

Basic Principles of Teaching English in Primary Schools- Elements of a Successful Lesson

Διήμερο Εκπαιδευτικού 2022

Ομάδα Αγγλικών Δημοτικής

GOOD



MORNING

Plan of the day

8:30-9:00 Getting to know each other

9:00-10:30 Part A

10:30-11:00 Coffee break

11:00-12:30 Part B

12:30-13:00 Discussion-Feedback

Φιλοσοφία και Γενικός Σκοπός του μαθήματος των Αγγλικών

- Γενικός σκοπός του μαθήματος είναι οι μαθητές/τριες να **αναπτύξουν θετικές στάσεις απέναντι στα Αγγλικά και στις ξένες γλώσσες γενικότερα** και να **αποκτήσουν βασική διαπολιτισμική αντίληψη και διαπολιτισμικές δεξιότητες** καθώς και γενικές επικοινωνιακές δεξιότητες, ώστε να **χρησιμοποιούν τα Αγγλικά με δημιουργικό τρόπο για ουσιαστική επικοινωνία σε ποικίλες καθημερινές περιστάσεις.**

A learning Program that :

- develops positive attitudes towards English and foreign language learning
- develops motivation and interest
- promotes intercultural development and leaning strategies
- focuses on communicative use of language
- has clear rationale and objectives
- is suitable to the learners' developmental level
- provides adequate and quality exposure to L2
- uses variety of techniques, tools and learning materials
- focuses on all 4 language skills (listening, speaking, reading and writing)
- recycles language/σπειροειδής ανάπτυξη ύλης



- Which are the main elements of a successful language lesson?

Elements of a successful lesson

1. Clear rationale and objectives
2. Focus on all four language skills
3. Development of learning strategies
4. Effective time management
5. Variety of activities
6. Effective and adequate use of L2
7. Adequate learners' participation
8. Progressive and balanced presentation and practice of the language structures.
9. Practice of recycled language
10. Development of motivation and interest
11. Evaluation
12. Use of appropriate teaching aids and materials
13. Use of Technology

Let's watch a lesson

	Elements of a successful lesson		
		✓/x	Comments
1.	Clear rationale and objectives		
2.	Focus on all four language skills		
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5.	Variety of activities		
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UNIT 7

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none">• identify and use basic vocabulary to describe places• identify and use vocabulary about means of transport• identify and use ordinal numbers (11th to 31st)• follow and actively participate in the narration of a story• identify the main idea in a short written text• identify the main idea in short oral texts or videos• write a holiday postcard / e-mail message
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none">• be able to enjoy, appreciate and interact with foreign children's literature ('The snail and the whale' by Julia Donaldson)• become familiar with Jules Verne's novel 'Around the world in 80 days'• become familiar with different places and landscapes from around the world
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none">• use a K W L chart• evaluate their work / progress based on specific criteria

UNIT 7- Lesson 3

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none">• identify and use basic vocabulary to describe places• follow and actively participate in the narration of a story• identify the main idea in short oral texts
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<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none">• use a K W L chart• evaluate their work/progress

<u>SUCCESS INDICATORS</u>	<u>ADEQUACY INDICATORS</u>
<ul style="list-style-type: none"> • <u>Listening</u>- To be able to: -comprehend the main idea of simple announcements and messages -comprehend the main idea of a short film • <u>Speaking</u> - To be able to: -describe events which took place in the past -express their opinion in a simple manner • <u>Reading</u> - To be able to: -identify the written form of words they've been taught -comprehend the main idea in simple written texts • <u>Writing</u> – To be able to write a postcard message • <u>Learning Strategies</u> – To be able to evaluate their work / progress • <u>Intercultural Awareness</u>– To become aware of similarities and 	<ul style="list-style-type: none"> • Storytelling activities for Stage 3 • Vocabulary for describing places • Vocabulary for means of transport by + means of transport on foot • Ordinal numbers • Reading activities (scanning and skimming) • Video activities (for gist and for specific information) • Writing a postcard (greetings / openings / closings / dates / address) • I agree / don't agree ... • I think that ... • Checking progress against specific criteria • Places and landscapes from around the world

SUCCESS INDICATORS	ADEQUACY INDICATORS
<ul style="list-style-type: none"> • Listening-To be able to: -comprehend the main idea of simple announcements and messages -comprehend the main idea of a story from authentic foreign language literature. -understand simple descriptions of places. • Speaking -To be able to: -describe events which took place in the past -express their opinion in a simple manner -describe places -name means of transport • Reading - To be able to: -identify the written form of words they've been taught • Learning strategies-To be able to -evaluate work/ progress. 	<ul style="list-style-type: none"> • Storytelling activities for Stage 3 • Vocabulary for describing places • Vocabulary for means of transport. • Places and landscapes from around the world • Self-evaluation activities (K W L) • Listening activities: Skimming <u>and detailed</u> information

NEW LANGUAGE	
<i>Production</i>	<p>vocabulary for means of transport: by + helicopter, aeroplane, bicycle, motorbike, ship, bus on foot</p> <p>vocabulary for describing places: ice, wave, iceberg, volcano, desert river, lake, city, skyscraper, island, cave, waterfall</p> <p>weather vocabulary: lightning, thunder</p> <p>ordinal numbers (11th - 31st)</p> <p>Other vocabulary: whale, humpback whale, itchy</p>
<i>Comprehension</i>	<p>Vocabulary for creatures that live in the sea: lobster, corals, octopus, shell</p> <p>Other: soot, tide</p>
RECYCLED LANGUAGE	<p>Comparatives and superlatives</p> <p>Vocabulary about books/films: science fiction, adventure, mystery, comic book, romance, comedy, author, title, character</p> <p>Vocabulary for places: beach, forest</p> <p>Ordinal numbers (1st – 10th)</p> <p>Present simple</p> <p>Present continuous</p> <p>Past Simple</p> <p>Future with ‘going to’</p> <p>Dates (years)</p> <p>Means of transport: taxi, lorry, car, train, boat</p> <p>Asking for help: ‘Can you help me, please?’ ‘How do you say ...in English?’, ‘How do you spell ...?’. etc.</p> <p>Expressing opinion: I agree / I don’t agree ... I think that</p> <p>Adjectives: small, big, comfortable, expensive, slow, fast, dangerous</p>

NEW LANGUAGE	
<i>Production</i>	<ul style="list-style-type: none"> • vocabulary for describing places: ice, wave, iceberg, volcano, desert, river, lake, city, skyscraper, island, cave, waterfall • weather vocabulary: lightning, thunder • Other vocabulary: whale, humpback whale, itchy
<i>Comprehension</i>	<ul style="list-style-type: none"> • Vocabulary for creatures that live in the sea: lobster, corals, octopus, shell • Other: soot, tide
RECYCLED LANGUAGE	<ul style="list-style-type: none"> • Past Simple • Future with ‘going to’ • Means of transport: taxi, lorry, car, train, boat
MATERIALS	mini-whiteboards, Audio CD for Year 6, photocopiable materials, storybook “The snail and the whale”, PowerPoint presentations from www.schools.ac.cy
TIME	1 x 40 minutes

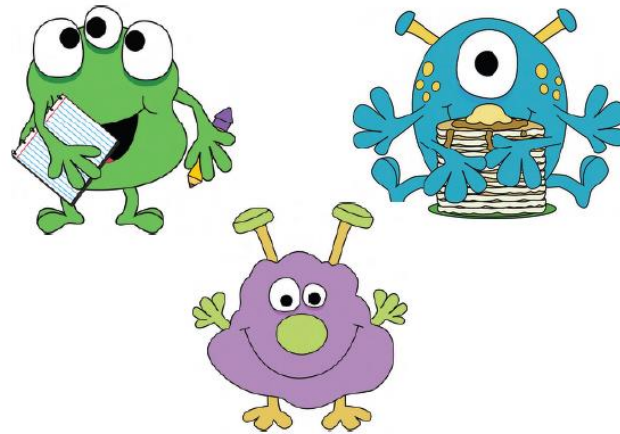
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11. Evaluation
12. Use of appropriate teaching aids and materials
13. Use of Technology

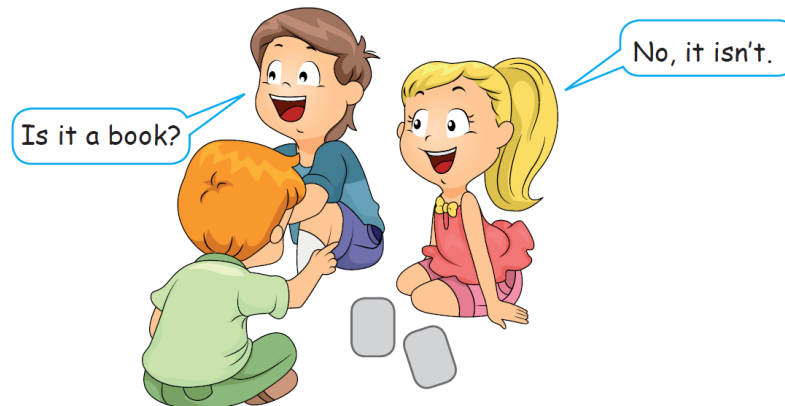
Development of the four skills

- Listening
- Speaking
- Reading
- Writing

 3a. Listen and circle the right monster.



