

# Effective Practices for Teaching English in Primary Education

Ομάδα Αγγλικών Δημοτικής

Διήμερο Εκπαιδευτικού 2021-22

# Πρόγραμμα σεμιναρίου

8:00-8:15 Introduction

8:15-8:40 General Methodological Guidelines-Materials

8:40-9:10 Games-Songs-Storytelling

9:10-9:40 Infusing with Technology

9:40-9:50 Discussion

9:50-10:00 Evaluation

# **General Methodological Guidelines**

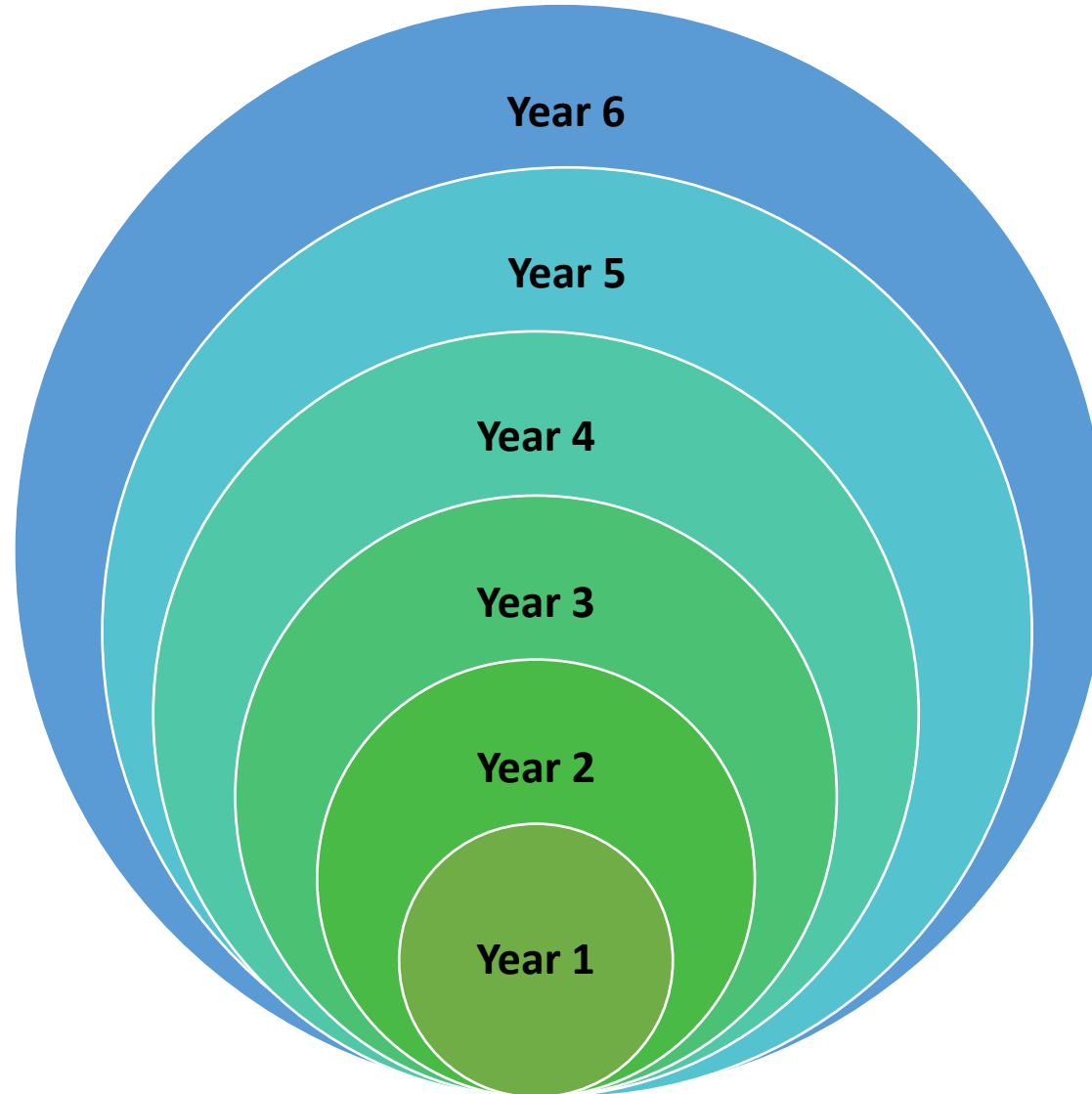
# Γενικός Σκοπός

- Γενικός σκοπός της διδασκαλίας των Αγγλικών είναι να αναπτύξουν οι μαθητές και μαθήτριες θετικές στάσεις απέναντι στα Αγγλικά και στις ξένες γλώσσες γενικότερα, να αποκτήσουν βασική διαπολιτισμική αντίληψη και διαπολιτισμικές δεξιότητες και να αποκτήσουν τις απαραίτητες γνώσεις και επικοινωνιακές δεξιότητες, ώστε να χρησιμοποιούν την ξένη γλώσσα με δημιουργικό τρόπο για ουσιαστική επικοινωνία σε ποικίλες καθημερινές περιστάσεις για να ανταποκριθούν αποτελεσματικά στις προκλήσεις του 21ου αιώνα.

