definition for one of the words / phrases on the board and that the person at the front of the line should run and slap the word. The first slapper to cover the word gets a point for their team. The two pupils who slapped the board go to the back of the line. Make sure you keep a score of which team has won each point. Continue until all the words have been slapped.

LADDER RACE

	nose
1	train
(elephant
	nurse

Put the pupils into teams and the teams line up facing the board. Decide on a topic for the ladder race words, e.g. parts of the body, (then all the words on the ladder must be parts of the body). Decide together what the starting word will be and write this in the middle of the board (not on the ladder). Pupils now play the ladder race. Give each team a pen. The first pupil in the line runs to the board and writes the first word on the bottom rung of the ladder. This pupil then runs back to their team, gives the pen to the next person who completes the second word and so on. Check that all their words are spelled correctly and are related to the topic. The team that gets to the top of the ladder first wins.

LUCKY NUMBERS

Before the lesson write 10 questions. Number them 1-12 .Two numbers will be 'lucky". Decide which ones these are before starting. If the pupils choose these, they get 2 points without answering a question. Write large numbers 1-12 in a table on the board

1	2	3
4	5	6
7	8	9
10	11	12



Now check your answers in the Answer Key.

Activity 9: Feedback session (00:27:40-00:29:50)

9.1 What do you think were the strengths and areas for development of the lesson? Write down two strengths and two areas for development in the table below. Now watch the feedback session and compare.

Strengths	Areas for development

9.2 Watch the feedback session. Tick which of the points below are mentioned and by whom, i.e. Teacher or Observer (T / O) or both.

Strengths	✓	T or O
1. The use of realia – pupils can touch the balloons.		
2. I feel great; I did a good job and carried out all activities. The students enjoyed the activities very much.		
3. I connected activities.		
4. There was a variety of interactive activities.		
5. You have improved your CCQs.		
6. There were some fantastic home-made materials.		
7. Students were quite involved.		
8. Activities were very well planned.		
9. The model of was very good.		
10. You linked the vocabulary of the seashore to prepositions in the last activity using flashcards on one side and questions on the other.		
11. There were some good visuals.		
12. I liked the energy of class.		
13. I also enjoyed the game because all were involved at the same time.		
14. You were quite relaxed and very confident.		

9.3 Tick the thing (s) below that the teacher says she would do differently next time.

- 1. I would summarise the lesson and ask them what they had learnt.
- 2. I was too conscious of what I was doing. I could improve myself more.
- 3. Because village fairs are very close to children's lives I'd do a roleplay with the children.
- 4. What I would have done is used some realia where children could touch and feel the They can pinch the and see the pink colour. That would be more learner-centred.
- 5. Personalise the lesson by asking questions, "Have you ever visited? Do you enjoy being there? What are the things you observed there?"
- 6. In the post-reading activity where the children were fixing missing parts to visuals, the demo was done by me. I could have had the children do it.

Now check your answers in the Answer Key.

What did you learn from the teacher and the feedback given?

Did you agree with it?

What advice would you give the teacher?

Assignment

Reflect on the session. Think of two activities you would like to try out with your classes. Complete the chart below.

	Action 1	Action 2
Class		
Which class will I work with first?		
Goal		
What will I try out first?		
How		
What materials/ aids will I need?		
When		
When will I try it out?		
Evidence		
How will I know if I have been successful?		

When you finish, write a brief report evaluating the activities you used with your classes. Write this in your journal. Also report if you would do anything differently the next time.

TRY	Have a look at activities for primary classes on www.teachingenglish.org.uk/primary
TRY	Have a look for more interactive games and activities for young learners on www.onestopenglish.com/section.asp?sectionType=listsummary&catid=59819
TRY	Have a look for more articles on speaking on www.teachingenglish.org.uk/think/articles/speaking/recent

Note: The British Council would like to thank the teacher, Ms Revathi and the school, Panchayat Union Primary School, Karadimadai, for helping in the production of this DVD lesson.

Congratulations. Now you have finished Session 1. The next one is called 'Who am I?'

SELF-ACCESS Session 2 Who am I?



Session 2: Who am I?

Read. Before you do this session, read English 5, "Who am I?" page 18.

Watch. Either watch the complete lesson on the DVD or watch it as instructed in this session. It is 34 minutes long.

Answer Key: This is located at the back of the document. You can either do the whole session and then check the answers or check the answers as you do the individual tasks.

DVD introduction

This film shows a lesson from the *English 5* textbook.

Unit: Based on the poem, Who am I? Page 18

Time (approximate viewing time): 48 minutes

Focus: Developing reading skills; examining rhyming words

Teacher: Ms. Veera Lakshmi

School: The Municipal Middle School, Padmavathypuram, Tirupur

Read the aims below. As you do the tasks tick off the aims you have completed. Three hours is recommended for this session. The classroom assignment task should be completed afterwards.

	Aims	Completed 🖌
1.	To explore pre-, while- and post-reading activities	
2.	To explore activities for working with rhyming words	
3.	To analyse how to develop haikus and cinquian poems in class and write some examples	
4.	To read tips on how to handle poems in class	
5.	To examine the stage and stage aims of this reading lesson	
6.	To observe a feedback session	
7.	To reflect on the session	

Activity 1: Discussion

Make notes below.

- 1. Have you ever taught poems in your classes?
- 2. What activities do you use with poems?
- 3. What is your favourite poem?
- 4. How do your pupils react to poems?

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Activity 2: Pre-reading techniques (00:30:50-00:47:24)

You are going to observe a teacher preparing her class to read a poem. It is important to **prepare** students for a text with pre-reading tasks. Here are some pre-reading ideas. Tick the ones you have used in class.

Pre-reading activities	You	The teacher
1. Personalisation of the topic (e.g. a questionnaire / class survey).		
2. Predict from headlines / key words / pictures.		
3. Statements – pupils guess whether they are true or false.		
4. Questions pupils want / expect to find the answer to in the text.		
5. Pre-teach any problem vocabulary (only if it is essential to the overall understanding of the text; notif you want pupils to practise guessing meaning from context).		
 Brainstorming – pupils call out words they expect to find in the text. Useful way of dealing with new vocabulary and encouraging peer teaching. 		
7. Brainstorm the topic area – creates an opportunity to share knowledge.		

Now watch the teacher. What activities does she use?

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Now check your answers in the Answer Key.

Activity 3: While-reading techniques (00:47:24-00:55:40)

There are lots of activities pupils can do while reading. Think about the poem that the teacher is using. Which of the following activities could she use with the poem? Watch and check your answers.

While-reading sub skills	teacher could use	teacher uses
1. Check predictions from the pre-reading activity – usually involving <i>skimming</i> and <i>scanning</i> .		
2. Have a set of questions which involve quickly <i>skimming</i> or <i>scanning</i> the text for the answer, to discourage pupils from looking up every unknown word.		
3. Pupils read the text out loud in different ways.		
4. Pupils listen to the teacher reading the text and act it out.		
5. Make the reading more communicative by doing a 'jigsaw reading' – different groups have different parts of the text. They work together to answer questions and then share answers. This makes a long text more manageable.		
6. Pupils all have the same text, but different questions. Again, they talk to each other to find out all the answers (a variation of (5).		

25

7.	Transfer information from the text into a table – involves an intensive reading of the text.	
8.	Match paragraph headings or topics to the correct paragraphs.	
9.	Pupils read a paragraph, then predict what will happen next. This is good for stories and it also reflects what L1 readers do naturally.	
10.	Guessing meaning from context – give pupils different definitions for new vocabulary and they choose the correct definition.	
11.	Use reading to focus on specific lexical sets or language work.	
12.	Teacher calls out a definition - the pupils find the word in the text, run and write it on the board.	
13.	Comprehension questions (be careful of answers which can be simply lifted from the text).	



Now check your answers in the Answer Key.

Activity 4: Post-reading techniques (00:55:40-01:08:07)

Imagine this was your class. What productive activity would you follow the poem with?

Now watch the end of the lesson and make a note of the activities that the teacher uses.



Now check your answers in the Answer Key.

Activity 5: Lesson plan: Stages and aims

5.1 The lesson follows the stages of a typical reading lesson. It can be divided into pre-reading, while-reading and post-reading. Work with a partner. Read the stages of the lesson. Put them into the correct overall stage in the lesson plan. An example has been done for you.

Stages		
1. First reading of riddle by teacher.	2. Set context.	
3. Pupils read and act out riddle.	4. Review vocabulary of animals, birds and insects.	
5. Pupils read softly and loudly.	6. Pupils arrange strips in correct order for poem.	
7. Pupils write sentences about butterflies.	8. Present rhyming words in poem.	
9. Display rhyming words on board.	10. More practice with rhyming words.	
11. Homework.	12. Pupils read silently and highlight rhyming words.	
13. Practise rhyming words.		

Pre-reading	While-reading	Post-reading

5.2 Now write the stages next to the correct aim so that you have a record of the lesson plan.

Overall Stage	Stage	Aim	
		To prepare pupils for the lesson.	
pre-reading		To review vocabulary and introduce poem topic.	
pre-reading		To focus on sounds of rhyming words.	
		To produce rhyming words.	
		To produce rhyming words.	
		To listen to riddle.	
		To check comprehension of riddle.	
while-reading		To produce riddle.	
		To highlight rhyming words in text.	
		To provide a learner record of rhyming words.	
		To reproduce the text.	
		To produce three sentences about subject of text.	
post-reading		To consolidate: pupils write a 4-line poem.	



Now check your answers in the Answer Key.

Activity 6: Classroom procedure (00:41:00-00:45:20)

Think back to the rhyming words board game the teacher played with the pupils. Can you remember what she did? If you can't, watch the activity again. Read the description below and fill in the missing words.

Rhyming Words Board Game		
Set up of task	First the teacher said one word and (1) from pupils words with the same sound e.g. <i>cat - bat</i> . Then she wrote 4 words on the (2): <i>cat / bat / sky / fly</i> . She asked for 4 group leaders to come to the (3) of the class. She told the rest of the class to stand (4) the group leaders. She demonstrated the task by (5) to the board and writing a word that (6) with 'cat' under 'cat'. She told them to start.	
Monitoring of	The second group rubbed out their (7) and got confused. The teacher monitored and told one of them to (8) it again. They then continued correctly.	
Feedback on task	When the learners had (9) writing up rhyming words, the teacher checked each of the (10)	



Now check your answers in the Answer Key.

Activity 7: Kids can write poems too!

Cínquaíns Haíkus

Pupils can write poems too with enough guidance. Two kinds of poems that pupils can write are *cinquains* and *haikus* because both have very clear and simple structures. You are now going to work through two lessons that teach pupils how to write *cinquains* and *haikus*.

- Read the examples.
- Analyse the structure of these poems.
- Produce one on the subject of butterflies (as in the lesson) or another subject of your choice.

Activity 7a: Cinquain lesson template

1 The three poems here are examples of cinquains. First lines are the topics of the poems. Their first lines are missing. Can you guess what they are?

..... Noisy, fast Blowing, gusting, whistling Bending all the trees Gale

Green, smelly Hissing, screeching, pacing Animals behind high bars Menagerie

..... Colourful, bright Flying, swooping, flitting Looking for juicy fish Feathered creature

2 Write the topics into the spaces. Now look at the structure and language of the poems. Analyse the lines. Write your answers below.

Line 1: one noun (and the subject of the whole poem)	
Line 2:	
Line 3:	
Line 4:	
Line 5:	

3 You are going to write your own *cinquain* poem. Think of a topic and write it in the space below. Think of some nouns, adjectives and present participles connected to the topic. Write them in the table below.

Торіс		
Nouns	Adjectives	Present participles

My Cinquain Poem

бу



Now check your answers in the Answer Key.

TRY If you want to find out more about writing cinquains check out this website: www.newman.ac.uk/students_websites/~H.K.Shuthar/cinquain.htm

Activity 7b: Haiku lesson template

1 The three poems here are examples of haikus. Can you guess what they are describing?

Brightly coloured bird Sit on gates and tree branches Dive in cool water

Asleep in the sun Waiting for fat mice and rats Pounce and catch dinner

Green and noisy one Jumping and Hopping in ponds Swim deep and away **2** Match a poem to a picture and write the appropriate name in each space. Now look at the rhythm of the poems. Analyse the lines. How many syllables do they have?

e.g. **crocodile** has 3 syllables, i.e. croc / o / dile **buffalo cart** has 4 syllables, i.e. bu / ffa / lo / cart

Write your answers below.

Line 1: syllables
Line 2:
Line 3:

3 You are going to write your own haiku. Think of a topic and write it below. Think of some nouns, verbs, adjectives and present participles connected to the topic. Write them in the table below.

Торіс:					
Nouns	Verbs	Adjectives	Present participles		

4 Now use the language in (7.2.3) to write your poem, (you do not need to use all of it). Remember to use the right syllable structure. Do a draft first, then revise it and write it in the box.

My Haíku

бу

 \checkmark

Now check your answers in the Answer Key.

TRY If you want to find out more about writing haikus check out this website: www.newman.ac.uk/students_websites/~H.K.Shuthar/haiku.htm

Could you use these templates with your classes? What extra help might you need with the two poem types?

