



TI-AIE

## Using the textbook creatively

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## What this unit is about

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This unit is about using your textbook as a starting point to develop ongoing additional English language learning in lessons. The textbook is an important resource for you in your lessons. This unit shows you how you can use the textbook flexibly, and build on the ideas in it to make your lessons more interesting and to improve student learning.

To learn English, your students need plenty of speaking and listening practice – not just in the language lesson. Frequent and short listening and speaking activities can supplement your English language lessons and can also improve your own confidence in using English in the classroom.

When you adapt and extend language textbook lessons to your own students, you can encourage them to use English for many different purposes. You also improve your own English confidence and teaching skills. The case studies and activities in this unit are designed to help you plan these opportunities in your classroom.

## What you can learn in this unit

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- To use the English textbook flexibly for oral work.
- To introduce new English words.
- To relate English lessons to the life of your students.

## 1 Using the textbook

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Short activities done regularly can help you and your students practise English and develop confidence, as the first case study demonstrates.

### Case Study 1: Ms Sheela uses textbook lessons to develop language routines

*Ms Sheela used her language textbook to reinforce speaking, listening and vocabulary in Class III.*

The textbook begins with a story about a baby elephant that likes fruit, and takes away different kinds of fruit from a shop. In the story, he is taught to say 'please', 'thank you' and 'sorry'. These words are important in the story. I started to use these words regularly in the class as part of our everyday talk. I encouraged students to use them, and I set the example by using the words myself – even though my accent isn't perfect.

The textbook also has a poem about the days of the week. I brought a calendar to class and hung it on the wall. I taught the poem, and I also taught the months of the year, which is not in the lesson. Then I started a daily routine where every morning one student gets up to announce the day, date and month at the start of each class: 'Good morning, class. Today is Monday, October the thirteenth, two thousand and fourteen.'

Now that we have some regular English routines, I have more opportunities to assess students' English and to improve my own English too.