# 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

# Systematic recycling and expanding of language



# 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 |         |

# Difference between comprehension and production

e.g. Year 1 – Unit 1

Comprehension	Production
<i>How are you?</i> <i>My name is .....</i> <i>What's your name?</i>	<i>Good morning!</i> <i>Hello! Fine thanks.</i> <i>I'm + name.</i>



## UNIT 6

<b>OBJECTIVES</b>	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"><li>• write a short story (with the help of a model)</li><li>• follow and participate in the narration of a story</li><li>• identify and use vocabulary for the rooms of a house</li><li>• identify and use vocabulary for at least five basic pieces of home furniture</li><li>• talk about what there is in a room</li></ul>
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"><li>• become familiar with the Halloween custom of telling scary stories.</li><li>• be able to enjoy foreign language children's literature</li></ul>
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"><li>• co-operate with each other</li><li>• categorize vocabulary according to meaning</li></ul>

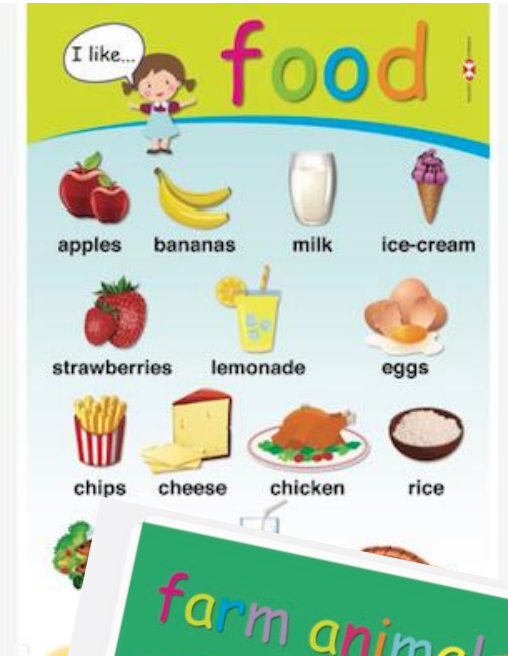
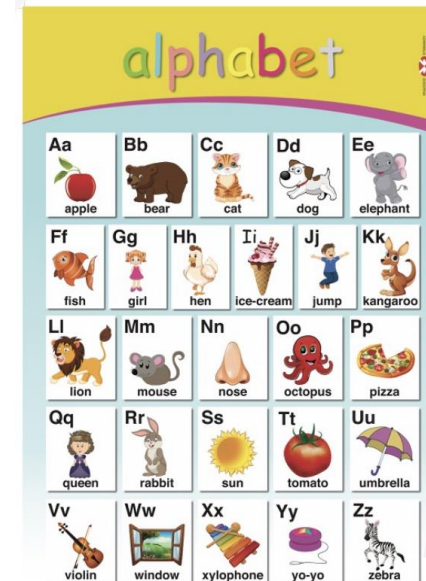
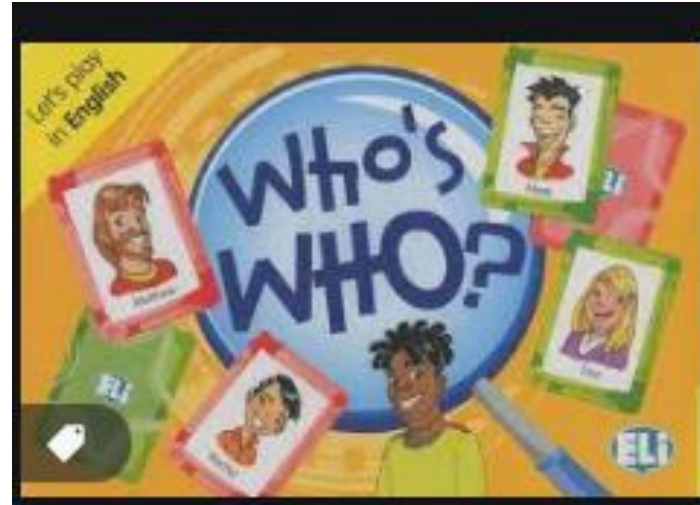
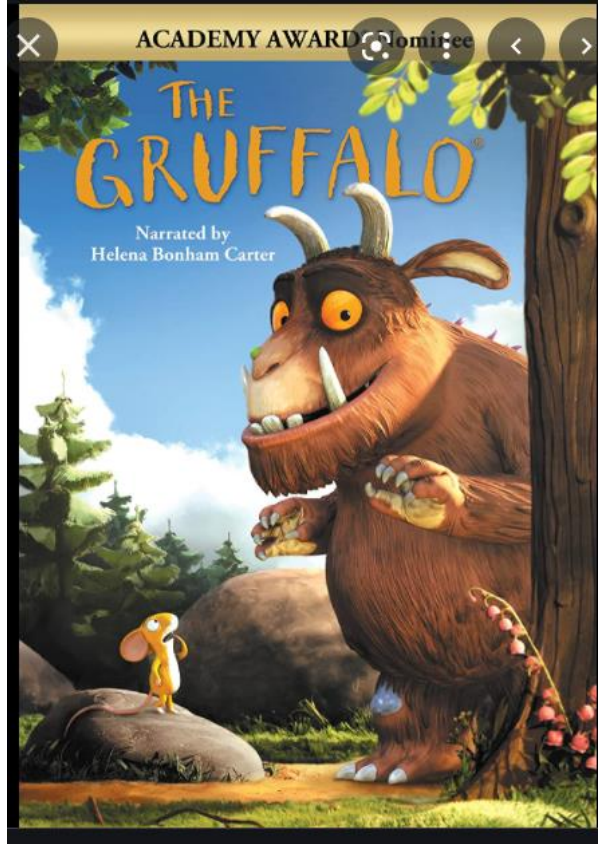
<b>NEW LANGUAGE</b>	
<i>Production</i>	<p>There is a... There isn't a ... There are...There aren't ...</p> <p>dining room, garage , garden, veranda, fridge, sink, cupboard, bath, armchair, sofa, door, stairs</p> <p>bag, ready, dark, wood, street</p>
<i>Comprehension</i>	<p>What is there...? everybody</p> <p>Is there a ....? Are there any ...?</p> <p>storytime , dinner, other vocabulary included in the story (path, gate, yard, town,).</p>
<b>RECYCLED LANGUAGE</b>	<p>kitchen, bedroom , bathroom , living room, room, window, TV, house, scary, scared, chair, desk, bed, table, tree, flower, popcorn</p> <p>This is my .....</p> <p>in, on, under</p>
<b>MATERIALS</b>	<p>Friends Audio CD for Year 4, flashcards with rooms of a house and house objects (e.g. from mes-english.com), mini-whiteboards, photocopiable materials, PowerPoint presentations from <a href="http://www.schools.ac.cy">http://www.schools.ac.cy</a></p>
<b>TIME</b>	3 x 40 minutes