4. Let's play a game!



 4. Write the words in small letters.

HAT hat RABBIT _____
IGLOO _____ DUCK _____
QUEEN _____ UMBRELLA _____

10. Read about the fastest animal in the world and answer the questions.

Tigers can run fast but the cheetah is the fastest animal in the world. The cheetah is not a big animal. It's smaller than tigers. It has got a small head but a long body and a long tail. It's yellow with round black spots. It is the fastest of all animals. It can run up to 113 km per hour. It's also one of the wildest animals in the jungle. It looks like a leopard but the cheetah has got a smaller body and a flatter head. The cheetah lives in Africa and it's an endangered animal.



- (a) Where does the cheetah live? _____
(b) What colour is the cheetah? _____
(c) Is the cheetah faster than a tiger? _____
(d) What does the cheetah look like? _____

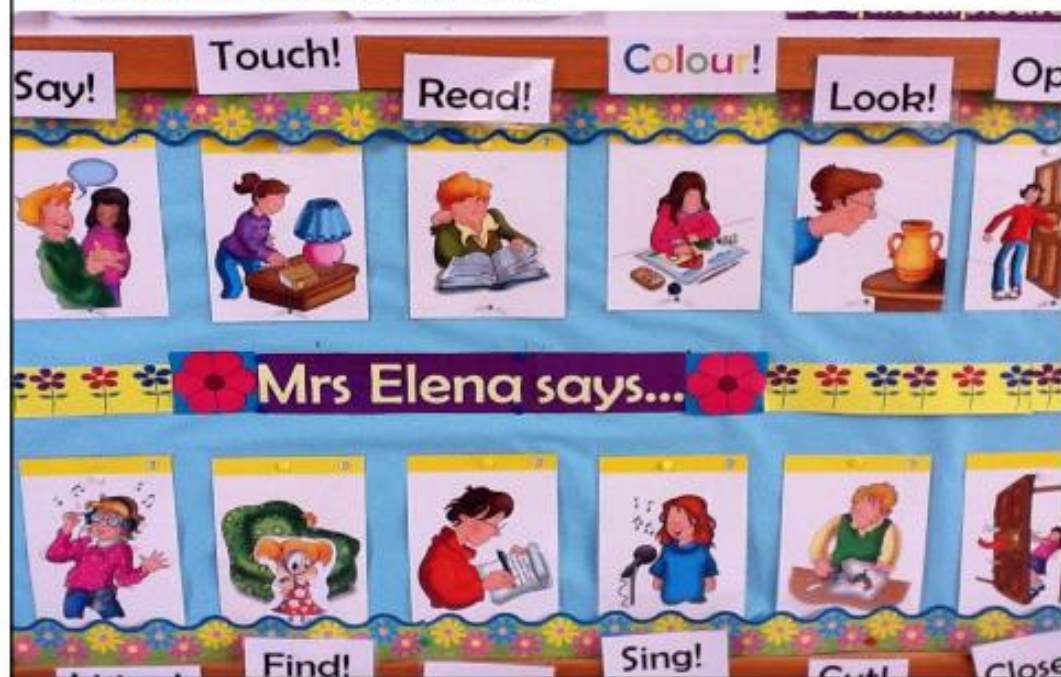
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Learning strategies

- Feel comfortable in a foreign language classroom
- Make guesses and predictions through personal knowledge
- Ask for help
- Use images and gestures to convey meaning
- Use songs to help retain vocabulary
- Understand a story
- Cooperate to carry out tasks

A SUPPORTIVE LEARNING ENVIRONMENT / SUPPORTIVE NOTICE BOARDS



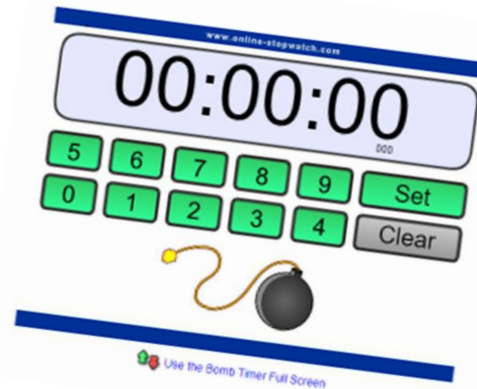


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Time management

- Room arrangement
- Study the whole unit before you organise your lesson.
- Plan more activities that you think you'll need.
- Be prepared! Have all materials ready.
- Begin your lessons on time.
- Keep ALL learners engaged.
- Make transitions smooth and brief.
- Establish routine tasks and transitions.
- Give clear instructions – examples-modelling
- Set time/use a timer



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Variety of Activities

- Songs and Chants
- Games
- Storytelling

Songs



3. Let's sing!



Hokey Cokey

You put your right arm in, your right arm out,
In, out, in, out, you shake it all about!
You do the Hokey Cokey and you turn around.
That's what it's all about!



2. (a) Listen to the song and fill in the gaps.

If you miss the train I'm on,
You will know that I am gone,
You can hear the whistle blow, a hundred miles.
A hundred miles, a hundred miles,
A hundred miles, a hundred miles.
You can hear the whistle blow, a hundred miles.
Lord, I'm _____, Lord I'm _____
Lord, I'm _____, Lord I'm _____,
Lord, I'm _____ hundred miles away from home.
Away from home, away from home
Away from home, away from home
Lord I'm _____ hundred miles away from home

Not a _____ on my back,
Not a _____ to my name,
Lord, I can't go back home this ole-way.
This ole-way, this ole-way,
This ole-way, this ole-way.
Lord, I can't go back home, this ole-way.
If you miss the _____, I'm on, you will know that I am gone,
You can hear the whistle blow, a hundred miles.
A hundred miles, a _____ miles,
A hundred miles, a _____ miles.
You can hear the whistle blow, a hundred miles.
You can hear the whistle blow a hundred miles

SILLY SONGS



Let's sing a silly song!

Down by the bay
where the watermelons grow
back to my home
I dare not go
For if I do
my mother will say
Did you ever see a bear combing his hair?
Down by the bay!



Down by the bay
where the watermelons grow
back to my home
I dare not go
For if I do
my mother will say
Did you ever see a moose kissing a goose?
Down by the bay!



Down by the bay
where the watermelons grow
back to my home
I dare not go
For if I do
my mother will say
Did you ever see a fly wearing a tie?
Down by the bay!



Write a silly verse
for the song!

Games

- Listen and Find
- Disappearing game
- Kim's game
- Pelmanism
- Swat
- Noughts and crosses
- Pass the card
- Bingo
- Simon says
- Step on the card
- Hangman
- Word searches
- Crazy matching
- Read and draw
- Finger writing
- Jumbled sentences
- Anagrams
- Word snakes
- Word puzzles
- Board games

7. Let's play Bingo!

Bingo

135	230	1000	321
500	387	650	965
832	720	440	290
350	875	170	496

 6. (a) Listen and circle all the places mentioned.



cinema



restaurant



theatre



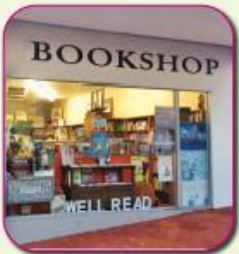
hotel



museum



church



bookshop



library



park



bank

Noughts and crosses



go

write

save

visit

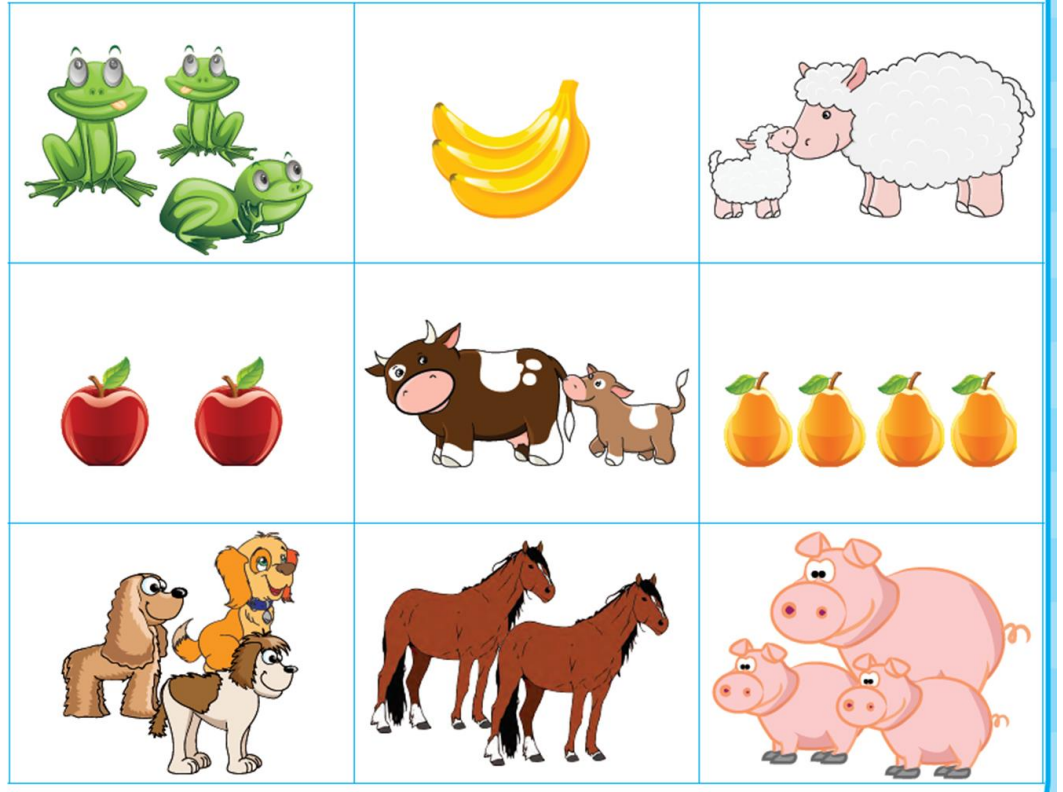
watch

have

see

travel

want



board game



puzzle



doll house



bicycle



train



boat



car



ball



robot



I spy with my little eye...