Activity 8: Tips for dealing with poems

Tips for handling poems

Here are the ten tips for handling poems. Using the words below, complete the tips.

pat	terns	runs	repeated	order	pupils
me	aning	in	activity	throws	first
poe	m	draw	ball	vocabulary	compare

- 1. For short poems you can do poem dictation. Put pupils into groups. Stick the poem on the wall. One pupil (1) to the poem and reads the (2) line, then runs and dictates it to the group. The next pupil does the same. This is (3) until the poem is finished.
- 2. Tell pupils the topic and get them to brainstorm the words they might find in it. They can then (4) with the actual poem.
- 3. Use pattern poems e.g. *cinquain* poems or *haikus*. Analyse the structures. Then tell (5) to write their own.
- 4. Do a picture dictation that illustrates the poem. Then tell pupils to compare the picture with the (6)
- 5. Collect pictures (or (7) your own) that tell the story of the poem. Display these on the board. Tell pupils to come and (8) the pictures.
- 6. After understanding the (9) of the poem, have pupils act it out.
- 7. A word grid is developed with the main (10) of the poem.
- 8. Make pupils aware of the (11) e.g. final words that rhyme. Colour these words in.
- 9. Develop a 'make and do' (12) based on the poem, e.g. here pupils could make their own butterflies.
- 10. After you are confident that the children know the poem, use this game to practise reciting the poem: Throw a (13) to one pupil; he/she says the first line, then (14) the ball to the next pupil and so on, until the poem is finished. If the poem is short, do this (15) small groups.
 - Now check your answers in the Answer Key.

Activity 9: Feedback session (01:08:24-01:11:00)

9.1 What do you think were the strengths and areas for development of the lesson? Write down two strengths and two areas for development in the table below. Now watch the feedback session and compare.

Strengths	Areas for development

9.2 Watch the feedback session. Make a note of who commented on the following strengths of the lesson: teacher (T) or observer (O) or both (B)

- 1. felt happy nice experience children enjoyed it.
- 2. The activities went well.
- 3. The pre-reading session went well. The pupils liked the riddles, working in groups, and they answered riddles very enthusiastically.
- 4. improved the checking of understanding of the pupils.
- 5. praising pupils.
- 6. the involvement of pupils.
- 7. setting up of activities has improved.
- 8. The children spoke freely.
- 9. They interacted well.
- 10. The poem is very good. The pupils like stories, riddles and puzzles.

9.3 Tick the approaches that the teacher says she would do differently next time.

- 1. I would summarise the lesson and ask them what they had learnt.
- 2. I was too conscious of what I was doing. I could improve myself more.
- 3. Because village fairs are very close to children's lives I'd do a roleplay with the children.
- 4. What I would have done is used some realia where children could touch and feel the They can pinch the and see the pink colour. That would be more learner centred.
- 5. Personalise the lesson by asking questions, "Have you ever visited? Do you enjoy being there? What are the things you observed there?"
- 6. In the post reading activity where the children were fixing missing parts to visuals, the demo was done by me. I could have had the children do it.

Now check your answers in the Answer Key.

What did you learn from the teacher and the feedback given?

Did you agree with it?

What advice would you give the teacher?

Activity 10: Reflection

Refer back to the aims of the session. Write down one or two ideas that you can remember that were connected to each aim.

Now make a note of:

- One surprising thing you learnt.
- Something that was completely new to you.
- Something you agree strongly with from the session.

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Assignment

Reflect on the session. Think of two activities you would like to try out with your classes. Complete the chart below.

	Action 1	Action 2
Class		
Which class will I work with first?		
Goal		
What will I try out first?		
How		
What materials/ aids will I need?		
When		
When will I try it out?		
Evidence		
How will I know if I have been successful?		

When you finish, write a brief report evaluating the activities you used with your classes. Write this in your journal. Also report if you would do anything differently the next time.

TRY	Have a look at activities for using literature with children on
	www.teachingenglish.org.uk/literature

TRY Have a look at activities for primary classes on www.teachingenglish.org.uk/primary

Note: The British Council would like to thank the teacher, Ms Veera Lakshmi, and the Municipal Middle School, Padmavathyeuram, Tirupur, for helping in the production of this DVD lesson.

Congratulations! Now you have finished Session 2. The next one is called 'Those Colourful Days!' SELF-ACCESS Session 3 Those Colourful Days!



Session 3: Those Colourful Days!

Read. Before you do this session, read English 5, Those Colourful Days! Page 19 - 23.

Watch. Either watch the complete lesson on DVD or watch it as instructed in this session. It is 28 minutes long.

Answer Key: This is located at the back of the document. You can either do the whole session and then check the answers or check the answers as you do the individual tasks.

DVD introduction

This DVD shows a lesson from the *English 5* textbook.

Unit: Those Colourful Days!, pages 19-23

Time (approximate viewing time): 36 minutes

Focus: Vocabulary connected to village fairs; frequency adverbs

Teacher: Ms. Menaka Madhavan

School: Panchayat Union Middle School, Muthampatty Colony, Vazhapadi

Read the aims below. As you do the tasks, tick off the aims you have completed. Three hours are recommended for this session. The classroom assignment task should be completed afterwards.

	Aims	Completed 🗸
1.	To explore the use of textbooks and teachers' aids to improve lesson	
2.	To explored key strategies for adapting a textbook	
3.	To examine the stages of a grammar presentation	
4.	To examine the stages and stage aims of this lesson	
5.	To explore the steps of 'listen and make' activities	
6.	To understand the advantages of 'listen and make' activities	
7.	To observe a feedback session	
8.	To reflect on the session	

Activity 1: Lesson context (01:12:00-01:13:25)

This lesson is based on the unit, 'Those Colourful Days!', which contains a reading task about a village fair. Imagine you are going to teach this lesson.

- How would you set the context for the lesson?
- What would you do and say?



Now watch the beginning of the lesson . How does the teacher set the context for the lesson? Make a note above.



Now check your answers in the Answer Key.

Activity 2: Classroom materials (01:13:25-01:32:20)

2.1 Read through the ways of exploiting a textbook below and the list of possible classroom resources. Put a tick beside the ones you have used and a star beside the ones you would like to try.

In some lessons the teacher can	✓ I have tried these	I would like to try these*
simply use the textbook as is.		
extend the topic from the textbook by using her own materials/activities.		
use the accompanying workbook/resource book to do some extra activities.		
adapt the textbook activities.		
replace the textbook with something more localised or personalised.		
Important Classroom Resources		
You as teacher (you are probably the most important resource there is - the way you use English, the stories you tell)		
Story books / graded readers		
Sets of pictures and word cards for various uses		
Puppet(s)		
Model(s)		
Wall displays		
Posters		
Realia		
Camera		
Dice		
Videos /DVDs		
Computers		
Internet		
Stationery (coloured pencils, scissors, glue, etc)		
Cut-up letters for spelling games		
Board – white or black		

Ball	
Photocopiable materials	
Radio	

2.2 You are going to watch the start of the lesson. As you watch write down the resources the teacher uses and how she uses them.

Resource used	How it is used

Now check your answers in the Answer Key.

Activity 3: Exploiting resources

3.1 Textbooks are never perfect. Here are some problems that teachers have with activities in their textbooks.

Problems v	vith activities
Teacher 1:	'The activity is too long: there is no time to include it in the lesson.'
Teacher 2:	'The task is too short and easy. It doesn't provide for very much pupil activity'
	'The task doesn't suit my pupils' learning style: Mingling activities always make my class too excited.'
Teacher 4:	'The activities in the units of the book always follow the same sequence. It's getting a bit boring'.
Teacher 5:	'The text is too long: My pupils can't concentrate on such long listening and reading passages'.
Teacher 6:	'The text is too difficult.'
Teacher 7:	'The text is too easy. My pupils need something more challenging'.

Now look at how the same teachers adapted the original materials. Match the solutions to the problems.

Solutions

a. 'I extended activity by adding similar items to provide more practice. I also added some open-ended items to make the activity a bit more challenging. Next class, I'm going to supplement these with further activities of my own.' Teacher

- b. 'This time, we did it as a jigsaw activity: I gave different parts of the text to different learners and they shared information afterwards. Sometimes, however, I just break up the text into shorter sections and we work through these one at a time.' **Teacher**

- e. 'I kept the text but I made the task more challenging by blanking out some words. **Teacher**
- f. 'I did it as pair work activity instead. But getting pupils to work in small groups would have worked just as well.' **Teacher**

 \checkmark

Now check your answers in the Answer Key.

Activity 4: Grammar presentation (01:32:25-01:40:15)

Part of the lesson is to present and practice frequency adverbs. Before you watch this, analyse the meaning, *use* and *form* of frequency adverbs and say how you would get pupils to *practise* them.

Language Analysis: Frequency Adverbs		
Stage of presentation	What I would do	What the teacher did
What is the target language?		
How will you get the meaning across?		
How will you check the meaning?		
How will you highlight the use and form of the target language?		
How will you provide controlled practice of the target language?		

Now watch and note what the teacher actually did.



Activity 5: Lesson plan: Stages and aims

The focus of this lesson was vocabulary (of the village fair) and grammar (frequency adverbs). The lesson plan is shown divided into stages. Write the stages in the correct order in Column 2.

Stage	Stage Order	Aim
Practice of target language	set context	
Use context to elicit frequency adverbs: sometimes / always / never		
Establish target language and meaning		
Set context		
Controlled practice of target language		
Record target language		
Exposure to language in context		
Homework		
Model and drill		
Record target language		

Here are the aims of the stages. Write them beside the correct stage.

Aim		
To elicit target language in local personal context.	To consolidate: pupils make a model of a bullock cart and bring it to class.	
To give pupils oral personalised practise of target language.	To practise pronunciation of target language.	
To elicit vocabulary of things at village fair and establish their meaning.	To help pupils remember the target language and produce it orally and in writing.	
To prepare the pupils for the lesson.	To provide a learner record of the target language.	
To provide a learner record of the target language.	To demonstrate use of language in the context of the fair.	

Activity 6: Classroom procedure (01:34:50-01:38:37)

Think back to the personalised and interactive practice of the frequency adverbs. Can you remember what the teacher did? If you can't, watch the activity again. Read the description below and fill in the missing words.

	Frequency Adverbs Personalised Practice
Set up of task	At the end of the presentation the (1) of the frequency adverbs, <i>sometimes</i> , <i>always</i> , and <i>never</i> were still on the board. The teacher (2) the groups into ones named <i>sometimes</i> , <i>always</i> , and <i>never</i> . According to the group the pupils had to decide (3) things that they <i>sometimes</i> , <i>always</i> or <i>never</i> did. The teacher gave them a one minute (4) and asked questions to check instructions.
Monitoring of task	The teacher (5) the groups carefully. She checked that they were doing the (6) correctly. If they were having trouble coming up with five sentences, she prompted them.
Feedback on task	When they had (7), the teacher asked each of them to come and point to their (8) adverb and say one sentence. By doing this all pupils (9) involved. Everyone received a (10) of praise.

Now check your answers in the answer key.

Activity 7: Kids can make things too!

The teacher in the lesson developed a beautiful model of the village fair to use in her classroom and used a bag full of realia to teach vocabulary. Pupils can also produce items to use in the classroom by listening and making things. By doing this, they are active and use their English language.

You are going to look at two lesson ideas.

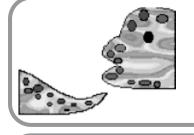
Activity 7a: Listen and make

1 What items have you made in class with pupils? Make a note of them here.

2 Here are the steps a teacher would go through when instructing pupils to make a Chinese dragon. Can you put them into the correct order? After you do this, do the task yourself. By doing the task yourself you can see if it needs adapting. With this task, the teacher needs to do the activity at the same time as the children and wait until everyone has finished each step before continuing.



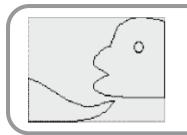
a. Tell the pupils that they will need coloured paper, scissors, crayons or markers, glue, tape, and 2 wooden barbeque skewers (or 2 straws or disposable chopsticks). Glitter and feathers are also useful.



b. Cut the head and tail out and decorate with bright colours.
 Optional: Decorate with glitter and feathers.



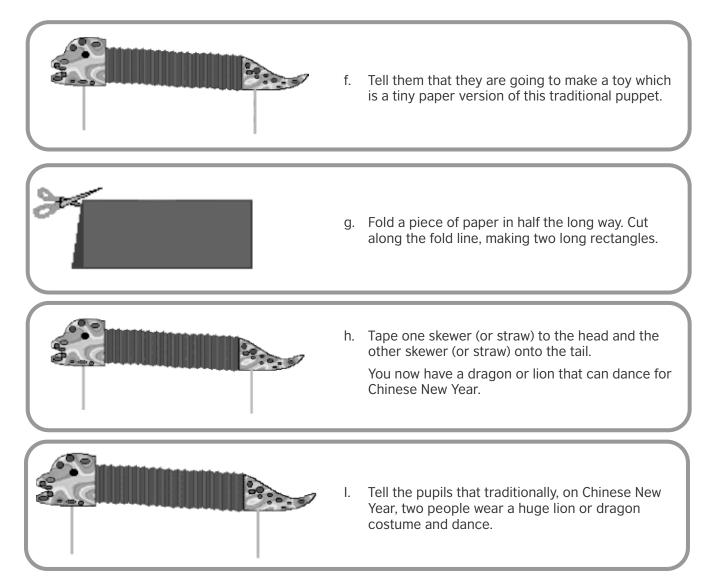
c. Fold each piece of paper up like an accordion. Glue or tape the two pieces together, forming one long piece that will be the animal's body.



d. Draw the head and tail of a lion or dragon on a piece of paper.



e. Glue or tape one end of the body to the head. Glue or tape the other end of the body to the tail.