# 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



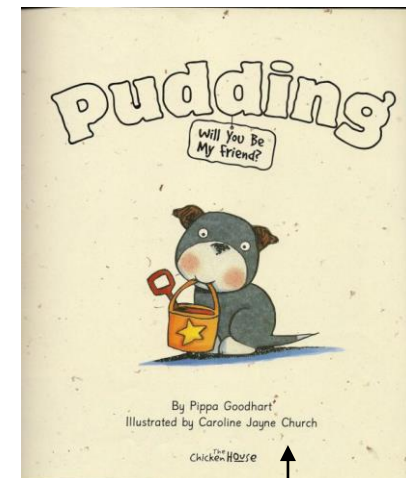
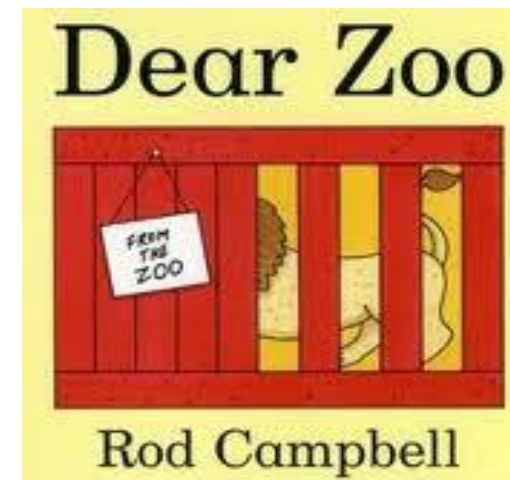
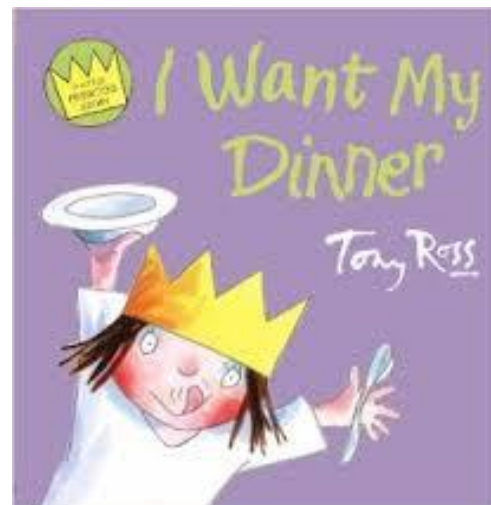
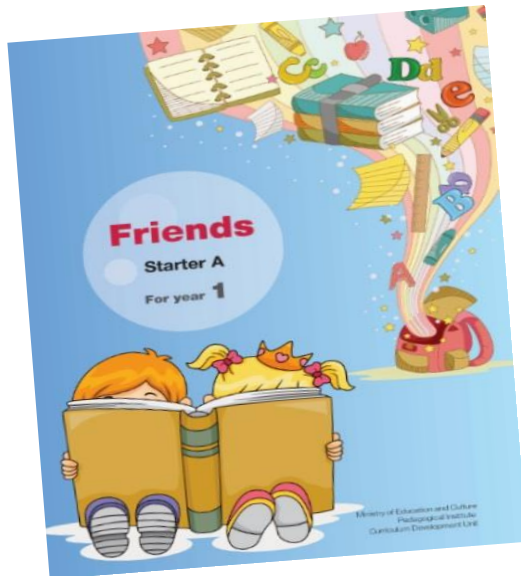
# Supplementary materials (The Gruffalo DVD, board games, posters)