An example from Year 1

Storytelling

- Pre-storytelling stage

(to prepare the students to follow the story)

- While-storytelling stage

(to engage students in the storytelling process)

- After storytelling stage

(expanding the story to further creative activities,
consolidating/evaluating understanding)

An example from Year 1

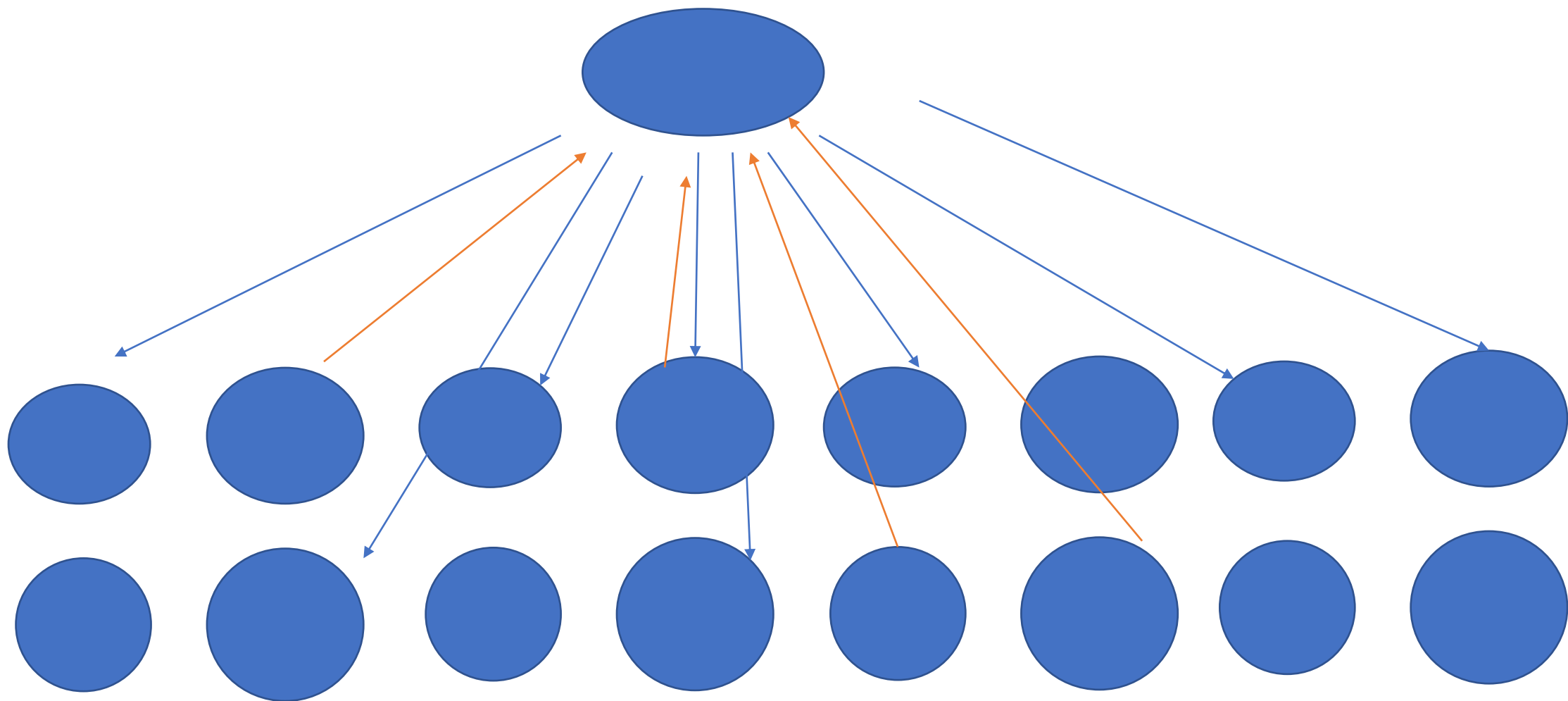
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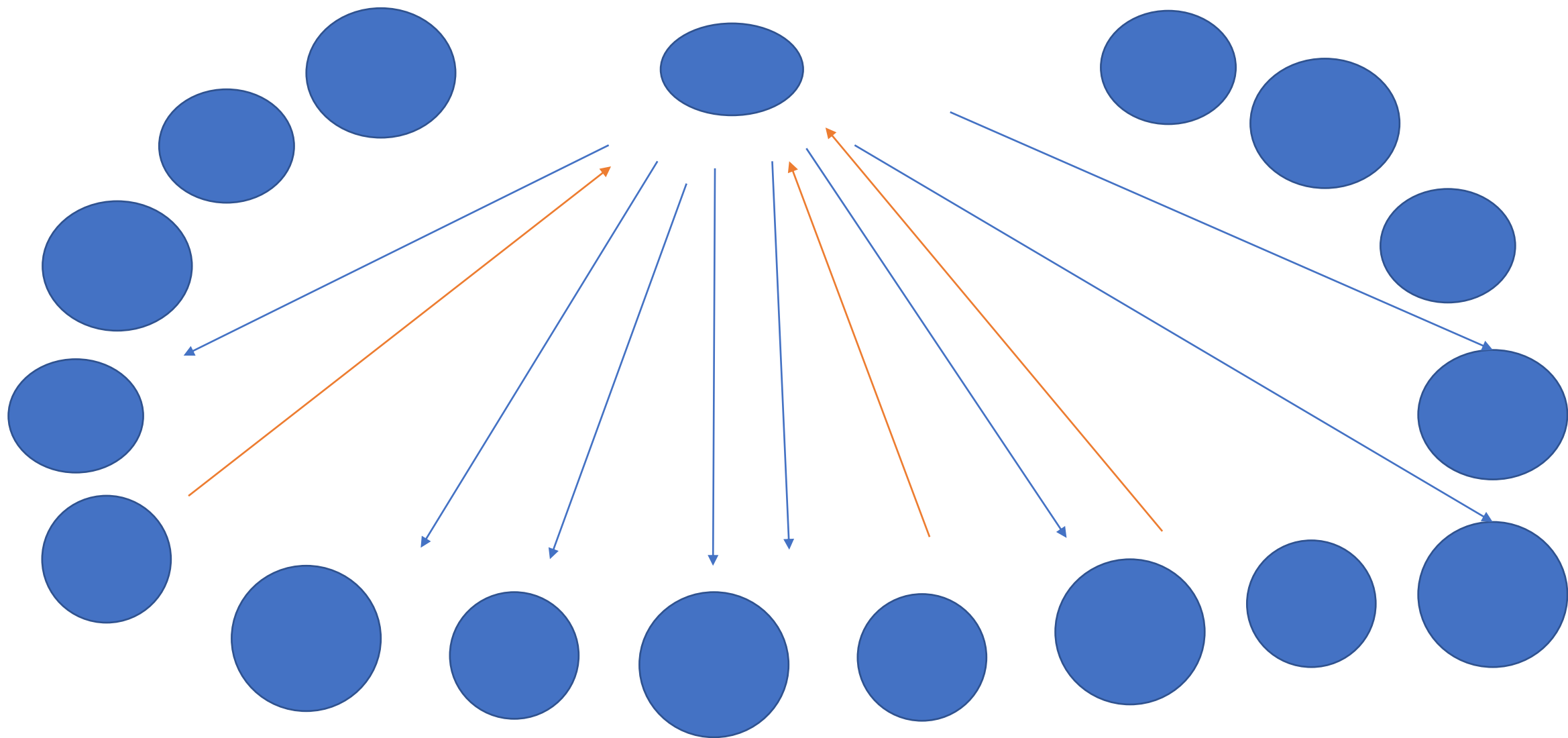
Use of L2-Learners' participation

- Maximizing quality, natural, authentic exposure to L2
- Maximizing learners' participation.
- Judge when L1 should be used in class
- Create a comfortable and happy a foreign language environment
- Teaching aids (Sentence starters, model sentences, basic vocabulary etc)