3 Look at the instructions above. What kind of language do the pupils need to know in order to draw the picture? Make a note of it below.

4 Now work with a partner and choose another topic from your textbook. Develop a listen and draw activity for it. Write your instructions here. Be specific, but keep it simple.

Tell the pupils they are going to draw

Could you do this with your classes? What extra help might you need?

 \checkmark

Now check your answers in the Answer Key.

TRY If you want to find out more about 'listen and make' activities, check out this resource: Mary Slattery and Jane Willis (2001) **English for Primary Teachers**. OUP.

Activity 7b: Listen and make

1 Make a note of some activities that you use in the classroom that involve pupils listening and making things.

2 Here are the steps a teacher would go through when instructing pupils to listen and make dinosaur cards. Put them into the correct order. The templates are at the end of the module. After you have put them into the correct order, make the cards. By doing this you can see if the instructions need adapting before you use them with a class.

Steps	Order
1. Take an A4 card and fold it in half.	
2. Write a greeting on the card.	
3. Show other pupils your card.	
4. Draw and colour in two halves of a broken egg, big enough for the dinosaur's feet to be in.	
5. Glue the dinosaur onto the front of the card so that part of its neck/body goes beyond the folded edge of the card.	
6. Tell the pupils they are going to make a dinosaur card.	
7. Cut out the coloured dinosaur.	
8. Overlap the dinosaur's feet with the egg halves so that it looks like it's hatching.	
9. Cut out the two halves of the broken egg.	
10. Take a template with a drawing of the dinosaur and colour it in.	
11. Glue the egg halves onto the card.	

3 Look at the instructions. What kind of language do the pupils need to know in order to make the dinosaur cards? Make a note of it below.

4 Now choose another topic from your textbook. Develop a 'listen and make' activity for it. Write your instructions here. Be specific but keep instructions simple.

Tell the pupils they are going to make

Could you do this with your classes? What extra help might you need?



Now check your answers in the Answer Key.

TRY If you want to find out more about 'listen and make' activities, check out this resource: Mary Slattery and Jane Willis (2001) **English for Primary Teachers**. OUP.

Activity 8: Exploiting resources

Read the text below about the advantages for children in listening to the teacher speaking in English, and then making things and colouring them in.

8.1 The words missing from the text are in the box below but they are jumbled up. Unjumble them and write them in the space.

anagram	word	anagram	word
a) ebwnete		f) aretnpoicoo	
b) psake		g) eudsti	
c) ohem		h) ertcae	
d) rutlulca		I) abbaosr	
e) orsecps		j) socneidsi	

Now check your answers in the Answer Key.

Activity 9: Feedback session (01:40:20-end)

9.1 What do you think were the strengths and areas for development of the lesson? Write down two strengths and two areas for development in the table below. Now watch the feedback session and compare.

Strengths	Areas for development

9.2 Watch the feedback session. Tick which of the points below are mentioned and by whom (i.e. T / O or both).

Str	engths	\checkmark	T or O
1.	The use of realia – pupils can touch the balloons.		
2.	I feel great; I did a good job and carried out all activities. The students enjoyed the activities very much.		
3.	I connected activities.		
4.	There was a variety of interactive activities.		
5.	You have improved your CCQs.		
6.	There were some fantastic home-made materials.		
7.	Students were quite involved.		
8.	Activities were very well planned.		

9. The model of was very good.	
10. You linked the vocabulary of the seashore to prepositions in the last activity using flashcards on one side and questions on the other.	
11. There were some good visuals.	
12. liked the energy of class.	
13. I also enjoyed the game because all were involved at the same time.	
14. You were quite relaxed and very confident.	

9.3 Tick the thing (s) below that the teacher says she would do differently next time.

- 1. I would summarise the lesson and ask them what they had learnt.
- 2. I was too conscious of what I was doing. I could improve myself more.
- 3. Because village fairs are very close to children's lives I'd do a roleplay with the children.
- 4. What I would have done is used some realia where children could touch and feel the They can pinch the and see the pink colour. That would be more learner-centred.
- 5. Personalise the lesson by asking questions, "Have you ever visited? Do you enjoy being there? What are the things you observed there?"
- 6. In the post-reading activity where the children were fixing missing parts to visuals, the demo was done by me. I could have had the children do it.



Now check your answers in the Answer Key.

What did you learn from the teacher and the feedback given?

Did you agree with it?

What advice would you give the teacher?

Activity 10: Reflection

Refer back to the aims of the session. Write down one or two ideas that you can remember that were connected to each aim.

Think back over the session. Make short notes in the following:

- The most important learning point from the session for you.
- One activity that you will definitely try out with your classes and why?
- One activity that you will not try out with your classes and why?

Assignment

Reflect on the session. Think of two activities you would like to try out with your classes. Complete the chart below.

	Action 1	Action 2
Class		
Which class will I work with first?		
Goal		
What will I try out first?		
How		
What materials/aids will I need?		
When		
When will I try it out?		
Evidence		
How will I know if I have been successful?		

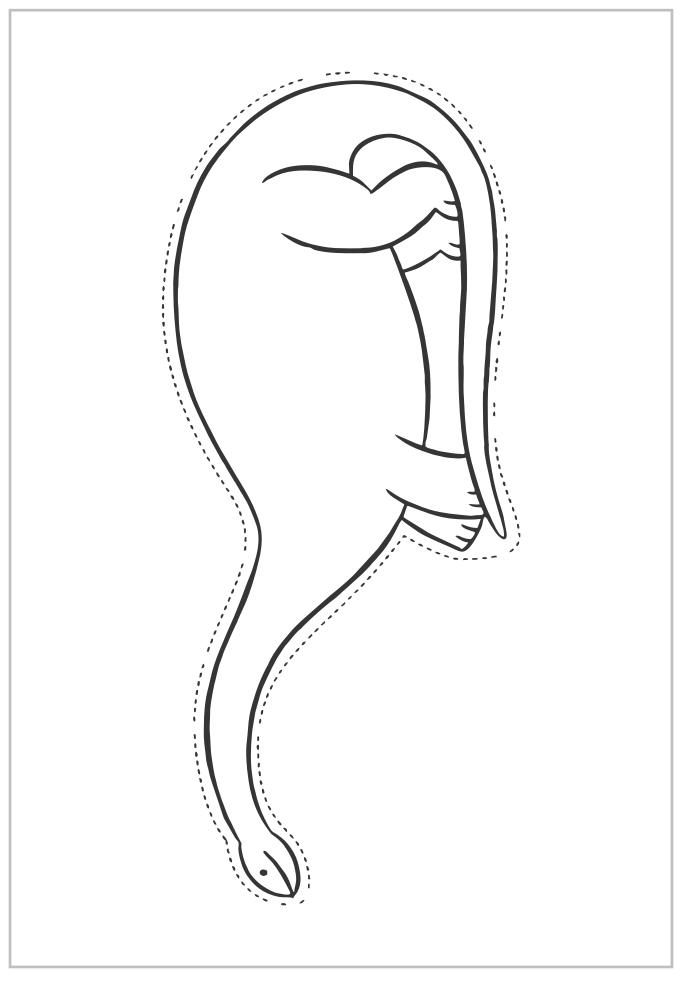
When you finish, write a brief report evaluating the activities you used with your classes. Write this in your journal. Also report if you would do anything differently the next time.

TRY	Have a look at activities for primary classes on
	www.teachingenglish.org.uk/primary

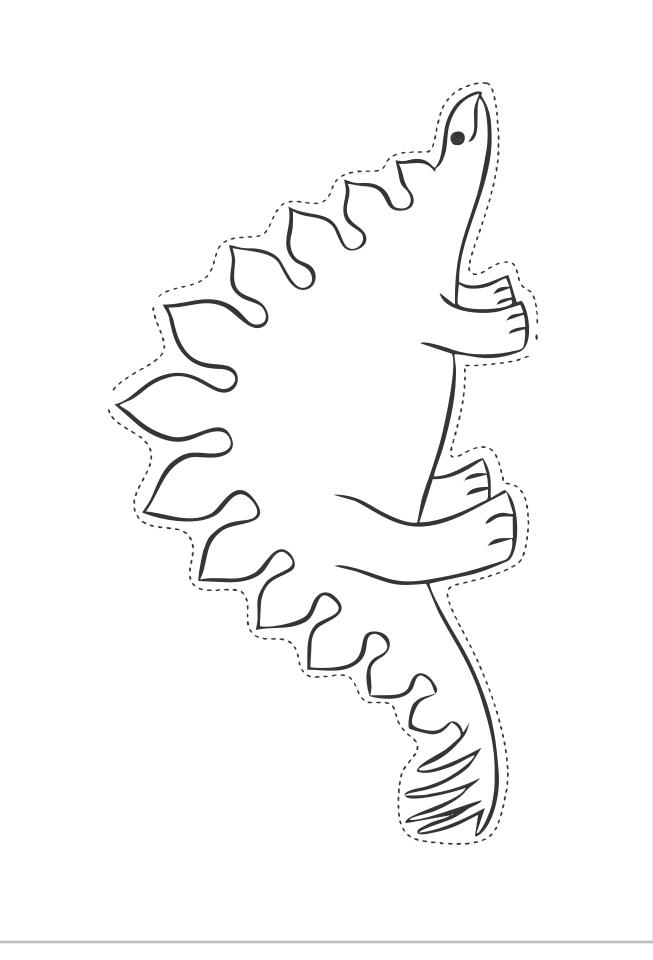
TRY Have a look for more articles on resources on www.teachingenglish.org.uk/think/articles/resources/recent

Note: The British Council would like to thank the teacher, Ms Menaka Madhavan, and the school, Panchayat Union Middle School, Muttampatty Colony, Vazhapadi, for helping in the production of this DVD lesson.

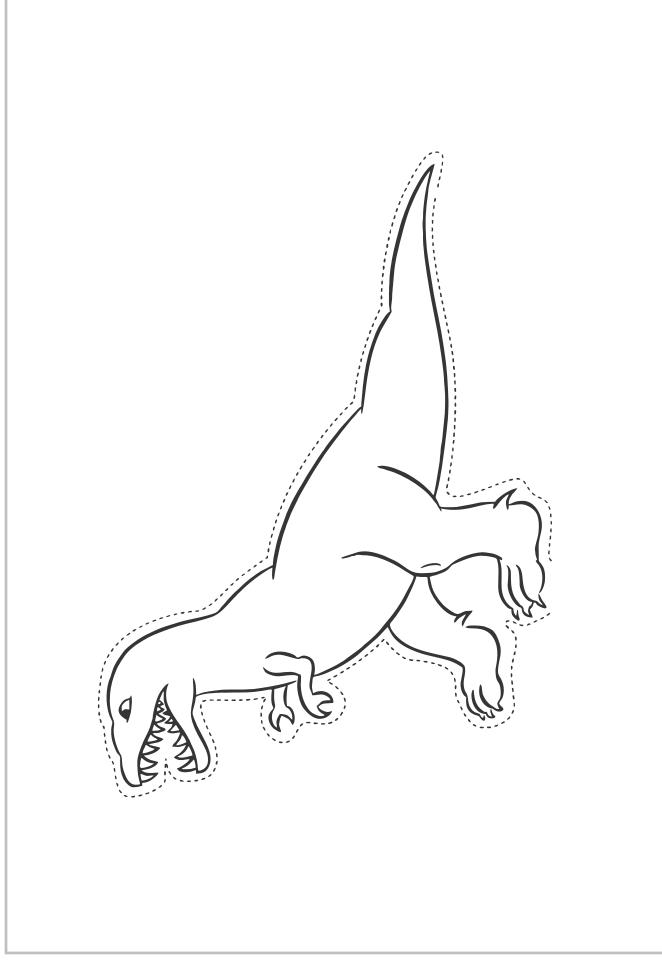












Congratulations! Now you have finished Session 3. The next one is called 'Have Your Garden!'

SELF-ACCESS Session 4 Have Your Garden!



Session 4: Have Your Garden!

Read. Before you do this session, read English 5, 'Have your Garden', pages 1 - 3.

Watch. Either watch the complete lesson on the DVD or watch it as instructed in this session. It is 43 minutes long. The times of the clips are given in brackets in the activity heading.

Answer Key: This is located at the back of the document. You can either do the whole session and then check the answers or check the answers as you do the individual tasks.

DVD introduction

This film shows a lesson from the *English 5* textbook.

Unit: Have Your Garden! Pages 1-3

Time (approximate viewing time): 49 minutes

Focus: Vocabulary connected to the garden

Teacher: Ms. V Bhuvaneshwari

School: Hindu Nadar Primary School, Aatumandhai Pottal, Madurai

Read the aims below. As you do the tasks, tick the aims you have completed. Three hours are recommended for this session. The classroom assignment task should be completed afterwards.