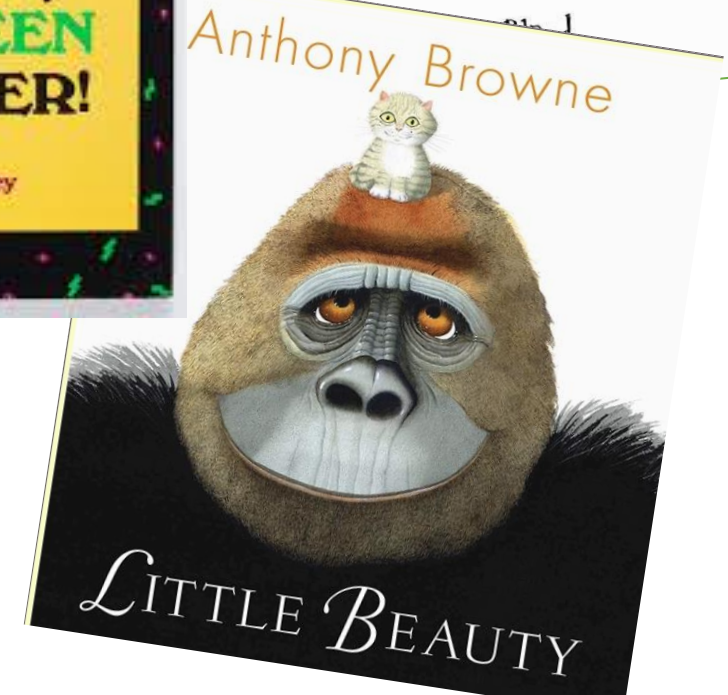
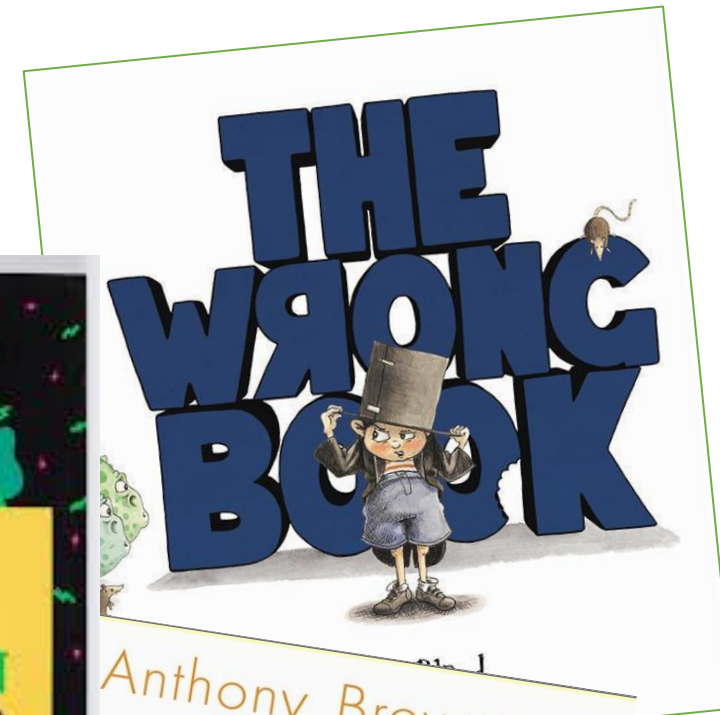