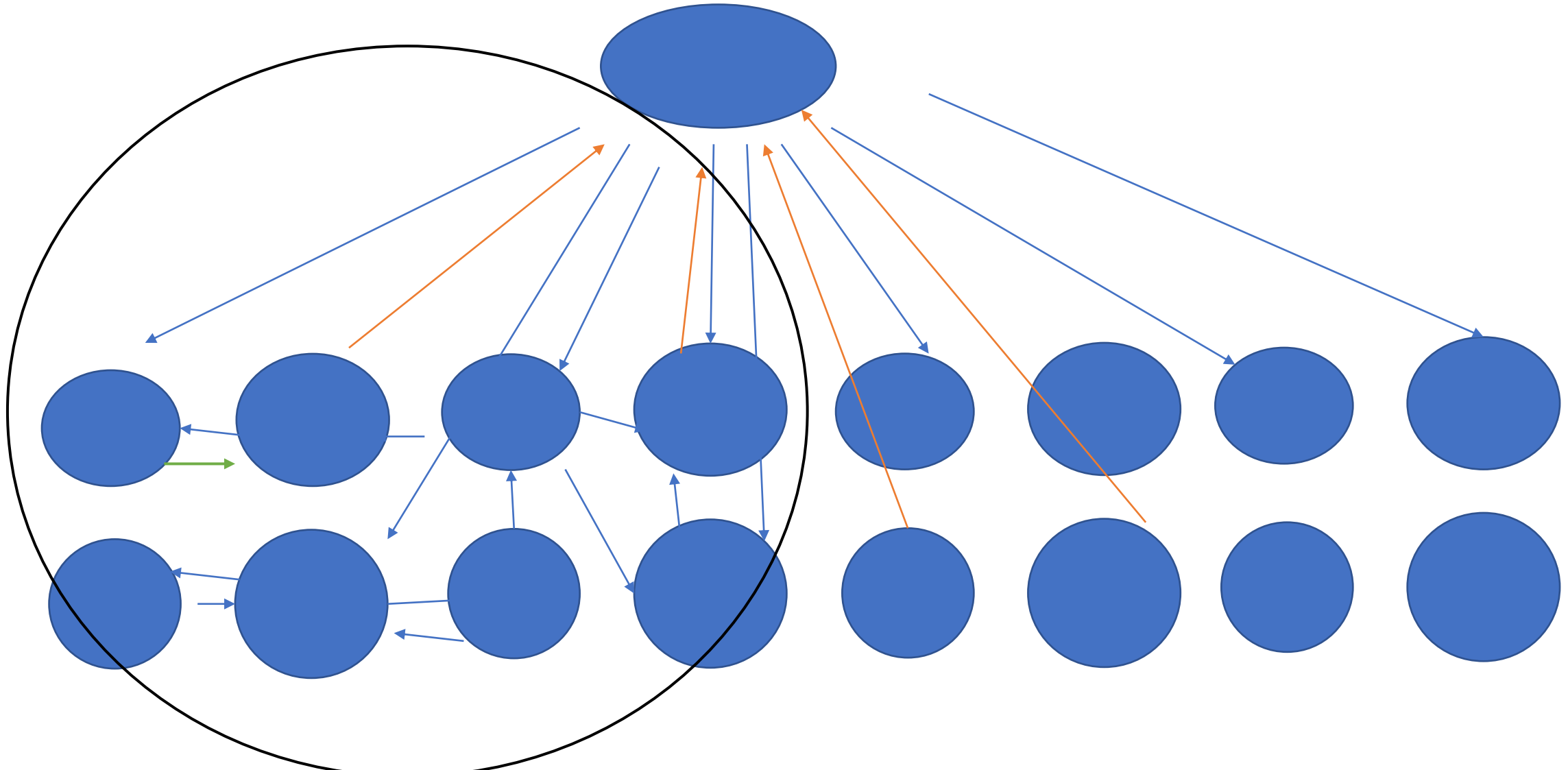
Typical interaction flow in a classroom



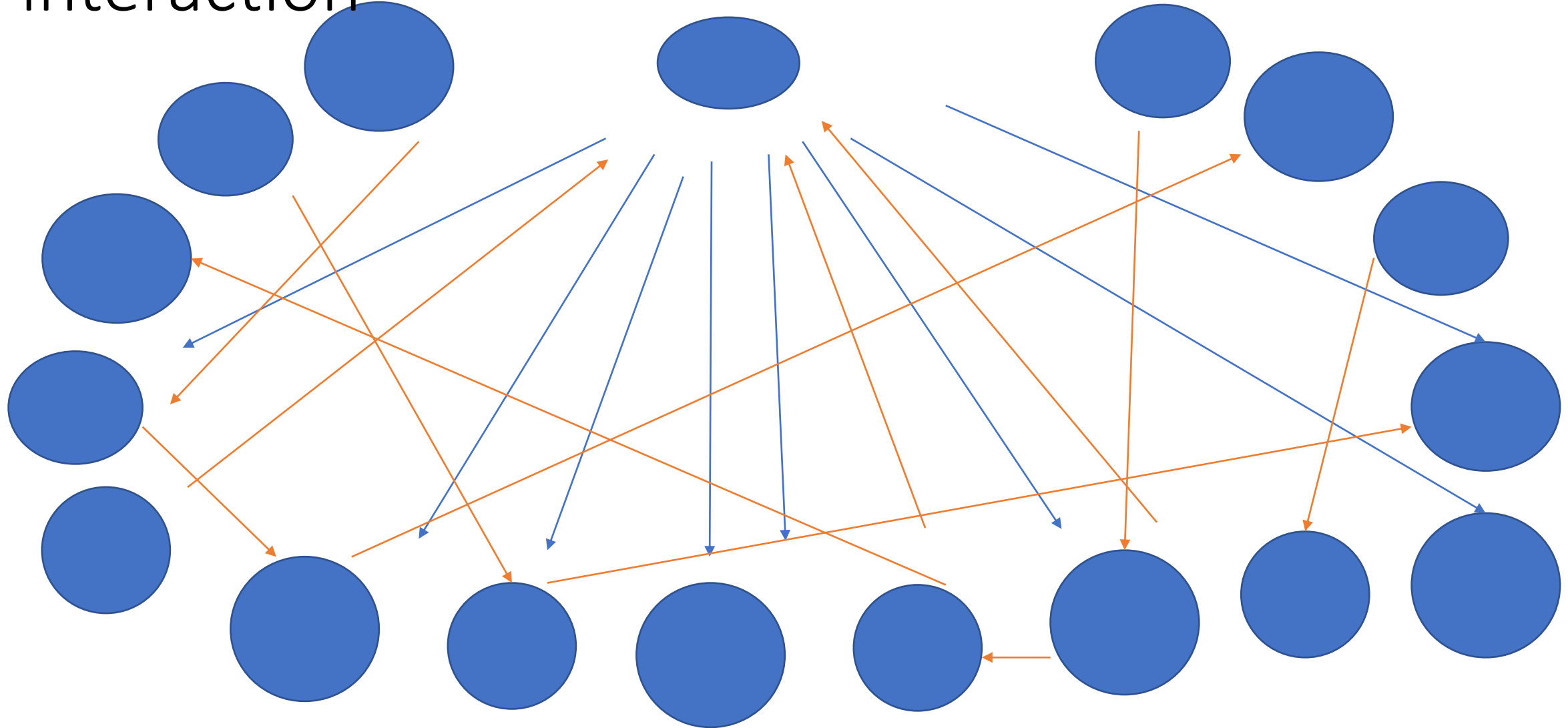
Typical interaction flow in a classroom



More student-centered / student initiated interaction



More student-centered / student initiated interaction



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Parts of a lesson

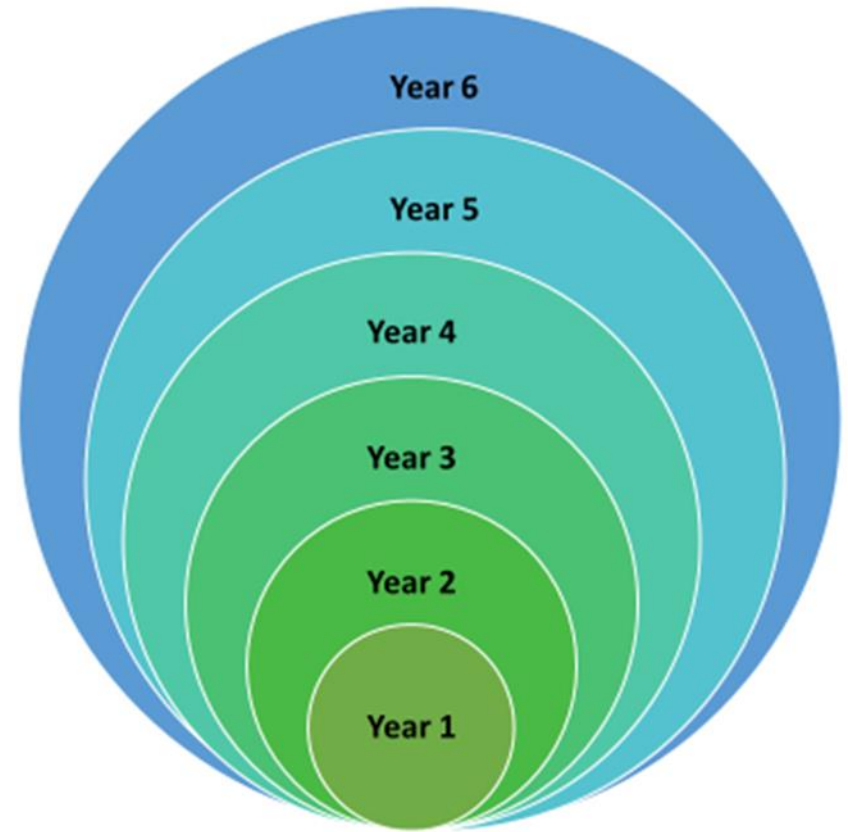
- Review
- Presentation
- Practice
- Production
- Evaluation

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Recycled and New language

- Recycled language has been already taught.
- New language is divided into production and comprehension.