	Aims	Completed 🗸
1.	To analyse a lesson to establish how to create a positive learning environment	
2.	To analyse factors that contribute to a positive learning environment	
3.	To examine effective classroom management techniques and teacher/pupil communication	
4.	To reflect on learning	
5.	To observe a feedback session	
6.	To complete the classroom assignment task	

Activity 1: Lesson context (00:00:00-00:04:35)

1.1 This lesson is based on a family conversation about planting a garden. Imagine you have to teach the lesson. How would you set the context? Make a note below.

What I would do	What the teacher did

Now watch the beginning of the lesson. How does the teacher set the context? Make a note above.

Now check your answers in the Answer Key.

Activity 2: A positive learning environment

2.1 Before watching further, think about creating a positive learning environment. What factors contribute to it? Here are some factors in word jumbles.

1. attention pay pupils	2. actively pupils participate
3. listen and each the teacher to other pupils	4. gives teacher encouragement positive
5. pupils the activities understand	6. stimulating are and activities motivating
7. share pupils things	8. work together pupils
9. the teacher each other and pupils respect	10. positive have teacher and a relationship pupils

• Unjumble the words and write in the correct order below.

- Order the statements from most (1) to least (10) important.
- Tick the ones you do in your classroom.
- Put an X beside the ones you find difficult to do.



Activity 3: Management of activities (00:04:35-00:09:23)

3.1 The teacher uses a systematic structure to handle activities in the classroom. The order is given below. Watch the 'apple tree' activity and match the description to the teacher activity. The first one has been done for you.

	Teacher activity	Order	Description
1.	Set context for activity.	f	a) Teacher says "Let us have a demo." Shows one strip. Asks one pupil to read it, and elicits answer. Pupil comes out to front of class, chooses correct apple and fixes it to the tree. The teacher tells the class to give the pupil a big hand.
2.	Set up specific pupil interaction pattern.		b) Teacher checks again just before they start the activity; checks groupings and what they are going to do.
3.	Check instructions.		c) Pupils discuss in groups and teacher observes.
4.	Give instructions.		d) Teacher shows class the tree and the apples. Tells pupils "We are going to fix the apples to the tree". She tells them to read the clue, discuss it in their groups and find the answer quickly. Then one of them has to come forward, read the clue to the class, tell the answer, pick the correct apple and fix it on the tree.
5.	Check instructions.		 e) Teacher asks "Does the tree look pretty? "Did you all enjoy the game?"
6.	Give a demonstration.		f) Teacher says "Shall we play another game now?"
7.	Check instructions.		 g) Teacher divides class into groups: 2 rows are potatoes, 2 are tomatoes, 2 are carrots, and last 2 are chillies.
8.	Signals start of activity.		 h) Teacher elicits clues and answers from pupils individually then tells them to fix apple to tree.
9.	Activity done and monitored.		 Teacher tells all the potatoes to hold their hands up, then the tomatoes, then the carrots and then the chillies. They do this and she praises them.
10.	Give feedback.		j) Teacher gives out strips to each group and says "Turn back and discuss."
11.	Signals end of activity.		k) Teacher asks pupils what they are going to do.

You may need to watch twice.

Now check your answers in the Answer Key.

3.2 2nd activity (00:09:23-00:13:50)

Watch the next activity and answer these questions:

	Question	Answer
1.	How does she signal the start of the next activity and what is it?	
2.	What does she do as a demo?	
3.	What is the clue in the demo and the answer?	

4.	She uses lots of instruction checking questions. Write down one of them.	
5.	Does she use gestures? If so what for?	
6.	When the pupils are discussing the answer in groups, what does the teacher do?	
7.	How does she stop them discussing?	
8.	How does she do feedback on the task?	
9.	How does she check that the pupils have understood the clues and the answers?	
10.	What does she say to praise the pupils?	

.....

Now check your answers in the Answer Key.

Activity 4: Two kinds of activities (00:14:00-00:18.50)

Classroom activities can be divided into two kinds. A clever teacher, who knows how to motivate her pupils, will maintain a balance of the two.

		· · · J · · · · · · · · · · · · · · · · · · ·
Activity type	Anagram	Definition
1	gnirrits	These kind of activities activate pupils and create a lot of energy in the classroom. Sometimes they can get out of control.
2	ttlegnis	These kind of activities calm pupils down. They are an effective way of

bringing the class back under control.

4.1 Read the definitions below and uniumble the letters to write the names.

- a) What have the previous activities been?
- b) What do you expect the next activity to be?
- c) Watch the next activity. Were you correct?
- d) What was the activity?
- e) Does the teacher have any problems monitoring the activity?
- What does she have the pupils do before eliciting feedback from them? f)
- g) How does she control the feedback and make pupils listen to each other?

h) What does she say to positively encourage the pupils at the end of the activity?

4.2 This was a classic settler activity. Look at the activities in the box below, decide if they are settling or stirring activities. Write them in the correct column in the table below.

board races	word search	copy from board	colouring in pictures
back to the board	dictation	competition	DVDs
reading	sorting vocabulary cards	spelling	drama
listening	class survey	slap the board	listen and make activity
chanting	running dictation		

Stirrers	Settlers

Adapted from p110 Motivating Learners

Now check your answers in the Answer Key.

TRY Have a look at stirring and settling activities for the primary classroom on www.teachingenglish.org.uk/think/articles/stirrers-settlers-primary-classroom

Activity 5: Management of pupils (00:19:00-00:23:40; 00:23:40-00:27:35)

In any class it is important to have varied but appropriate interaction patterns. A variety of interaction maintains the energy level in the class, motivates the pupils and contributes to a positive learning environment. Some activities are conducted more effectively with one interaction pattern than another. Therefore, the teacher must select the appropriate kind of interaction pattern for that activity.

5.1 What do the symbols below mean? Do you have another method of naming them? If so, write it in the last column.

Symbol	Meaning	Your naming method
PW		
GW		
1		
WC		

5.2 Think back over the lesson. What interaction patterns has the teacher used so far?

Activity	Interaction
1. Greeting and personal questions.	
2. Song to set context.	
 Apples on trees – gave clues and kids guessed vegetable and pinned on tree. 	
4. Word grid – clue and guess word and circle.	
5. Read unit in book and underline things you find in a garden.	

5.3 Watch the next part of the lesson. 19.00-24.00 minutes. The teacher uses a different interaction pattern. Watch and mark the statements below true (T) or false (F). If they are false correct them.

Statement	T or F? (Correct if false)
1. The name of the activity is 'cold seat'.	
The teacher uses half the class as Team A and half as Team B.	
3. This is a pair work activity.	
4. The interaction pattern encourages accuracy.	
5. The interaction pattern is appropriate to the task.	
6. Team A wins the game.	
7. The teacher forgot to praise the pupils.	

5.4 There are many methods that can be used for grouping and regrouping pupils. Talk with your partner and name 3 or 4 that you have used.

Watch the next part of the lesson, 24.00 - 27.00 minutes. Here the teacher is regrouping the pupils in preparation for the next activity. Answer the questions below.

1. How does she regroup the pupils?	
2. Make a note of any questions she used to check her instructions.	
3. What are the four groups?	
4. How does she check that the pupils are in the correct groups?	
5. What does she tell the 'birds' to do?	
6. What does she tell the 'flowers' to do?	

Now check your answers in the Answer Key.

Note on group work: these pupils have already been trained in previous lessons on how to work in groups. This lesson demonstrates the value in spending time training children to work in groups; once trained, they become familiar with this way of working and group work becomes much easier to set up and manage.

Activity 6: Teacher-pupil interaction (00:27:35-00:33:30)

Another method of maintaining a positive learning environment throughout the lesson is to establish a good rapport with the pupils. This can be done through positive encouragement, clear guidance, hands-on activities and good communication. In the last two activities good teacher-pupil communication and hands on motivating activities will be examined.

Read the passage before you watch the 'going into the garden' activity. Then watch the clip and underline the 9 mistakes. Peer check. Watch again and correct the mistakes. Write them outside the box. Look at the colourful example.

The teacher used an elaborate, imaginative <u>black and white</u> picture of a garden stuck onto the wall. She had cut bits out of it and hidden them around the classroom. This was a stimulating and motivating model for the pupils and caught their attention. She used the groups she had set up in the previous activity. She added a competitive and hands on activity to the visual. She told children to look closely at the picture and to discuss what was missing. She said to them, "When I snap my fingers, find the missing parts." This was short, direct and clear instruction. Before she snapped her fingers, she did a demonstration. She found a cut out part of the picture and showed it to the class, then stuck it onto the large picture on the wall. After the clear demonstration, the pupils stopped discussing the missing bits and pointing to parts of the picture. The teacher snapped her fingers. The pupils then raced around the room, looking under books and pictures and on the door for missing parts of the picture. When they found them, they looked again at the big picture and stuck the missing parts in the correct place. When they were finished, the teacher elicited from each pupil what parts they had found, where they had put them and elicited the correct vocabulary. She gave a prize to each group. Finally she elicited who the winning team was, and told the class to give them a big bag of sweets. Therefore the whole class participated in positive encouragement and praise.

Now check your answers in the Answer Key.

Activity 7: Apply the principles (00:33:30-00:44:00)

The teacher uses the Noughts and Crosses game to check pupils have understood the reading passage, by having 2 teams writing questions based on the reading text. They then play the game and for each square, one team has to ask the other team the question. If they get it correct, they win the square.

Imagine you have to set up this game. How would you do it? Think about the following parts with a partner. Complete the 'you' column in the table.

Activity Stage	You	Teacher- same or different?
1. Set context.		
2. Set up interaction pattern.		
3. Give instructions.		
4. Check instructions.		

5. Give demo.	
6. Signal when to start.	
7. Monitor activity.	
8. Signal end of activity.	
9. Give feedback.	
10. Check understanding of feedback.	

Now make notes on what the teacher did and said. Was it the same or different?

Now check your answers in the Answe	er Kev.
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Activity 8: Classroom management techniques: A summary

The teacher uses many techniques and functional language to establish and maintain a positive learning environment. Can you match the classroom management technique in Column 1 with the example from the lesson?

	Classroom Management technique	Example
1.	Classroom routine and rules.	 a) "How are you going to play? As a class? No? How then?"
2.	Establishing and maintaining a positive learning environment throughout the lesson.	b) Child: "Grasses." Teacher: "Grass." Child: "Grass." Teacher: "Grass, yes."
3.	Giving constant praise and positive encouragement.	 c) Balance of noisy active tasks and quiet calm tasks.
4.	Giving clear and direct instructions.	d) "When I clap my hands find the missing parts."
5.	Checking that instructions are clearly understood by all children.	e) "Which is the winning team? Give them a big hand!"
6.	Correcting mistakes appropriately.	f) "One by one."
7.	Signalling the beginning and ending of all tasks clearly.	g) "What did you have for breakfast?"
8.	Classroom control.	h) "No you discuss with him."
9.	Giving feedback on all tasks and behaviour and clarifying it where necessary.	i) "Mark all the things you can find in a garden."
10	. Monitoring all tasks appropriately.	j) "Was it said already? Is it correct?"
11.	Eliciting information and answer from children in a clear and direct manner.	k) "You all seem to be very happy this morning."
12	. Having the right mix of stirring and settling activities.	 Children stand up when teacher comes in. Teacher gives homework at end of class.



Activity 9: Feedback session (00:44:00-00:46:15) and pupil chat (00:46:15-00:51:00)

9.1 What do you think were the strengths and areas for development of the lesson? Write down two strengths and two areas for development in the table below. Now watch the feedback session and compare.

Strengths	Areas for development

9.2 Watch the feedback session. Tick which of the points below are mentioned and by whom, i.e. Teacher or Observer (T/O) or both.

	Strengths	\checkmark	T or O
1.	The use of realia – pupils can touch the balloons.		
2.	I feel great; I did a good job and carried out all activities. The students enjoyed the activities very much.		
3.	I connected activities.		
4.	There was a variety of interactive activities.		
5.	You have improved your CCQs.		
6.	There were some fantastic home-made materials.		
7.	Students were quite involved.		
8.	Activities were very well planned.		
9.	The model of was very good.		
10.	You linked the vocabulary of the seashore to prepositions in the last activity using flashcards on one side and questions on the other.		
11.	There were some good visuals.		
12.	I liked the energy of class.		
13.	I also enjoyed the game because all were involved at the same time.		
14.	You were quite relaxed and very confident.		



9.3 Tick the thing (s) below that the teacher says she would do differently next time.

- 1. I would summarise the lesson and ask them what they had learnt.
- 2. I was too conscious of what I was doing. I could improve myself more.
- 3. Because village fairs are very close to children's lives, I'd do a roleplay with the children.
- 4. What I would have done is used some realia where children could touch and feel the They can pinch the and see the pink colour. That would be more learner-centred.
- 5. Personalise the lesson by asking questions, "Have you ever visited? Do you enjoy being there? What are the things you observed there?"
- 6. In the post-reading activity where the children were fixing missing parts to visuals, the demo was done by me. I could have had the children do it.

The first time you watch Philip chatting with the children, put his questions in the correct order.

-

Now check your answers in the Answer Key.

Now read the statements below. Mark them true (T) or false (F). Correct the false statements. Check with your partner. You can watch the clip again if necessary.