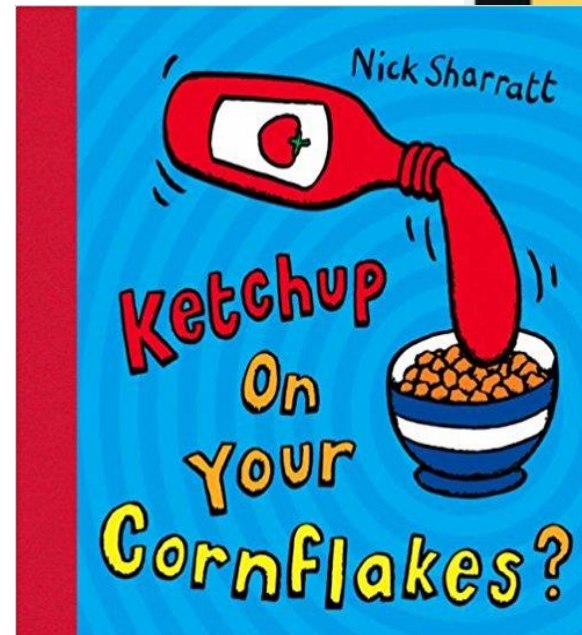
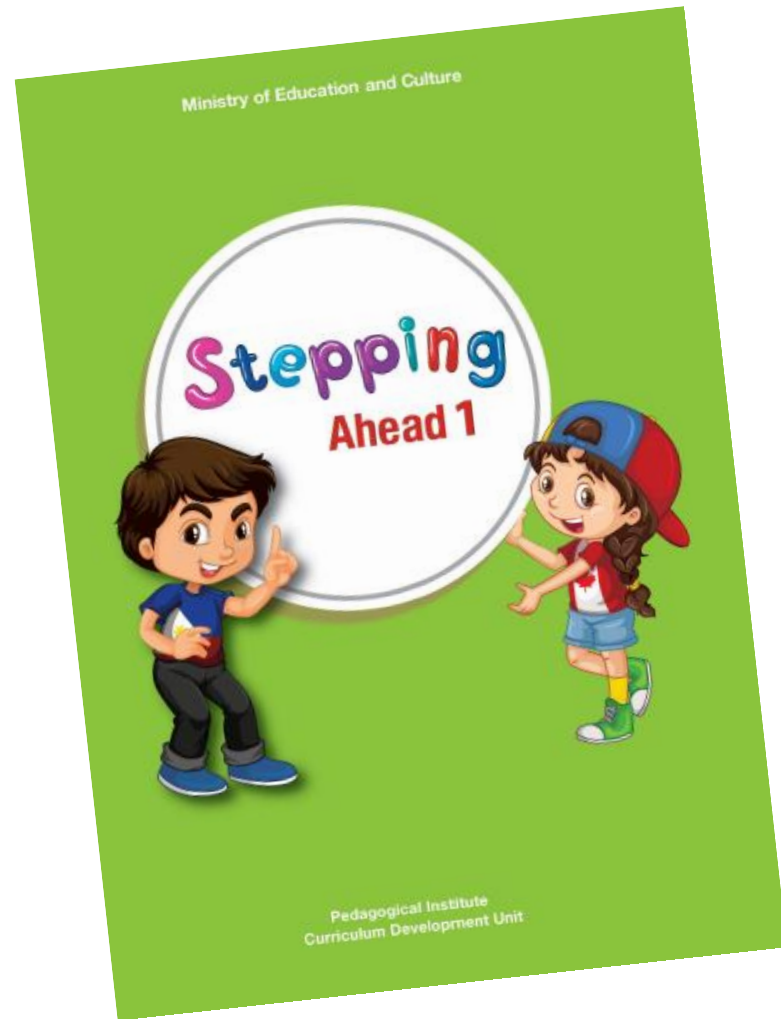
# Year 1:

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



Online

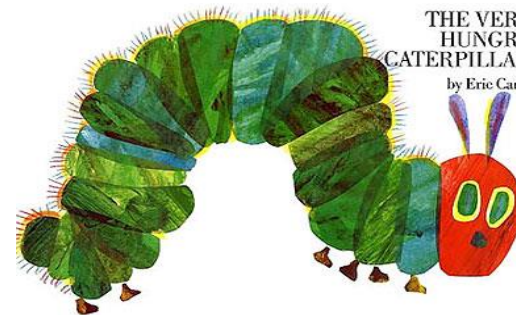
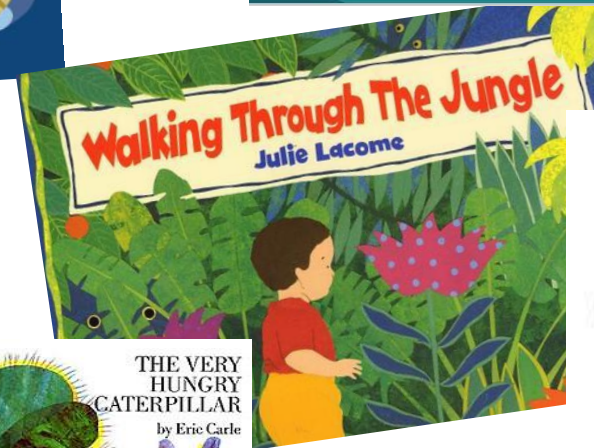
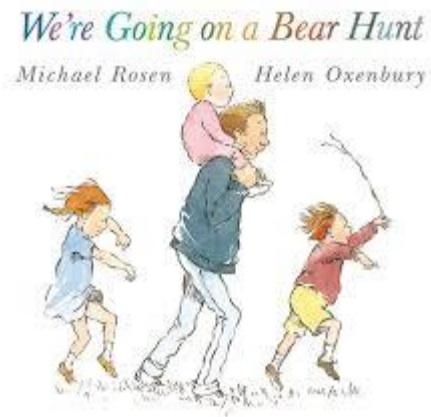
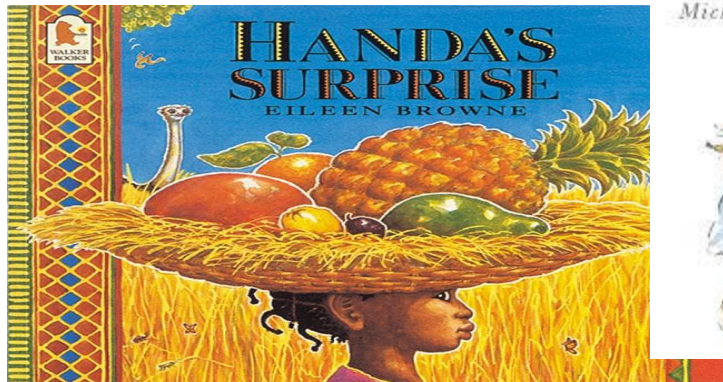
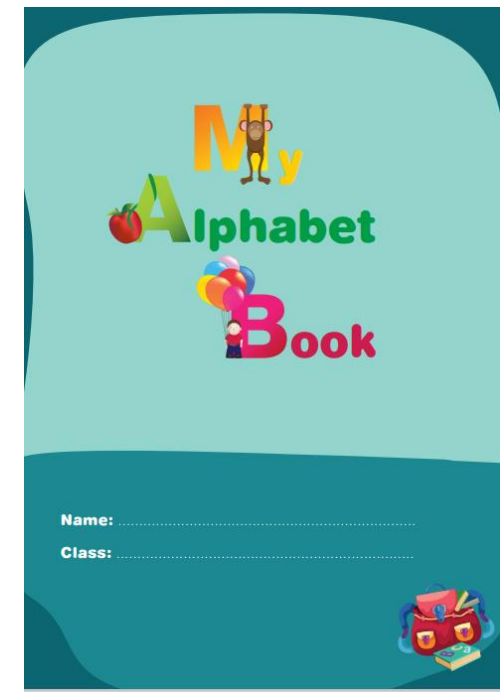
# More units and stories for Year 1(Part B)