Example: Sample progression of vocabulary (colours)

Year 1

- | | |
|--------------------------------------|---------|
| • Unit 3 (production – new language) | Unit 4 |
| • Unit 6 | Unit 7 |
| • Unit 9 | Unit 10 |
| • Unit 12 | Unit 14 |
| • Unit 15 | Unit 16 |

Year 2

- | | |
|-----------|---------|
| • Unit 5 | Unit 6 |
| • Unit 7 | Unit 11 |
| • Unit 13 | |

Year 3

- | | |
|-----------|---------|
| • Unit 3 | unit 10 |
| • Unit 18 | |

Year 4

- | | |
|-----------|---------|
| • Unit 1 | unit 3 |
| • Unit 4 | unit 15 |
| • Unit 17 | |

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Evaluation

- Ongoing
- Final
- Self assessment
- Keep records

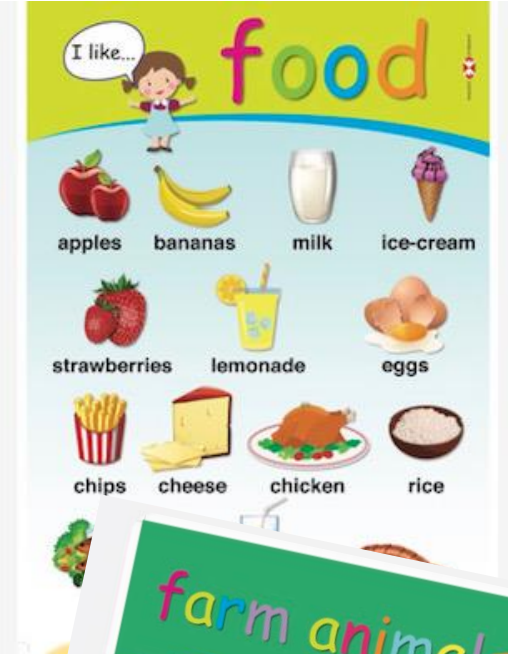
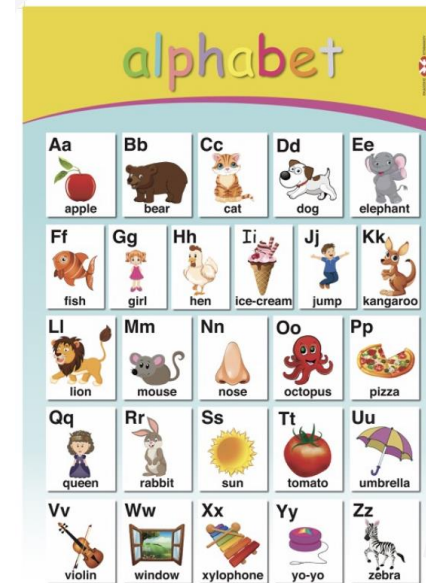
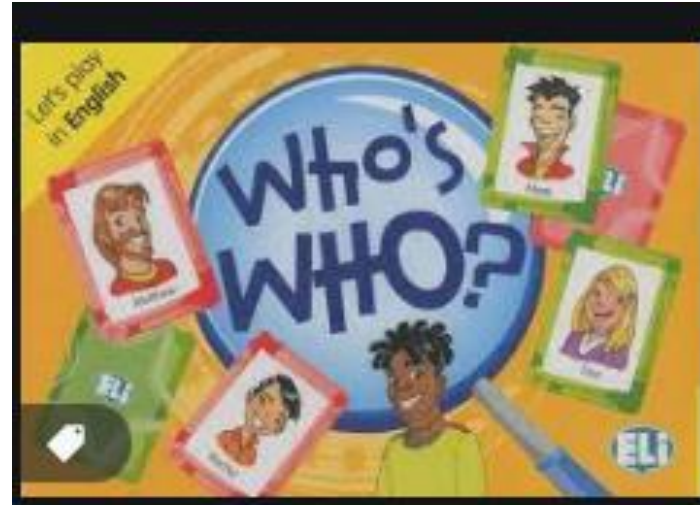
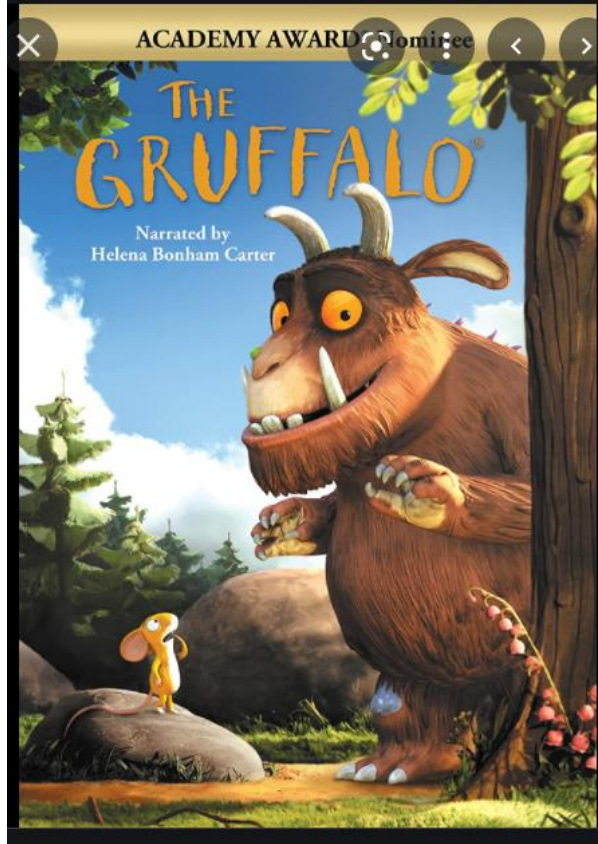
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Teaching materials

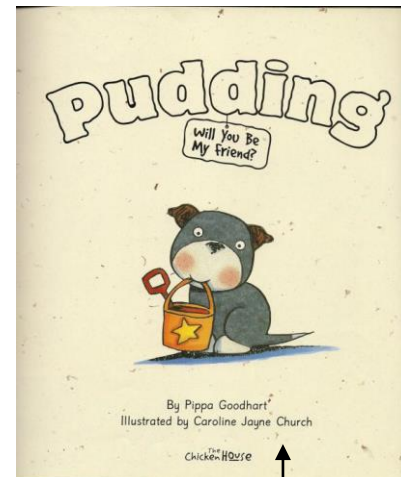
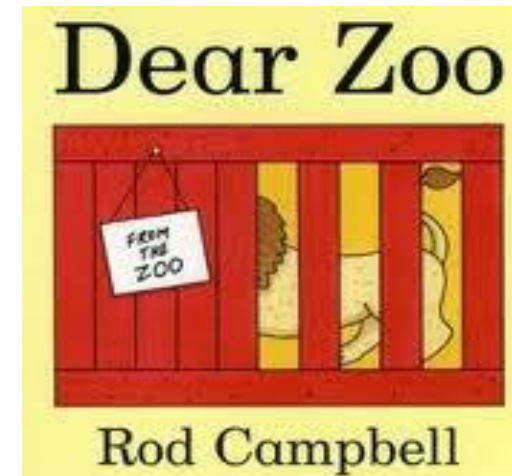
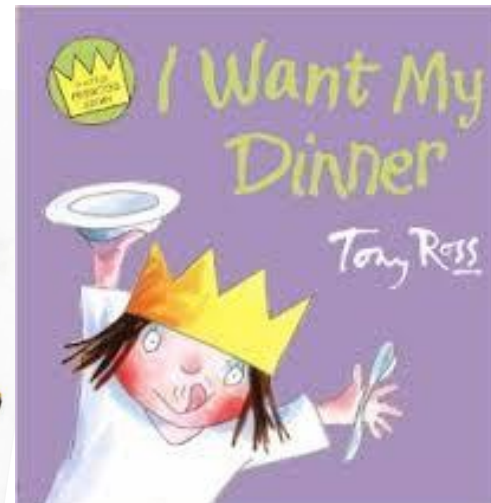
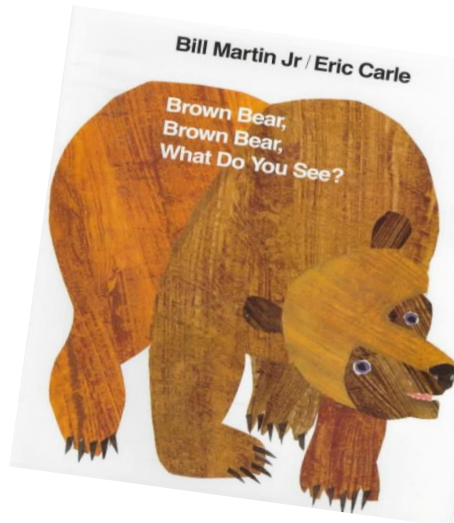
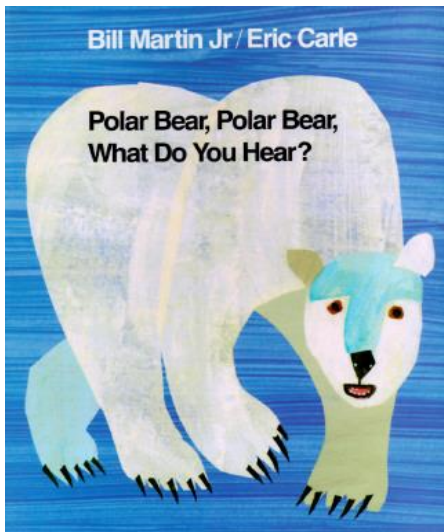
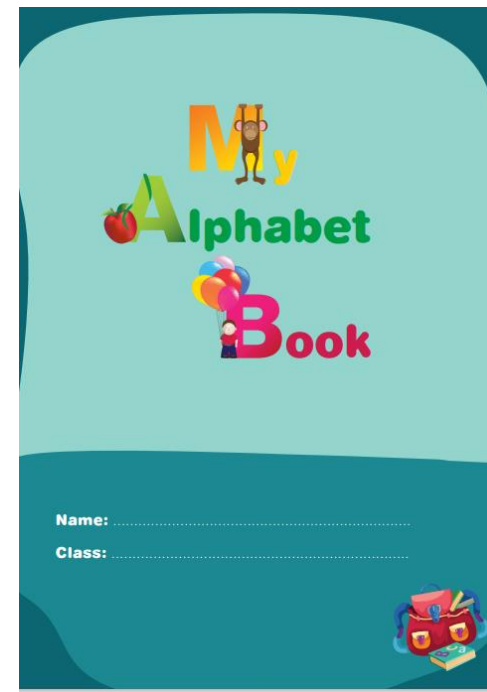
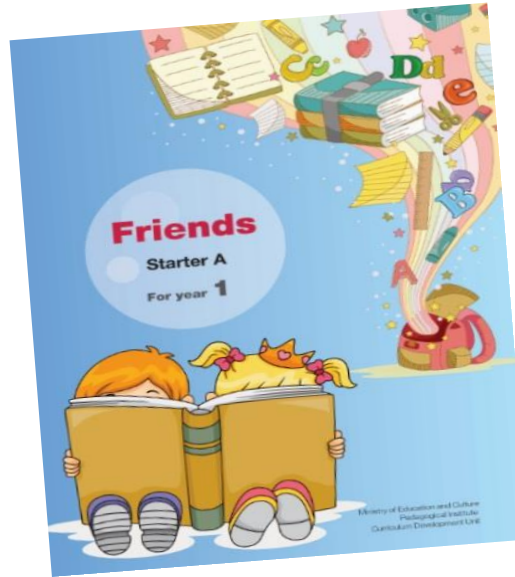
- Teacher's books
- Pupil's and Activity books (printed and online)
- Storybooks
- Audio cds
- Ιστοσελίδα Υ.Π.Π.Α.Ν (supporting material for all years, indicative material, online books)
- Εκπαιδευτική τηλεόραση