- 1. The children liked their English class today.
- 2. The children used a word grid and played both Hot Seat and Noughts and Crosses in their lesson today.
- 3. One of the children explained the game, Hot Seat, to Philip.
- 4. Two of the children sang "I am a tomato".
- 5. Philip was surprised when the children sang one verse of the song.
- 6. The children did not like rhymes.
- 7. Some of the children liked English cartoons and cinema.
- 8. One of the children wants to be prime minister when he grows up.
- 9. About three quarters of the class think they will need English in the future.
- 10. The children were shy and reluctant to talk to Philip.

What did you learn from the teacher and the feedback given?

Did you agree with it?

What advice would you give the teacher?

Activity 10: Reflection

Refer back to the aims of the session. Write down one or two ideas that you can remember that were connected to each aim.

Think back over the session. Finish the prompts below.

One thing I learnt from the session was
One activity I will try is
• My favourite activity from today is
• One thing I want to find out more about is
• One thing that surprised me is

Assignment

Reflect on the session. Think of two activities you would like to try out with your classes. Complete the chart below.

	Action 1	Action 2
Class		
Which class will I work with first?		
Goal		
What will I try out first?		
How		
What materials/ aids will I need?		
When		
When will I try it out?		
Evidence		
How will I know if I have been successful?		

When you finish, write a brief report evaluating the activities you used with your classes. Write this in your journal. Also report if you would do anything differently the next time.

TRY	Have a look at activities for primary classes on www.teachingenglish.org.uk/primary
TRY	Have a look for more articles on methodology on www.teachingenglish.org.uk/think/articles/methodology/recent

Note: The British Council would like to thank the teacher, Ms V Bhuvaneshwari and the school, Hindu Nadar Primary School, Aatumandhai Pottal, Madurai, for their help in the production of this DVD lesson.

Congratulations. Now you have finished Session 4. The next one is called 'Help! Help!'

SELF-ACCESS Session 5 Help! Help!



Session 5: Help! Help!

Read. Before you do this session, read English 5, Help! Help!, pages 60 - 63.

Watch. Either watch the complete lesson on the DVD or watch it as instructed in this session. It is 54 minutes long. The times of the clips are given in the activity heading (in brackets).

Answer Key: This is located at the back of the document. You can either do the whole session and then check the answers or check the answers as you do the individual tasks.

DVD introduction

This DVD depicts a lesson from the *English 5* textbook.

Unit: Help! Help! Pages 60-63

Time (approximate viewing time): 50 minutes

Focus: Reading; which is then used to practise the functional language of permission

Teacher: Mrs. Jegadha

School: Rani Meyyammai Primary School, Adyar, Chennai

Read the aims below. As you do the tasks, tick off the aims you have completed. Three hours is recommended for this session. The classroom assignment task should be completed afterwards.

	Aims	Completed 🗸
1.	To explore warm-up activities	
2.	To explore ways of exploiting a story text	
3.	To analyse how the teacher teaches functional language and explore other functional language	
4.	To examine the stages, aims and procedure of this lesson	
5.	To raise awareness of the educational and language value of stories and story activities that can develop the four skills	
6.	To examine the uses of dictionaries	
7.	To observe a feedback session	
8.	To reflect on learning	
9.	To complete the classroom assignment task	

Activity 1: Warm-up activities (warmers) (00:52:00-00:58:50)

1.1 The teacher starts the lesson with a warmer. There are many reasons for using warmers. Unjumble the following sentences and find some of the reasons. The first one has been done for you.

1. To / the / sense / children / of / routine. / give / a

..... to give the children a sense of routine

2. from / revise / or / language /a / To / the / way. / previous / vocabulary / in / fun / class

- 3. today's / To / the / of / class. / topic / introduce
-

.....

......

.....

- 4. motivate / To / up / tired / wake / pupils. / and
- 5. for / give / latecomers. / time / To

Can you think of any other reasons?

1.2 Write them here.



1.3 There are descriptions of 15 warmers on the next page. Read the descriptions and match to a warmer. Write your answers in the worksheet below.

Find a warmer that		
involves long items of vocabulary.		
is very personal.		
makes the pupils listen very carefully to the teacher.		
involves pupils holding cards in the air.		
has the pupils running round in circles.		
uses the first letters of words.		
is a strain on the memory.		
involves group work.		
has the pupils making the warmer.		
focuses on pronunciation.		
has pupils changing chairs a lot.		
uses the pupils' artistic skills.		
has a deadly title.		
is another name for 'Backs to the board'.		
has pupils marking each other's work.		

1.4 Read the warmers again. Tick if you have used them or not.

Warmers			
1. 5 things which	✓ or x		
For recycling vocabulary. Split class into 2 groups. Give each group a piece of paper with different categories e.g.			
5 things which are round.			
5 things you bring to class.			
The other group has 30 seconds to shout out answers and guess what the opposite team wrote down for those categories.			
2. Anagrams			
For recycling vocabulary. Do a couple of example anagrams on the board using recently learned vocabulary and get the class as a group to work out the words. Ask the pupils to make anagrams from a set of vocabulary they have recently learned. Stress the importance of not missing out letters in the anagram and ask the pupils to write the answers on a separate piece of paper to make checking simpler. They pass their anagrams on to another group to solve.			
3. Find your group: Word stress			
Each pupil has a card with either a word or the stress pattern on it. E.g. "Teacher" or "Oo". Team mates all have the same stress patterns. They need to mill and find the people in their group.			
4. Fruit bowl			
Best with classes of 10-15 for practising vocabulary and questions. Put the pupils in a circle facing inwards so that there is one chair less than the total number of students. Ask the class a question such as 'Do you like chocolate?'. All pupils for whom the answer is 'yes' must change seats. The person left standing must ask another question but not using the word and move into an empty seat once the class starts moving.			
5. Hangman			
Play hangman on the board with the class either to set context for lesson to revise language. Think of a word and draw on writing board Elicit letters from pupils. Write the letter in the space if correct. if wrong, start drawing hangman and write letter on board. They win if they guess word before you have finished the drawing of hangman.			
6. Hot Seat			
An old favourite. Divide the class into two teams with one member of each team with their backs to the board. The teams must explain what is written on the board to their team member without repeating the word(s) on the board. The team that guesses first wins. This is useful at any level for revising any vocabulary.			
7. Memory Game			
Show the class a chart paper with vocabulary from previous lesson, say about 15 – 20 words. Let them look at chart paper for 1-2 mins. Remove the chart paper. Groups must write down as many words as they remember. Swap papers and mark.			
8. Mixed-up Letters			
Simple but effective. A nice way of introducing a new subject area. Give the class the name of the subject with the letters mixed-up (e.g. <i>environment</i> - trnivmoeenn			

	or <i>relationships</i> - snilethopsrai etc.) and allow them 2-3 minutes to see how many words they can make in pairs. Feedback to the board. Then give them 2 minutes to see who can make the longest word or a word using all the letters.		
9.). I'm Ashima and I'm angry		
	Class introduce themselves to the class using an adjective which begins with the same letter as their name.		
	Alternative (1): the first person says, "My cat is (e.g.) a"; the next person, "My cat is b"; next person cute etc.		
	Alternative 2: Pupils say, "Can I come on the picnic if I bring" - the word must start with the same letter as their name; or alternatively, go through the alphabet.		
10.	Important numbers		
	Pupils write down a selection of numbers that are important in their life and their partner must guess what they represent: e.g. 9 (goldfish), 5 (brothers and sisters) etc.		
11.	I'm going to buy		
	Go round the class in turn. First pupil has to start a sentence with: Yesterday I went to the market and I bought a (something). The next pupil has to repeat this and add another sentence: Yesterday I went to the market and bought a 		
12.	Pictionary		
	Prepare a list of vocabulary for two separate teams and write items onto separate pieces of paper – equal number for each team. Draw a line down the middle of the board and allocate the teams to each side of the board. Give each team a board pen and the first pupil from each team comes to the teacher to collect the first item of vocabulary. They then go straight to the board to draw the item. Their team guesses and then the next pupil runs to collect the next item and draw it. The team with the most words correct at the end is the winner.		
13.	Simon Says		
	Teacher gives instructions for pupils to follow. However, they should only do the action if teacher says, "Simon Says" first. e.g. Simon Says put your hands on your head, Simon says touch your toes, Simon says stand up		
	Now and again teacher omits "Simon Says" before the instruction. All the pupils who still do the action are OUT.		
14.	Spelling race		
	Give out a set of alphabet cards to each team. Say a word and team must form a line and hold up the cards to spell the word.		
15.	The Snail and the Squirrel		
	Give each pupil a card with a word on it. They then form a circle (if 20 pupils, 2 groups of 10). Tell a story. When a pupil hears his or her word they must run around the circle clockwise and then return to their original place. They must do this every time they hear their word. At the end of the activity pupils must guess each others' words.		

1.5 Now watch the lesson. What warmer does the teacher use? What language is she revising? Write your answers below.

 \checkmark

Now check your answers in the Answer Key.

Activity 2: Lesson context (Method one: 00:58:50-01:08:30) (Method two: 01:08:30-01:09:20)

The lesson is from the unit, Help! Help!, which is based round a story about two chimpanzees stealing a motorbike and asking for and receiving help.

- **2.1** Imagine you are going to teach this lesson or indeed have taught this lesson.
- How would you set the context for the lesson?
- What would you do?
- What would you say?

Make a note below.

2.1	2.2

2.2 Now watch the lesson and make a note above of the two methods the teacher uses to set the context.

Now check your answers in the Answer Key.

Activity 3: Exploiting a reading text (01:21:15-01:38:00)

3.1 Watch the next part of the lesson. The teacher uses 3 main ways of exploiting the text: a roleplay, imaginative comprehension questions and personalisation. Put the description into the correct order.

Description	Order
1. Teacher sets up roleplay.	
2. Pupils answer questions chorally.	
3. Teacher reads the story aloud and elicits new words.	
4. Teacher demonstrates first paragraph of story with pupil.	
5. Teacher encourages pupils to do actions with the roleplay.	
6. Teacher asks imaginative questions about story.	
7. Teacher introduces roleplay.	
8. Gets explanation of new words from pupils or from teacher.	
9. Teacher asks personalised questions connected to the story.	
10. Pupils in groups do roleplay.	

3.2 In the textbook, the story has traditional comprehension questions and true / false statements to check comprehension of the story. The teacher has decided not to use these. Watch the lesson section again and complete the questions she used.

- 1. How _____ Chimpu?
- 2. What _____ of ____?
- 3. _____ kind ____ motorbike did _____ take _____ the shop?
- 4. What _____ Chimpu _____ Panzy do ____ the ____?
- 5. _____ you ever _____ to ____ circus?
- 6. _____ are all _____ things _____ can _____ in a circus?
- 7. What _____ the _____ do in _____ circus?
- 8. _____ you ask _____ parents _____ take you _____ a circus?

3.3 Here are samples of the tasks the textbook uses to check comprehension.

Textbook Task A: Right or wrong (p63)

- 1. The bear did not know riding the bike.
- 2. Chimpu and Panzy did not like riding motorbike.
- 3. The bear allowed Chimpu and Panzy to drive his bike.

Textbook Task B: Answer the following questions (p63)

- 1. Why did Chimpu and Panzy want to ride a bike?
- 2. Who played the trick on the shopkeeper?

What do you think about the questions? What is the difference between the teacher's tasks and the textbook tasks?

Now check your answers in the Answer Key.

Activity 4: Teaching functions (01:38:00-01:48:33)

4.1 You are going to watch the teacher presenting and practising a piece of functional language. Complete the table below as you observe the class.

1. What is the function?	
2. What are the functional exponents covered in the lesson?	
3. Find examples from the textbook.	
How does she elicit the target language?	
 Does she check the difference in meaning / use of canand may? If so, how? 	
 What methods of practice does she use to get the pupils using the language? 	
Can you think of any other methods she could have used?	

 \sim

4.2 Match the following exponents with the correct function. Can you add another exponent? The first one has been done as an example.

	Function	Exponent	Extra Exponent
1.	Greeting and introducing yourself	a) Oh I don't think so.	
2.	Inviting	b) Thanks.	
3.	Apologising	c) No, I can't.	
4.	Requesting	d) I'd rather go to the beach.	
5.	Suggesting	e) I have to be at the office at 9.00.	
6.	Disagreeing	f) Hi, I'm Bhuvana.	
7.	Expressing obligation	g) Let's go to a movie.	
8.	Thanking	 Would you like to come to my party? 	
9.	Expressing preferences	I) Excuse me, can you help me?	
10.	Refusing	j) I'm so sorry I'm late.	

Now check your answers in the Answer Key.

4.3 The teacher in the lesson used a spinning wheel to help her pupils practise the functional language. Choose another piece of functional language and develop a practice activity for it. Complete the table below. You could use this as one of your assignment tasks. Try it out with your class.

Function	
Exponents practised	
Context	
Activity description	
Instructions and Information Checking Questions used	
Demo used	
Feedback	
Time	

Activity 5: Lesson plan: Stages and aims

The focus of this lesson was reading skills and functional language of permission. Read the stages, aims and procedural detail below.