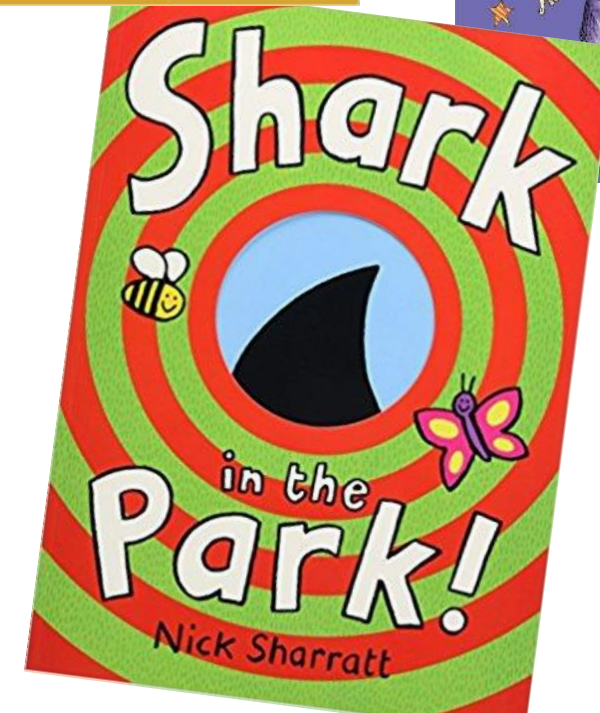
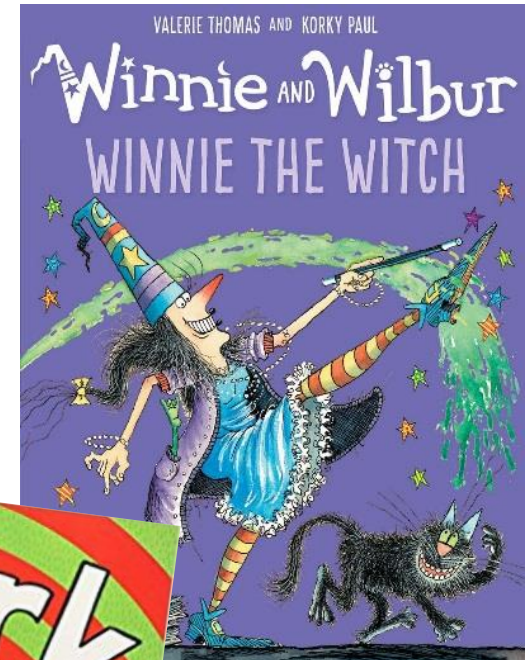
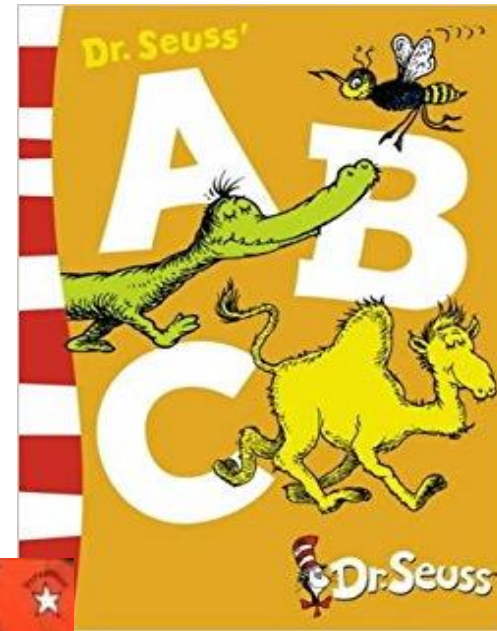
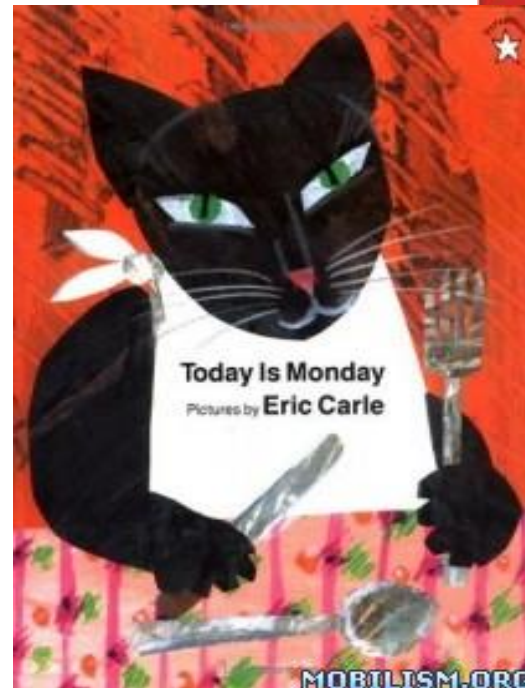
# Year 2:

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





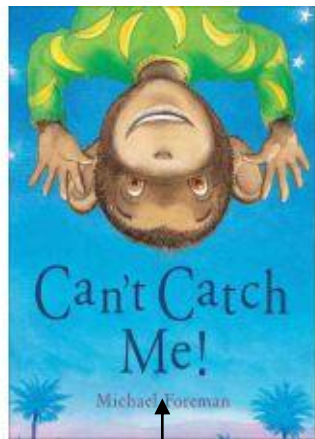
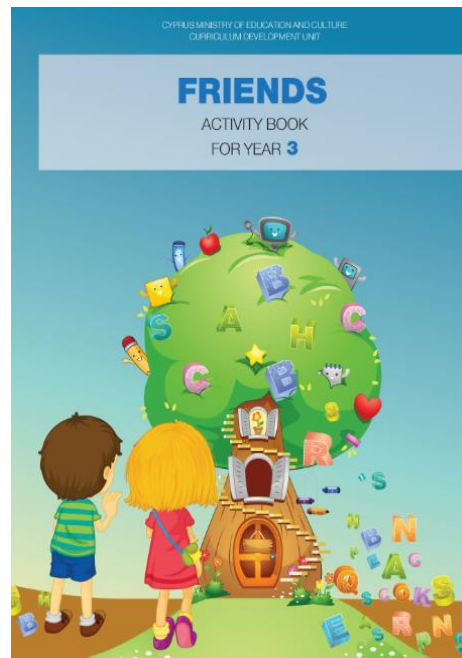
# More units for Year 2 (Part B):