Supplementary materials (The Gruffalo DVD, board games, posters)



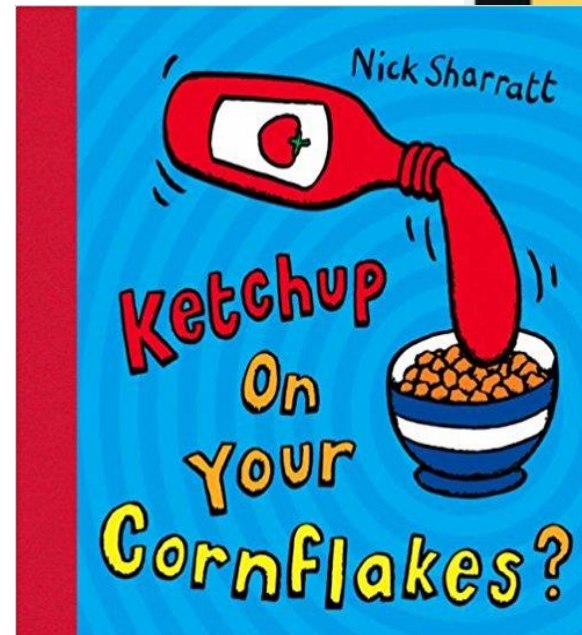
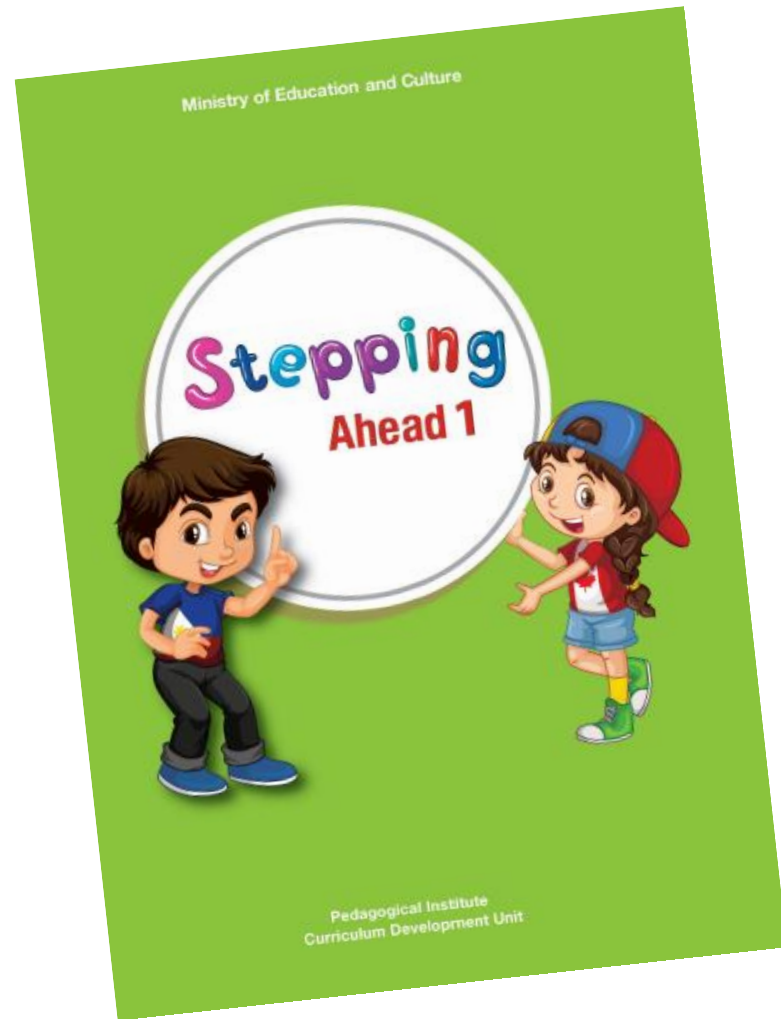
Year 1:

- Teacher's book
- Friends Starter A
- Stepping ahead 1
- Storybooks
- Flashcards



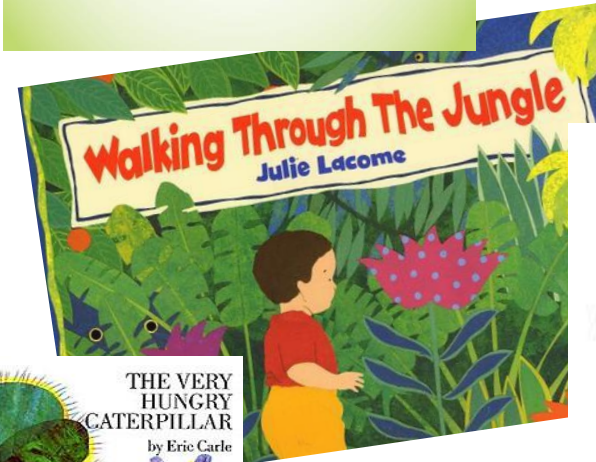
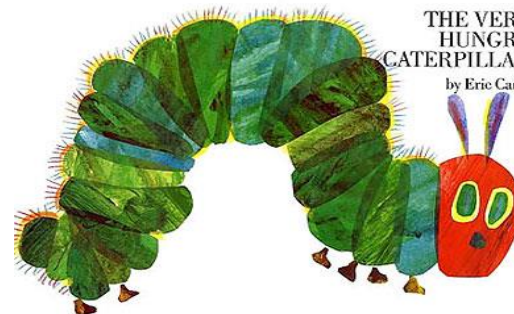
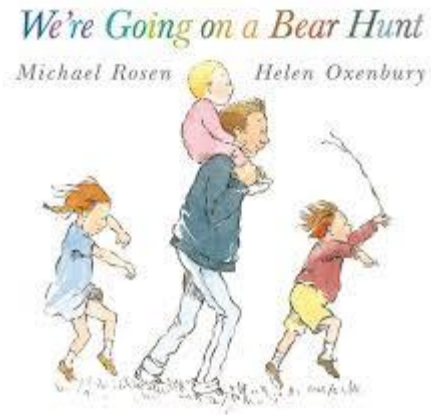
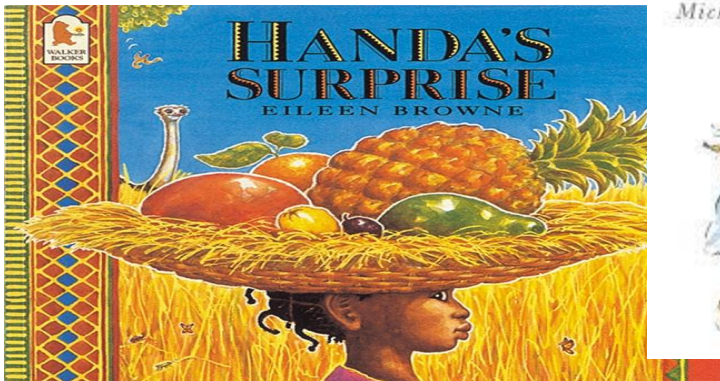
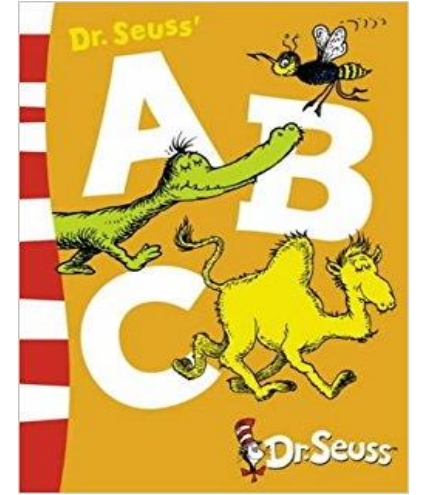
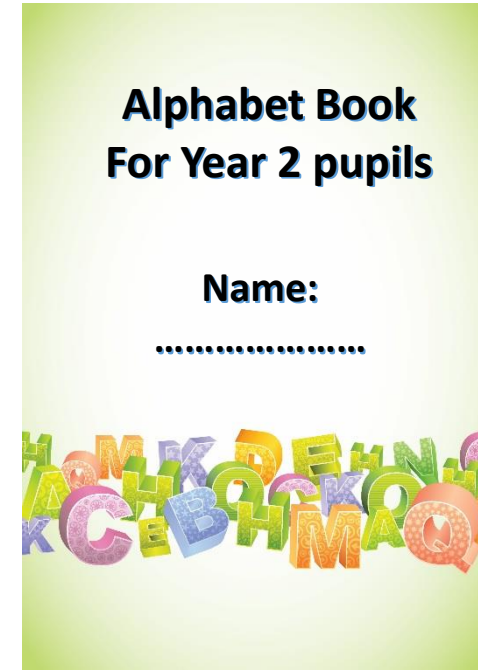
Online