Stage	Aim	Procedure
1. Revise previous lesson.	(a)	Play 'Back to the board'.
2. Set context.	To prepare pupils for the lesson.	(b)
3. Pre-teach vocabulary.	To teach vocabulary necessary to understand the story.	(c)
4. While-reading / listening.	(d)	Teacher reads story aloud; pupils listen and underline any other difficult words.
5. Story comprehension.	To help pupils understand story.	(e)
6. More story comprehension.	(f)	Pupils roleplay the story.
7. Inferring.	To imaginatively interpret the story.	(g)
8. Establish target language and meaning.	To elicit functional language of permission.	(h)
9. Highlight target language.	(i)	Teacher tells pupils to find examples of asking for permission in the story and tell her.
10. Establish and check meaning.	To check pupils understand the different meanings of can and may.	(j)
11. Practise target language.	To get pupils to produce the target language.	(k)

Decide if these are aims or procedure. Then fit them into the correct gap above.

i. To tell story orally.	v. To focus pupils on target language.	ix. Elicit difference in meaning between <i>can</i> and <i>may</i> .
ii. Elicit new words and provides meaning.	vi. Pupils discuss and then answer teacher's questions in groups.	x. Elicit vehicles and sounds they make; elicit how to help people.
iii. Teacher asks pupils what they would do in certain situations where they need to ask permission.	vii. To revise language of previous lesson in fun way.	xi. Teacher uses spinning wheel to get pairs to produce target language.
iv. To consolidate story.	viii. Hide words in boxes; pupils find them; write words on board; pupils use dictionary to check meaning.	



Now check your answers in the Answer Key.

Activity 6: Classroom procedure

The teacher has a very imaginative method of both setting the context for her lesson and then grouping her pupils. Think back to the beginning of the lesson. Can you remember what the teacher did? If you can't, watch the section again. Read the description below and fill in the missing words.

Vehicles		
Set context	The teacher told the pupils to stand up and form a (1) around the edge of the class. She then elicited at random from the group how they came to school. Some said 'by bicycle'; some said 'on foot'. She then elicited an action and (2) for each vehicle. She then asked them what sound and action each of the vehicles made. This set the context for the story as the story was all about a (3) ride.	
Grouping She then gave out chits with (4) names on them. She asked a few of the pupils to give these out to everyone. She instructed them to make the sound of the vehicle and find other pupils with the (5) sound. This was how they would find their team mates.		
Checking instructions and grouping	She checked instructions for the grouping by asking (6) like, "Will you say the word?" (expected answer 'no'), "How will you (7) your team mates?" (expected answer 'by making the vehicle noise'). She then told them to open the chit and make the noise and find their team mates. She then told them to (8) down with their team mates. She elicited the sounds of the different groups and asked the other pupils what the vehicles were. She then gave each (9) a vehicle card. The pupils were involved throughout and interacted freely with (10) other.	



Now check your answers in the Answer Key.

Activity 7: Exploiting stories

The teacher in this lesson told the story of the two chimpanzees and then her pupils roleplayed the story. Stories are a very valuable source of material in the primary classroom.

7.1 Rewrite the following passage to find out more. Add the correct punctuation, spacing and capitalisation.

younglearnersacquirelanguageunconsciouslytheactivitiesyoudoinclassshould helpthiskindofacquisitionstoriesarethemostvaluableresourceyouhavetheyoffer childrenaworldofsupportedmeaningthattheycanrelatetolateronyoucanusestoriestohelpchildr npractiselisteningspeakingreadingandwriting **7.2** Stories have both a general educational value and a specific value for language teaching. Read the following ideas and decide if they are general to education (E) or specific to language (L).

	Value	E or L
1.	Stories can be told with pictures or gestures to help children understand.	
2.	Stories help children enjoy learning English.	
3.	Stories can introduce the child to other cultures and attitudes.	
4.	Stories introduce new language in context.	
5.	Stories help children revise language they are familiar with.	
6.	Stories help children develop their thinking skills.	
7.	Stories are interesting and enjoyable and can be fun.	
8.	Stories help children acquire intonation and pronunciation by listening.	
9.	Stories can link to other subjects the child is learning about in school.	
10.	Stories can help bring English into other subjects.	
11.	Stories can lead to lots of activities using listening, speaking, reading and writing.	
12.	Stories help children become aware of the structures of the language.	
13.	Stories help children to look at real life from different viewpoints and imagine what it feels like to be someone else.	
14.	Stories help children relate new things to what they already know.	
15.	Stories let children share their experiences with the group—everyone listens and feels sad or happy.	

7.3 Stories can be used to practise and develop all four skills. Read the story activities in the table below and decide which skill they use: put S (speaking,) L (listening), W (writing) or R (reading) in the space. Sometimes there can be more than one.

Sto	ory Activity	Skill Practiced
1. Pu	pils can practise speaking freely on subjects connected to stories.	
	pils can listen for mistakes and clap if the teacher makes one when telling e story.	
3. Pu	pils can complete a gap fill from a story.	
4. Pu	pils can rewrite the story from another character's point of view.	
5. Pu	pils can listen and make something.	
	pils can play speaking games led by the teacher. e.g. <i>pass the ball,</i> where they k and answer questions about a story.	
	pils can speak in groups, e.g. they prepare a guessing game for the rest of e class.	
	pils can play vocabulary games with story vocabulary. Make picture cards for atching games, collecting pairs, and classifying sets.	
9. Pu	pils can label pictures from stories.	
10. Pu	pils can listen and perform or mime.	
11. Pu	pils can practise saying new sounds. Let them play 'I spy' with story vocabulary.	

12.	Pupils can listen and point to a picture in the story.	
13.	Children can say rhymes and sing songs connected to stories.	
14.	Look and say – pupils can point to words as the teacher tells the story.	
15.	Pupils can listen to instructions to colour a story poster.	
16.	Phonics – pupils can group all the words in the story with the same sound together and display them.	
17.	Pupils can be given prompts to finish.	
18.	Pupils can retell the story from another character's point of view.	
19.	Pupils can classify and copy selected words and phrases from story books, e.g. all animal words.	
20.	Pupils can listen to the story and act as one of the characters.	
21.	Stories can help sound and word recognition. Use pictures of the new vocabulary in the story and give pupils the number of syllables.	
22.	Stories can be used to encourage independent reading by asking pupils to find information from the stories.	
23.	Pupils can listen and draw.	

The ideas in Activity 7 here were adapted from Mary Slattery and Jane Willis (2001) English for Primary Teachers. Oxford University Press Unit 8 and 9



Now check your answers in the Answer Key.

TRY For more detail on activities for telling stories in the classroom, read Mary Slattery and Jane Willis (2001) **English for Primary Teachers.** Oxford University Press Unit 8 and 9

Activity 8: Dictionaries

The teacher used dictionaries for checking the meaning of words. There are many ways that your dictionary can help you.

8.1 Tick what you use your dictionary for:

- a. Check the spelling of the word.
- b. Check the meaning of the word.
- c. Check what part of speech it is.
- d. Check how to say it.
- e. Check if a noun is countable or uncountable.
- f. Check if a word is formal or informal.
- g. Check if a verb is regular or irregular, transitive or intransitive.
- h. Check if the word is US or British English.

- 8.2 Here are a number of different activities you can do with a dictionary.
- Do the activity use your dictionary to help you.
- Write down the focus of it.

a) What does this abbreviation mean? UN	 b) Are these nouns countable or uncountable? homework; advice; film; oil 	
c) What is the plural of knife?	d) Are these verbs transitive, intransitive or both? <i>take off; find; rise</i>	
e) Put these words into alphabetical order: island, illness, interesting, impress	f) What do these prefixes mean? in- / pre- / bi- / re- / inter-	
g) Mark the main stress on these words: photography, collocation	h) Write down 4 other words that belong to the same word family as 'friend'.	
 Are these pronounced the same or different? way/weigh; flour/ flower 	j) One word can have many meanings. How many meanings can you think of for 'boot'?	

Answer	Focus
a) e.g. United Nations	abbreviations
b)	
c)	
d)	
e)	
f)	
g)	
h)	
l)	
j)	



Now check your answers in the Answer Key.

Activity 9: Feedback session (01:48:40-end)

9.1 What do you think were the strengths and areas for development of the lesson? Write down two strengths and two areas for development in the table below. Now watch the feedback session and compare.

Strengths	Areas for development	

9.2 Watch the feedback session. Both observer and teacher commented on different strengths of the teacher and lesson and explained why they felt they had gone well. Read the comments below and match the comment with the reason why it went well.

Strength	Reason	
1. The pupils' participation was so good.	a) The children were talking about their own experience, e.g. how to ask permission at home.	
2. I used creative questions after reading.	b) The children enjoyed listening to that.	
 I liked the way you modulated your voice in the story telling. 	c) The pupils began to think of different answers.	
 I liked the beginning where you had a game that recycled vocabulary from previous lesson. 	d) You were going with the children, not with the lesson plan.	
5. There was a personalised theme.	e) There were lots of opportunity for the children to interact and speak in English.	
6. You listen to the children.	f) It was good to link lessons together.	

9.3 Tick the thing (s) below that the teacher says she would do differently next time.

- 1. I would summarise the lesson and ask them what they had learnt.
- 2. I was too conscious of what I was doing. I could improve myself more.
- 3. Because village fairs are very close to children's lives I'd do a roleplay with the children.
- 4. What I would have done is used some realia where children could touch and feel the They can pinch the and see the pink colour. That would be more learner-centred.
- 5. Personalise the lesson by asking questions, "Have you ever visited? Do you enjoy being there? What are the things you observed there?"
- 6. In the post reading activity where the children were fixing missing parts to visuals, the demo was done by me. I could have had the children do it.

Now check your answers in the Answer Key.

What did you learn from the teacher and the feedback given?

Did you agree with it?

What advice would you give the teacher?

Activity 10: Reflection

Refer back to the aims of the session. Write down one or two ideas that you can remember that were connected to each aim.

Think back over the session. Make short notes on the following:

- One thing you learnt from the session.
- One activity that you will really liked and why?
- One activity that you did not like and why?
- What you might steal for your classes?

Assignment

Reflect on the session. Think of two activities you would like to try out with your classes. Complete the chart below.

	Action 1	Action 2
Class		
Which class will I work with first?		
Goal		
What will I try out first?		
How		
What materials/ aids will I need?		
When		
When will I try it out?		
Evidence		
How will I know if I have been successful?		

When you finish, write a brief report evaluating the activities you used with your classes. Write this in your journal. Also report if you would do anything differently the next time.

TRY	Have a look at activities for primary classes on www.teachingenglish.org.uk/primary
TRY	Have a look for more information on analysing functional language on www.teachingenglish.org.uk/think/articles/analysing-language
TRY	Have a look for more information on story telling on www.teachingenglish.org.uk/think/articles/story-telling-language-teachers-oldest-technique
TRY	Have a look for more information on using video stories with young learners on www.teachingenglish.org.uk/think/articles/video-young-learners-1

Note: The British Council would like to thank the teacher, Mrs Jegadha, and the school, Rani Meyyammai Primary School, Adyar, Chennai, for helping in the production of this DVD lesson.

Congratulations!

Now you have finished Session 5 and the course!

ANSWER KEY Session 1 On the Seashore!



Session 1: On the Seashore!

Activity 1

The teacher sets the context by first telling the class they are going to learn new words about a special place. She tells the pupils to discuss what they will learn that day and guess. They guess incorrectly. She then gives a clue: "It is near the sky; it is blue in colour." Then "You see fish in it." One pupil guesses, "River," and then another, "Seashore". Then the teacher writes On the Seashore on the board.

Activity 2

2.1

The teacher presents vocabulary by eliciting it from an elaborate model of the seashore. Therefore she uses visuals and realia.

2.2

1. Visuals 2. Mime and gesture 3. Realia 4. Situation 5. Example 6. Synonym or antonym 7. Translation 8. Dictionary 9. Scale or ordering 10. Guess from context.			
2.3 (Suggested) Answer Key			
Method of presentation	Vocabulary items	Reason	
1. Pictures	animals	Visual and easy to find.	
2. Realia	fruit and vegetables	Cheap and easy to find.	
3. Mime and gesture	sports	Very visual and easy to do.	
4. Antonyms	good and bad feeling adjectives	Pupils might already know some so using opposite will help.	
5. Scales or ordering	always / sometimes / never / often / occasionally	The degree shows difference clearly. Other frequency adverbs can be added.	
6. Examples of type	fish / animals / birds / insects	Grouping; can be expanded easily.	
7. Translations	hotch potch / shun	Unusual words; quick translation best.	
8. Guessing the meaning from context	embarrassment / jealousy / disappointment	Quite complex meanings; can be demonstrated best in a story.	
9. Dictionaries	look forward to / go off / put up with	Phrasal verbs; can use dictionary to get types and rules for phrasal verbs.	
10. Mind map	transport / car / bus / drive / ride / garage / oil / engine	Words all on one topic but different types.	
11. Using students (elicitation, peer teaching)	gaze / borrow / fridge / wheelbarrow / stock / market	Mix of unconnected words.	

2.3

Activity 3.1

The teacher practises the vocabulary with a crocodile game. In order to cross the river pupils have to answer the teacher's question correctly; otherwise they get 'eaten by the crocodile'. The questions are based on page 12 in the textbook (a picture of the seashore). The teacher demonstrates the game with a pupil and then pupils play the game in groups.

Activity 3.2

1. Ordering; 2. Rub and remember; 3. Matching; 4. Word square; 5. Word snake; 6. Bingo; 7. Finding friends; 8. What and where; 9. Networks; 10. Guess the picture

Activity 4

Language analysis: Prepositions of place		
Stage of presentation	What I would do?	What the teacher did?
What is the target language?		above / on / in front of / under
How will you get the meaning across?		Demonstrated with a balloon.
How will you check the meaning?	answers here will vary	Substitute wrong prepositions and ask if they are correct.
How will you highlight the use and form of the target language?		Model and drill.
How will you provide controlled practice of the target language?		PW and cards; pupils tell each other to do things and they do it.

Activity 5

Stage	Aim
Set context	To prepare the pupils for the lesson.
Establishes target language and meaning	To elicit vocabulary of things at seashore and establish their meaning.
Record target language	To provide a learner record of the target language.
Practice of target language	To help pupils remember the target language and produce it orally using picture prompts.
Introduce target language	To demonstrate the meaning of the target language (prepositions of place) with realia.
Check meaning	To check meaning by using incorrect prepositions of place.
Controlled practice of target language	To give pupils oral personalised practice of target language.
Homework	To consolidate: pupils draw a seashore and bring it to class.

Activity 6

Answer Key

(1) Play; (2) Jaws; (3) Guess; (4) Lines; (5) River; (6) Crocodile; (7) Question; (8) Volunteer, pupil, child, learner, student; (9) Picture; (10) Places

Activity 7

(1) Pronunciation; (2) Debate; (3) Fluency; (4) Pair work (5) Jigsaw (6) Face-to-face (7) Problem solving (8) Whisper dictation (9) Peer check (10) Monologue

Activity 8

(1) e; (2) l; (3) a; (4) f; (5) l; (6) h; (7) g; (8) c; (9) n; (10) d; (11) j; (12) b; (13) k; (14) m

Activity 9

9.2

1. T; 4. O; 6. O; 10. O; 13. O

9.3

5

Suggested additional points:

Strengths:

- Gives generous praise to pupils thus motivating them throughout the lesson.
- Creative games to practise vocabulary and prepositions of place. The teacher uses realia (balloons) to practise prepositions, modelling and drilling first and then putting learners in pairs to practise. This makes the target language memorable and learning fun.

Areas for development:

The teacher needs to give pupils adequate time for the activities. For example, in the vocabulary activity, the pupils wrote many words connected to the seashore. They could have been given a little longer to check if they understood the words and/or could use them in sentences.

ANSWER KEY Session 2 Who Am I?



Session 2: Who am I?

Activity 2

- The teacher gives different groups riddles and pupils have to discuss and guess the answer. E.g. I'm round and round. Children like me. They kick me. Who am I? (A ball). I always say tick tick tick. I always make the sound 'tick'. I never take rest at all. Who am I? (A clock). This activity teaches and brainstorms vocabulary.
- She reviews/pre-teaches vocabulary by eliciting humans, different animals, different birds, insects. Elicits what pupils know about insects e.g. They bite you, they fly, they are small.
- Mime: she mimed mosquito. She gets pupils to do actions of insects that she whispers to them and others guess, e.g. butterfly.
- She introduces words with same sounds (i.e. rhyming words) and pupils play rhyming words game on board.
- Matching cards (ie, rhyming words) pupils say a word and another reads a matching one.

Activity 3

- The pupils read loudly, softly.
- The teacher uses poem for language work (pupils read silently and note down rhyming words).
- The pupils read and act out poem.

Activity 4

- The teacher does a reorganising text activity.
- The pupils decorate the poem with a picture of a butterfly.
- The pupils write three sentences to describe the butterfly.

Activity 5

5.1

Pre-reading: 2, 4, 13, 10, 8. During reading: 1, 3, 5, 9, 12. Post-reading: 6, 7, 11

5.2

Overall Stage	Stage	Aim
	Set context	To prepare the pupils for the lesson.
Pre-reading	Review vocabulary of animals, birds and insects	To review vocabulary and introduce poem topic.
TTE-TEading	Present rhyming words in poem	To focus on sounds of rhyming words.
	Practise rhyming words	To produce rhyming words.
	More practice with rhyming words	To produce rhyming words.

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	First reading of riddle by teacher	To listen to riddle.
	Pupils read and act out riddle	To check comprehension of riddle.
	Pupils read softly and loudly	To produce riddle.
While reading	Pupils read silently and highlight rhyming words	To highlight rhyming words in text.
	Display rhyming words on board	To provide a learner record of rhyming words.
	Pupils arrange strips in correct order for poem	To reproduce the text.
Post-reading	Pupils write sentences about butterflies	To produce three sentences about subject of text.
	Homework	To consolidate: pupils write a 4-line poem.

Activity 6

(1) elicited (2) board (3) front (4) behind (5) running (6) rhymed (7) word (8) write (9) finished (10) columns (11) wrongly (12) correct

Activity 7

7.1.1

wind; zoo; kingfisher

7.1.2

Line 1: one noun (and the subject of the whole poem); Line 2: two adjectives; Line 3: three present participles (-ing words); Line 4: four-word phrase; Line 5: one noun (related to noun in Line 1)

7.2.1

kingfisher; cat; frog

7.2.2

5 syllables / 7 syllables / 5 syllables

Activity 8

(1) runs (2) first (3) repeated (4) compare (5) learners (6) poem (7) draw (8) order (9) meaning (10) vocabulary (11) patterns (12) activity (13) ball (14) throw (15) in

Activity 9

9.2

(1) T; (2) T; (3) T; (4) O; (5) B; (6) O; (7) O; (8) T; (9) T; (10) T

9.3

2

Suggested additional points:

Strengths:

• Good checking of answers of the game on board to ensure pupils knew rhyming words and they needed this for activities later in the lesson.

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• The reordering of the poem engaged learners as it was a tactile activity and involved movement.

Areas for development:

The lesson could have benefitted with a little more emphasis on adjectives rather than only rhyming words. This would ensure that pupils were adequately prepared for the final task where they had to produce sentences about their butterfly pictures.

ANSWER KEY Session 3 Those Colourful Days!



Session 3: Those Colourful Days!

Activity 1

The teacher set the context by personalising and localising it. She sets the context by asking personalised local questions, e.g. Have you ever visited a village fair? What do you see there? What do you like to buy there? Do you enjoy going to a village fair? She elicits answers from some of the pupils. She then tells them that she went to a village fair yesterday and bought a lot of things that she has in a bag.

Activity 2.2

Resources used	How they are used
 Objects in a bag: ball; red rose; cup; ribbon; yellow rose; water bottle; bangles; balloons 	1. The teacher tells pupils that yesterday she went to a fair and she bought lots of things that are in her bag. She divides the class into group. One by one she takes things out of the bag. She slowly reveals things to each group and they guess the words. She also uses these words to elicit 'fair'. She then records the words on the board and tells pupils that she is going to take them to a village fair.
2. Elaborate model of fair hidden behind sheet of cloth	2. She pulls a sheet of cloth aside to reveal an elaborate model of a village fair. She divides class into two and tells each group to observe the model for 30 seconds, then in groups write down all the things they can remember. They then write words on the board. She then checks words on board - deletes repeats, wrong ones. She counts and declares both the winners (both get 7 points). She then puts pupils into pairs and tells them to discuss what they can see and do at the fair. She then elicits responses and extends their answers. She then tells them to read the lesson about the village fair and look for words connected to fair.

Activity 3

3.1

(a) 2; (b) 5; (c) 6; (d) 1; (e) 7; (f) 3; (g) 4

Activity 4

Language Analysis: Frequency Adverbs		
Stage of presentation	What I would do?	What the teacher did
What is the target learning?		always / sometimes / never
How will you get the meaning across?	Many possible answers here	Put them into local personal context.

How will you check the meaning?	Substitute wrong adverbs and ask if they are correct.
How will you highlight the use and form of the target learning?	model and drill
How will you provide controlled practice of the target learning?	In groups pupils decide on 5 things they never do, always do, sometimes do; pupils point at adverb flashcard and say their sentences.

Activity 5

Stage	Aim
Set context	To prepare the pupils for the lesson.
Establish target language and meaning	To elicit vocabulary of things at village fair and establish their meaning.
Record target language	To provide a learner record of the target language.
Practice of target language it orally and in writing	To help pupils remember the target language and produce.
Exposure to language in context	To demonstrate use of language in the context of the fair.
Use context to elicit frequency adverbs: sometimes / always / never	To elicit target language in local personal context.
Record target language	To provide a learner record of the target language.
Model and drill	To practise pronunciation of target language.
Controlled practice of target learning	To give pupils oral personalised practice of target learning.
Homework	To consolidate: pupils make a model of a bullock cart and bring it to class.

Activity 6

(1) flashcards (2) divided (3) five (4) deadline (5) monitored (6) task (7) finished (8) frequency (9) were (10) clap

Activity 7

7.1.1

Suggested answers: dinosaurs, puppets, cards

7.1.2

(a) 3; (b) 5; (c) 7; (d) 4; (e) 8; (f) 2; (g) 6; (h) 9; (i) 1.

7.1.3

Vocabulary of parts of the dragon (e.g. head, tail); prepositions of place and phrases describing position; colour vocabulary; making verbs (e.g. glue, cut, fold)

7.1.4

Depends on activity

7.1.5

Suggested answers: They might need to do a demonstration first; they might need to do some work on instructional language (e.g. imperatives); they might need to prepare templates

7.2.1

Suggested Answers: cards; posters; models

7.2.2

(1) b; (2) j; (3) k; (4) f; (5) e; (6) a; (7) d; (8) h; (9) g; (10) c; (11) i.

7.2.3

Imperatives; making verbs (e.g. glue, cut, draw, colour etc); parts of body; dinosaur, egg, hatch

7.2.4

Depends on activity

7.2.5

Suggested answers: they might need to do a demonstration first; they might need to do some work on instructional language (e.g. imperatives) they might need to prepare templates

Activity 8

8.1

(a) between; (b) speak; (c) home; (d) cultural; (e) process; (f) cooperation; (g) suited; (h) create; (i) absorb; (j) decisions

8.2

(1) speak; (2) absorb; (3) suited; (4) between; (5) create; (6) cultural; (7) process; (8) decisions; (9) cooperation; (10) home

Activity 9

9.3

3

Suggested additional points:

Strengths:

- Good monitoring the teacher moves around the class observing the pupils as they discuss in groups.
- Good prompting and support. When pupils didn't respond to the teacher's question, "Which is the favourite part of the fair?" in spite of repeating it, she helped them by saying, "I like to go and eat." This enabled pupils to then come up with their answers.

Areas for development:

Instruction Checking Questions (ICQs): The teacher is right to check the pupils' understanding of the task in this way, but some of her ICQs could be more effective if they were rephrased.

For example: Are you going to discuss in a pair? could be rephrased to: How are you going to discuss your work?

The second question is more effective because it requires an answer and will truly test if pupils understand the question, whereas the first question simply requires a yes/no answer (and doesn't really test understanding).

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ANSWER KEY Session 4 Have Your Garden!



Session 4: Have Your Garden!

Activity 1

The teacher sets the context through a song.

Activity 2

1. Pupils pay attention.	2. Pupils participate actively.
3. Pupils listen to each other and the teacher.	4. Teacher gives positive encouragement.
5. Pupils understand the activities.	6. Activities are stimulating and motivating.
7. Pupils share things.	8. Pupils work together.
9. Pupils respect each other and the teacher.	10. Teacher and pupils have a positive relationship.

Activity 3.1

1. f; 2. g; 3. i; 4. d; 5. k; 6. a; 7. b; 8. j; 9. c; 10. h; 11. e

Activity 3.2

	Question	Answer
1.	How does she signal the start of the next activity and what is it?	Shall we play another game? Word grid: pupils have clues and guess word then encircle it in grid.
2.	What does she do as a demo?	Teacher asks one pupil to read clue. Asks another to answer. Tells that pupil to come to front and encircle it on grid. He does so. Asks class if it is correct. It is.
3.	What is the clue in the demo and the answer?	Clue: "I am a leafy vegetable. I am green in colour." Answer: "cabbage".
4.	She uses lots of instruction checking questions. Write down one of them.*	Here are some of them. "Are you going to discuss in groups? Are you going to come forward and encircle the words? Will you stop discussing when I clap my hands? You know how play the game?"
5.	Does she use gestures? If so what for?	Yes. Claps to stop discussion. Indicates for them to come to the front or go back to their seat. Gestures to demonstrate circling. Gestures to choose pupils. Gestures to show clues and grid.
6.	When the pupils discuss the clues, what does the teacher do?	Monitors and gets out different coloured pens.

7.	How does she stop them discussing?	Claps her hands.
8.	How does she conduct feedback on the task?	One pupil from each group comes to board and circles word.
9.	How does she check that the pupils have understood the clues and the answers?	Each pupil reads out strip and shows which word it is on the grid. Checks with the class if it is correct.
10.	What does she say to praise the pupils?	Some examples are: "Let's give her a big hand. Very good. So you all played the game very well."

*Note on Instruction Checking Questions:

The teacher is right to check the children's understanding of the task in this way, but her Instruction Checking Questions could be more effective if they were rephrased.

1 Are you going to discuss in groups? \rightarrow 2 How are you going to discuss your work?

- 1 Will you stop discussing when I clap my hands? \rightarrow 2 What do you do when I clap my hands?
- The second questions are more effective because they require an answer and will truly test if pupils understand the question, whereas the first questions simply require yes/no answers (and don't really test understanding).