More units and stories for Year 1(Part B)

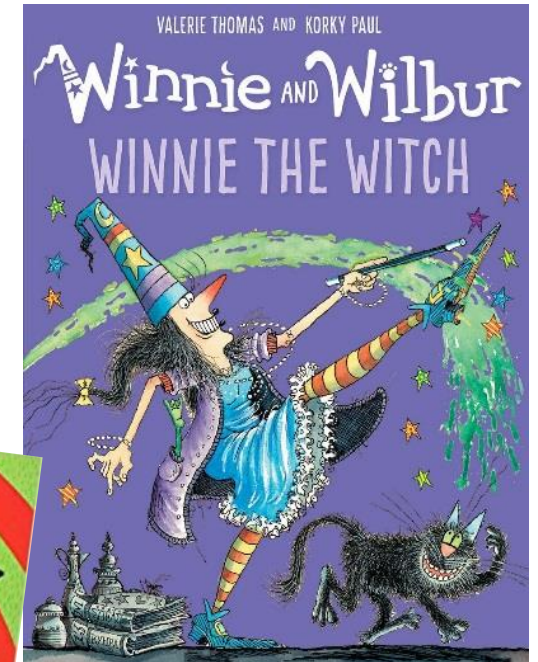
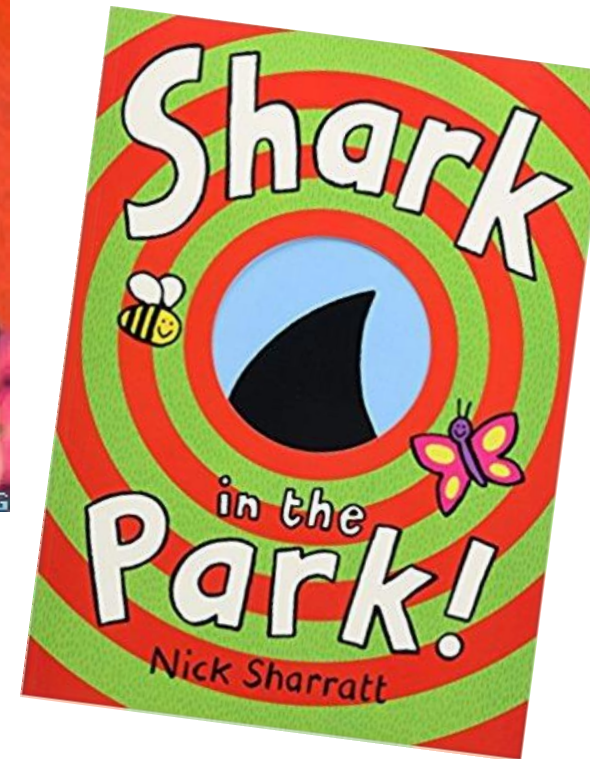
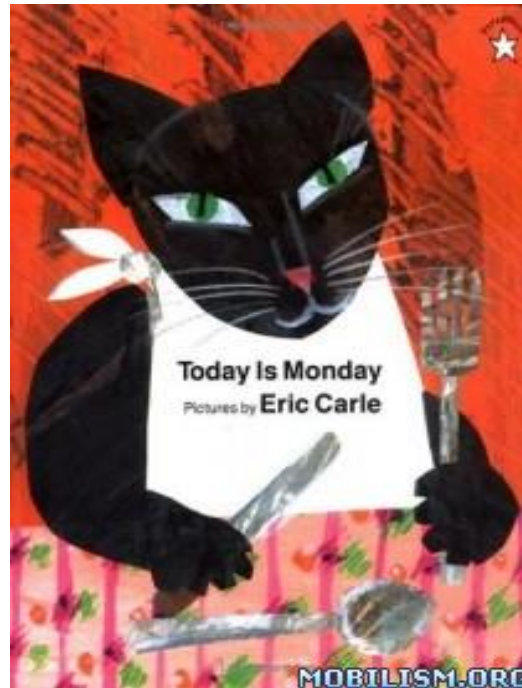


Year 2:

- Teacher's book
- Alphabet book
- Friends Starter B
- Stepping ahead 2
- Storybooks
- Flashcards

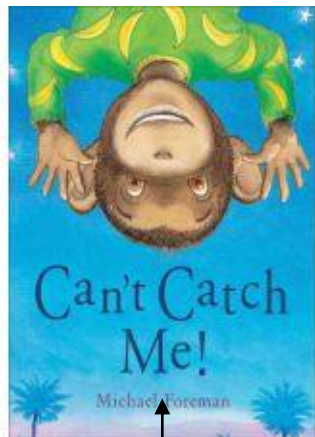
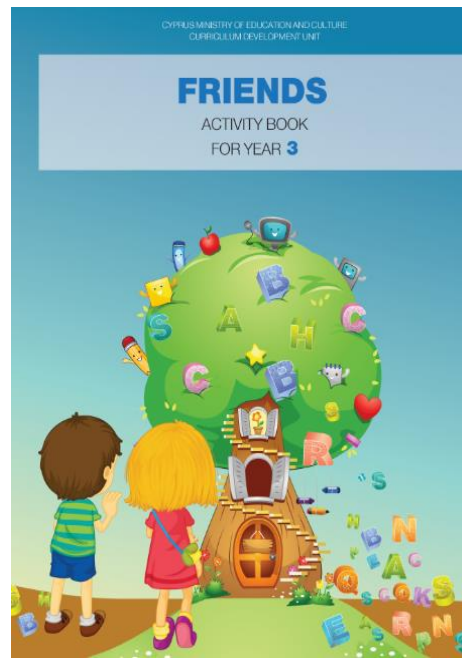


More units for Year 2 (Part B):

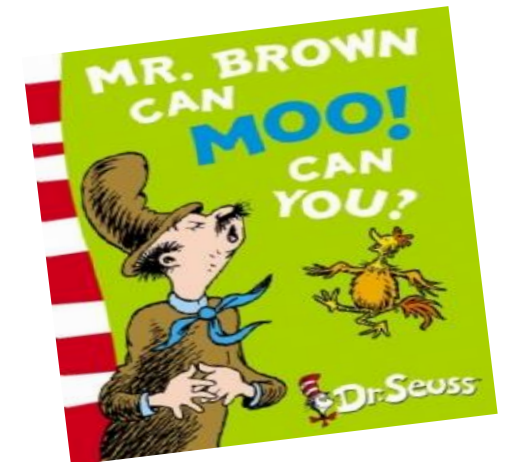
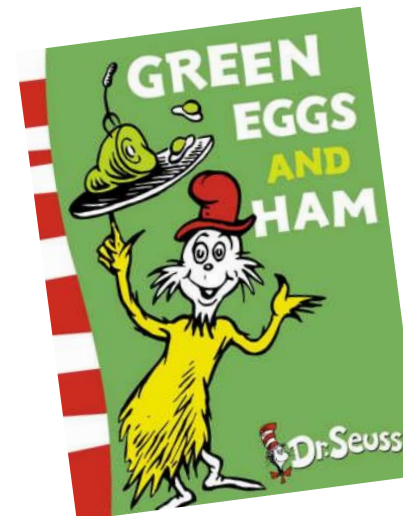
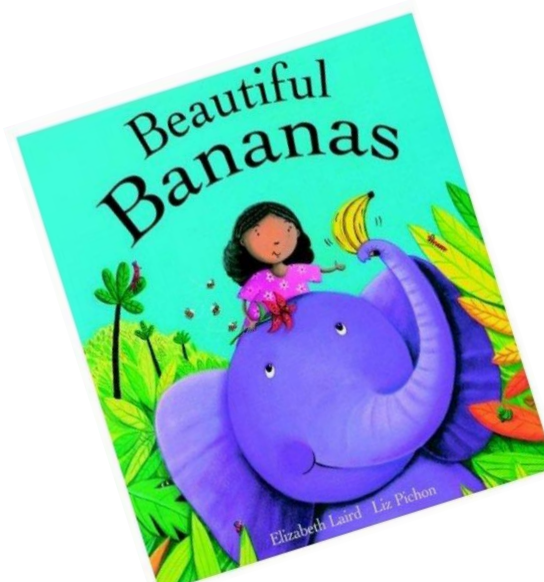
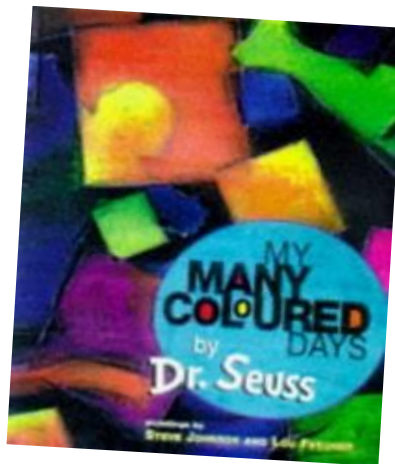