Activity 4

4.1

1. Stirring 2. settling

a) Stirring; b) Settling; c) Yes ; d) Read the textbook and underline the things you find in a garden; e) It is difficult to do because of the arrangement of desks; f) she tells them to peer check; g) She tells them not to repeat what has already been said; h) "All of you have done a very good job."

4.2

Stirrers: board races; back to the board; competitions; drama; class survey; chanting; running dictation; slap the board.

Settlers: word search; copy form board; colouring in pictures; dictation; DVDs; reading; sorting vocabulary cards; spelling; listening; listen and make activity.

Activity 5

5.1

PW pair work ; GW group work; I individual work; WC whole class work.

5.2

1) WC; 2) WC; 3) GW; 4) GW; 5). I PW WC

5.3

1) F Hot Seat; 2) T; 3) F 2 Large groups and a team leader; 4) F Fluency; 5) T; 6) F Both have the same; 7) F She did.

5.4

- 1) Using chits with vocabulary on them.
- 2) e.g. Are you going to sit in your own place? Are you going to find your teams members? Are you going to ask simple questions?
- 3) Birds vegetables trees flowers.

- 4) She tells them to do actions according to their groups.
- 5) Sing a song; make a noise like a cuckoo.
- 6) Nod their heads and dance.

Activity 6

6.1

The teacher used an elaborate, imaginative and (1) colourful picture of a garden stuck onto the board. She had cut bits out of it and hidden them around the classroom. This was a stimulating and motivating (2) visual for the pupils and caught their attention. She used the groups she had set up in the previous activity. She added a competitive and hands on activity to the visual. She told children to look closely at the picture and to discuss what was missing. She said to them, "When I (3) clap my hands, find the missing parts." This was short, direct and clear instruction. Before she (4) clapped her hands, she did a demonstration. She found a cut out part of the picture and showed it to the class, then stuck it onto the large picture on the board. After the clear demonstration the pupils (5) started discussing the missing bits and pointing to parts of the picture. teacher (6) clapped her hands. The pupils then raced around the room looking under (7) desks and chairs and on the walls for missing parts of the picture. they found them, they looked again at the big picture and stuck the missing parts in the correct place. When they were finished, the teacher elicited from each group what parts they had found, where they had put them and elicited the correct vocabulary. She gave (8) praise to each group. Finally she elicited who the winning team was and told the class to give them a (9) big hand. Therefore the whole class participated in positive encouragement and praise.

Activity 7

	Activity	What the teacher did.
1.	Set context	She introduces the game by asking the class "Do you know the game, Noughts and Crosses? Shall we play it now?".
2.	Give demo	Instead of giving a demonstration, the teacher assumes the pupils have played it before and checks their knowledge of it. She elicits what the grid is from a visual, the number of squares and what you get when you answer correctly. She elicits what Noughts and Crosses look like and then asks a pupil to show how you win the game on the board.
3.	Give instructions	"Team A will ask questions of Team B and Team B will ask questions of Team A. I'll give you two minutes to discuss and write questions in 4 groups. These 2 rows and these 2 rows and these 2 and these 2. One of you draw a grid."
4.	Check instructions	She asked a number of instruction checking questions e.g. "How are you going to play? Are you going to ask questions? Are you going to play as a class? Will you raise your hand if you know the answer?"
5.	Signal when to start	"Shall we start?"
6.	Monitor activity	She monitored the question writing quite closely. During the noughts and crosses game itself she controls the activity by choosing the pupils, she echoes questions, she makes sure they don't repeat the questions, and she ensures that the same pupils don't always write on board.
7.	Signal end of activity	She doesn't here. She only praises both teams for playing the game well.

8.	Give feedback	She checks the answers as they go along and elicits from the class if the answers are correct.
9.	Give praise	"Both teams played the game very well".

Activity 8

(1) l; (2) k; (3) e; (4) i; (5) a; (6) b; (7) d; (8) f; (9) j; (10) h; (11) g; (12) c

Activity 9

9.2

(2) T; (7) O; (8) O; (14) O

9.4

4 and 6

Suggested additional points:

Strengths:

- Good lead-in and setting of context. By eliciting what the pupils had for breakfast, she could transition easily into the topic of the lesson vegetables and gardens.
- Good demonstrations to clarify instructions. For the apple tree game, she asks a pupil to read the clue, elicits the answer from the class and invites a different pupil to stick the correct "apple" on the tree.

Areas for development:

Instructions: the teacher's instructions are quite clear and succinct, but during several tasks, quite a lot of instructions are given at once and the delivery is very fast. Ideally she needs to go through the instructions more slowly, checking selected ones, to ensure pupils understand the task.

Extra Activity: A chat with the pupils

Order: (1) 7; (2) 4; (3) 2; (4) 8; (5) 5; (6) 1; (7) 6; (8) 3

True or False: (1) T; (2) T; (3) T; (4) F All did; (5) F He was surprised they sang all the song; (6) F They did; (7) T; (8) T; (9) F All of them do; (10) F They are quite noisy.

ANSWER KEY Session 5 Help! Help!



Session 5: Help! Help!

Activity 1

1.1

- 1. To give the children a sense of routine.
- 2. To revise vocabulary or language from the previous class in a fun way.
- 3. To introduce the topic of today's class.
- 4. To wake up and motivate tired pupils.
- 5. To give time for latecomers.

1.2

Lots of possible answers here.

1.3

Mixed up letters; Important numbers; Simon says; Spelling; The Snail and the Squirrel or Fruit Bowl; I'm Anne and I'm Angry; I'm going to the market; 5 things which; Anagram; Find your group – word stress; Fruit bowl; Pictionary; Hangman; Hot seat; Memory game.

1.5

Warmer is 'Back to the board'; language is moon / forest / hospital / paper / clock.

Activity 2

2.2

(1) To set context of story about motorbike, teacher told pupils to form a circle and elicited how they come to school, then elicited the noise different vehicles make. She gave out a paper with vehicle names on it and told the pupils to find their partners. She elicited the noise of the different vehicles from the groups. Named the groups by their name of vehicle.

(2) To set context of story about asking for and giving people help, the teacher elicited personal situation where pupils could help people e.g. you see an old man having a problem crossing the road. What do you do? How do you help your parents/grandparents? What do you do?

Activity 3

3.1

(1) 4; (2) 10; (3) 1; (4) 5; (5) 6; (6) 8; (7) 3; (8) 2; (9) 9; (10) 7

3.2

- 1. How old is Chimpu?
- 2. What were they fond of riding?
- 3. What kind of motorbike did they take from the shop?
- 4. What do Chimpu and Panzy do in the circus?
- 5. Have you ever been to a circus?
- 6. What are all the things you can see in a circus?

- 7. What did the parrot do in the circus?
- 8. Will you ask your parents to take you to a circus?

3.3

Suggested Answer: Her tasks are more personal and more imaginative than the textbook. A pupil has a 50% chance of being correct with the 'right or wrong' task, therefore it is not very challenging. The comprehension questions are very general questions and not very challenging. By asking the pupils more personal and more imaginative questions, she is challenging the children more. Most of her questions also produce a lot of language because there are many possible answers to them, e.g. 'What are all the things you can see in the circus?' Even 'How old is Chimpu?' has many possible answers because the answer is not in the text. Therefore she is encouraging them to use the language imaginatively.

Activity 4

4.1

Suggested Answers

1. What is the function?	Permission
2. What are the functional exponents covered in the lesson?	Can I? Yes you can. No you can't.' May I? Yes ok /No I'm sorry you can't.
3. Find examples from the textbook	May I take your bike for a ride? Can we have a chance? Can you give us a motorbike, sir? Can we pay the money tomorrow? Can I ride the bike first?
4. How does she elicit the target language?	She gives them situations. e.g. sitting in class and wanting a drink. Elicits "Can I drink water?" If you want to go to the bathroom. Elicits "May I go to bathroom?" You have no pencil. What do you do? "Can you give me a pencil?" She tells them this is permission. Tells them to think and tell what activities you asked for permission from your parents. (e.g. Can I go the shop? Can I go to the temple? She then tells them to find sentences in their textbooks that ask for permission. They all give lots of examples.
5. Does she check the difference in meaning / use of can and may? If so, how?	Yes, she asks the pupils what the difference is and explains that mayis more polite.
6. What methods of practice does she use to get the pupils using the language?	Practises using a spinning wheel pinned to board with commands written on it. Spins the wheel to find out which if the 12 prompts to use e.g. "Go home" becomes "May I go home?" Pupils work in pairs and make questions using prompts and answer them. They can decide whether or not to give permission. she demonstrates with two children first.
7. Can you think of any other methods she could have used?	Many possible answers here, e.g. card prompts; role play cards.

4.2

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Fu	nction	Exponent	Suggested answers only
1.	Greeting and introducing yourself	f. Hi, I'm Bhuvana.	Good afternoon. My name is Joe.
2.	Inviting	h. Would you like to come to my party?	Why don't you come over for dinner tonight?
3.	Apologising	j. I'm so sorry I'm late.	l do apologise.
4.	Requesting	i. Excuse me, can you help me?	Could you give me the salt please?
5.	Suggesting	g. Let's go to a movie.	Why don't we drive to Delhi?
6.	Disagreeing	a. Oh, I don't think so.	Rubbish!
7.	Expressing obligation	e. I have to be at the office at 9.00.	He has to wear a uniform.
8.	Thanking	b. Thanks.	I really appreciate it.
9.	Expressing preferences	d. I'd rather go to the beach.	I like apples more than oranges.
10.	Refusing	c. No I can't.	I'm afraid that won't be possible.

Activity 5

(a) vii ; (b) x ; (c) viii ; (d) i ; (e) ii ; (f) iv; (g) vi; (h) iii; i. v; (j) ix ; (k) xi

Activity 6

(1) circle; (2) sound; (3) motorbike; (4) vehicle; (5) same; (6) questions; (7) find; (8) sit; (9) group; (10) each

Activity 7

7.1

Young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on, you can use stories to help children practise listening, speaking, reading and writing.

7.2

Value	E or L
 Stories can be told with pictures or gestures to help children understand. 	L
2. Stories help children enjoy learning English.	L
3. Stories can introduce the child to other cultures and attitudes.	E
4. Stories introduce new language in context.	L
5. Stories help children revise language they are familiar with.	L
6. Stories help children develop their thinking skills.	E
7. Stories are interesting and enjoyable and can be fun.	E
8. Stories help children acquire intonation and pronunciation by listening.	L

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E
L
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7.3

		QL 111
	Story Activity	Skill
1.	Pupils can practise speaking freely on subjects connected to stories.	S
2.	Pupils can listen for mistakes and clap if the teacher makes one when telling the story.	L
3.	Pupils can complete a gap fill from a story.	W /R
4.	Pupils can rewrite the story from another character's point of view.	W
5.	Pupils can listen and make something.	L
6.	Pupils can play speaking games led by the teacher. e.g. pass the ball, where they ask and answer questions about a story.	S
7.	Pupils can speak in groups, e.g. they prepare a guessing game for the rest of the class.	S
8.	Pupils can play vocabulary games with story vocabulary. Make picture cards for matching games, collecting pairs, and classifying sets.	S
9.	Pupils can label pictures from stories.	W
10.	Pupils can listen and perform or mime.	L
11.	Pupils can practise saying new sounds. Let them play 'I spy' with story vocabulary.	S
12.	Pupils can listen and point to a picture in the story.	L
13.	Children can say rhymes and sing songs connected to stories.	S
14.	Look and say – pupils can point to words as the teacher tells the story.	R
15.	Pupils can listen to instructions to colour a story poster.	L
16.	Phonics – pupils can group all the words in the story with the same sound together and display them.	R
17.	Pupils can be given prompts to finish.	W
18.	Pupils can retell the story from another character's point of view.	S
19.	Pupils can classify and copy selected words and phrases from story books, e.g. all animal words.	W
20.	Pupils can listen to the story and act as one of the characters.	L
21.	Stories can help sound and word recognition. Use pictures of the new vocabulary in the story and give the pupil the number of syllables.	R

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22. Stories can be used to encourage independent reading by asking pupils to find information from the stories.	R
23. Pupils can listen and draw.	L

Activity 8

8.1

You should be using your ticking for all of the uses in the list.

8.2

- a) United Nations: abbreviations
- b) U / U / C / U: countable or uncountable nouns
- c) knives: irregular plurals
- d) both / T / I: transitive / intransitive
- e) illness / impress / interesting / island: alphabetical ordering
- f) negative / before /two /again / between: prefixes and suffixes
- g) photocolloca: pronunciation/word stress
- h) friendly / friendliness / unfriendly / unfriendliness: word families
- I) same / same: different spelling; same sounds
- j) V = to kick; N = footwear, part of car for luggage: same spelling; different meaning

Activity 9

9.2

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

9.3

Number one

Suggested additional points:

Strength:

Group work: It is apparent that these pupils have been already trained in previous lessons on how to work in groups. This lesson demonstrates the value in spending time training children to work in groups; once trained, they become familiar with this way of working and group work becomes much easier to set up and manage.

Areas for development:

'Discuss in groups': The teacher is right to ask her pupils to discuss their ideas in groups. However, this technique is a little overused in this lesson and it is not necessary to use this approach with every question. This technique works best when pupils are dealing with more complex tasks and questions that need more time and peer support.

ENGLISH IN THE PRIMARY CLASSROOM

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