Year 3

- Teacher's book
- Pupil's book
- Activity book
- Audio CD
- Storybooks

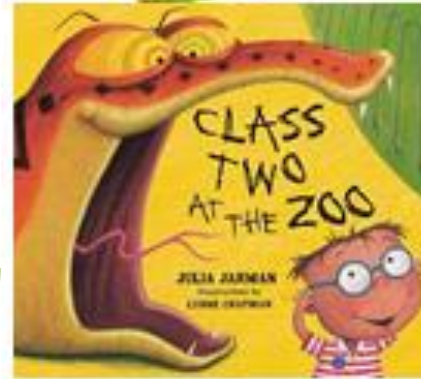
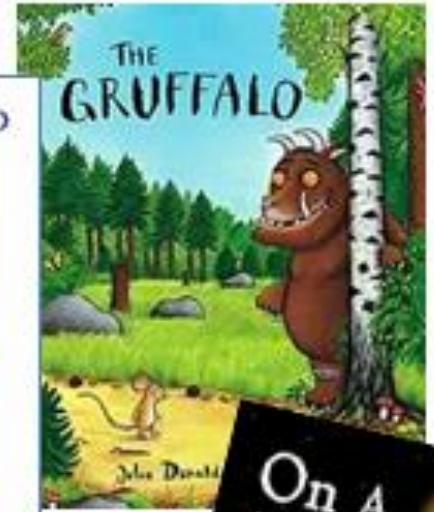
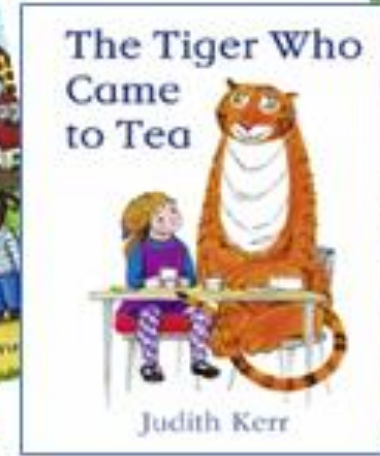
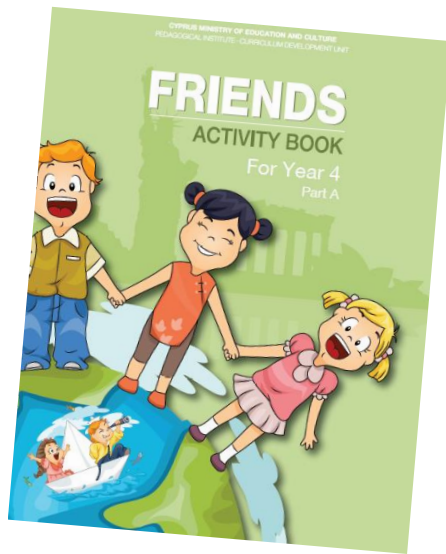
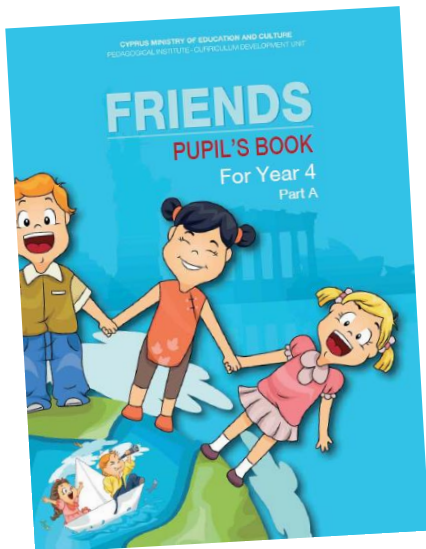


Online



Year 4

- Teacher's book
- Pupil's book
- Activity book
- Audio CD
- Storybooks



Year 5

- Teacher's book
- Pupil's book
- Activity book
- Audio CD
- Storybooks



Year 6

- Teacher's book
- Pupil's book
- Activity book
- Audio CD
- Storybooks



Αξιοποίηση του υλικού στην ιστοσελίδα του ΥΠΠΑΝ

❖ <http://angld.schools.ac.cy>

- Students' Books
- Supporting Material
- Indicative Reference Material

Online students' books.

- Username: EngTeacher
- Password: 3ngl1sh#

Ομάδα Αγγλικών Δημοτικής στην Teams

Κωδικός πρόσβασης

kfk76ou

Elements of a successful lesson

1. Clear rationale and objectives
2. Focus on all four language skills
3. Development of learning strategies
4. Effective time management
5. Variety of activities
6. Effective and adequate use of L2
7. Adequate learners' participation
8. Progressive and balanced presentation and practice of the language structures.
9. Practice of recycled language
10. Development of motivation and interest
11. Evaluation
12. Use of appropriate teaching aids and materials
13. Use of Technology

How would you integrate technology in this lesson?



Useful websites

- www.kizoa.com (videos)
- www.dvolver.com (videos/movies)
- <https://www.sutori.com> (lessons and presentations)
- <http://popplet.com> (mindmaps)
- www.storyjumper.com (online stories/books)
- www.designcap.com(posters)
- www.canvas.com(posters)
- www.glogster.com (posters)
- www.postermywall.com (posters)
- www.voki.com (voice recording)
- www.kahoot.com (online tests)
- www.wordwall.net (printable and interactive games/activities)*
- www.quia.com (interactive activities/ quizzes)*
- www.liveworksheets.com (printable and interactive worksheets)*
- www.nearpod.com (interactive lessons)*

Some examples

<https://wordwall.net/resource/1784899>

<https://wordwall.net/resource/1308679>

<http://www.quia.com/jg/3117194.html>

<https://wordwall.net/resource/1657588>

<https://www.turtlediary.com/game/letter-recognition.html>

<https://www.eslgamesplus.com/sports-vocabulary-esl-memory-game>

<http://www.quia.com/rr/1409893.html>

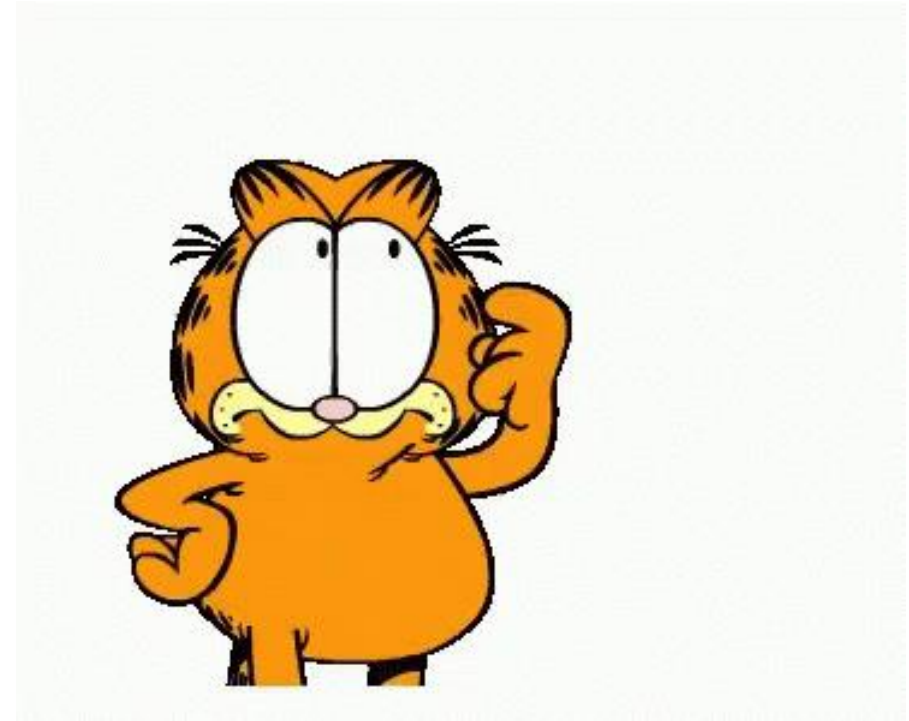
TECHNOLOGY

- Indicative material with lessons based on various tools
- Variety of free websites and applications
- Διήμερο εκπαιδευτικού
http://archeia.moec.gov.cy/sd/454/2019_sept_diimero_anglika_paro_usiasi.pdf
- Επιμόρφωση για την εξ' αποστάσεως διδασκαλία
http://archeia.moec.gov.cy/sd/455/ex_apostaseos_ekpaidefsia_2021.pdf

14. A/A_n



What would you do differently?



Feedback please!

<https://forms.gle/FMagaEn32Lm8Rscr5>

THANK