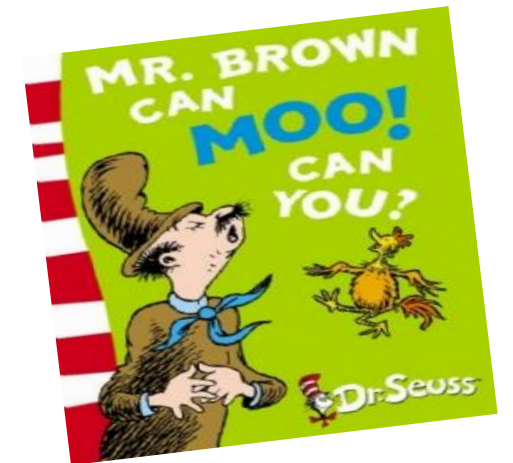
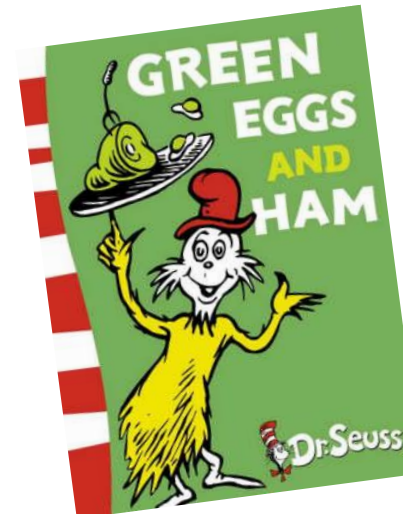
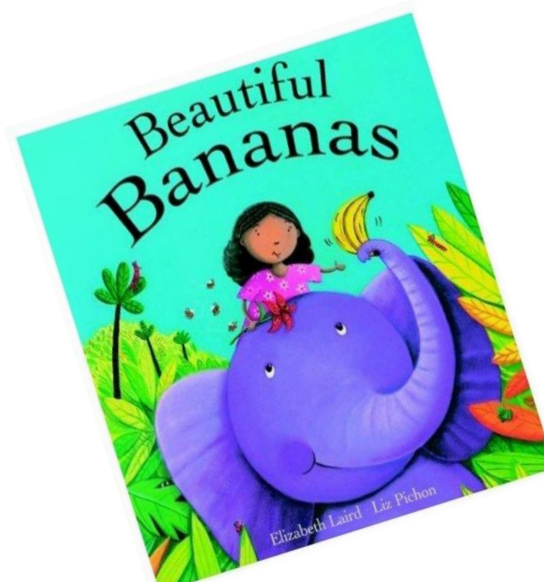
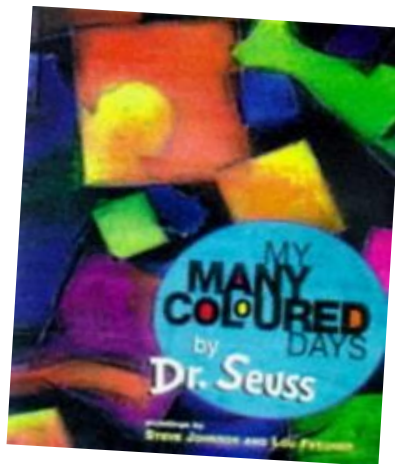


# Year 3

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

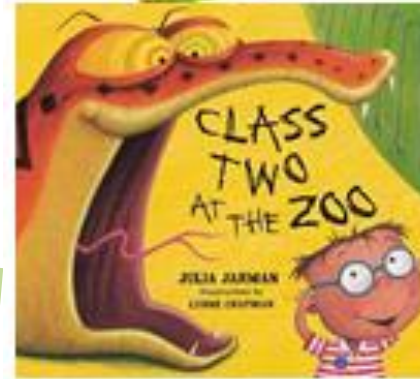
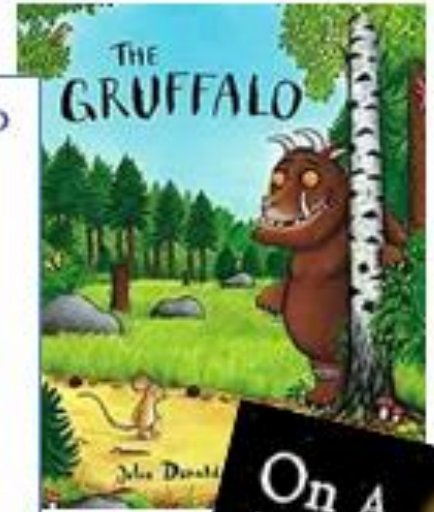
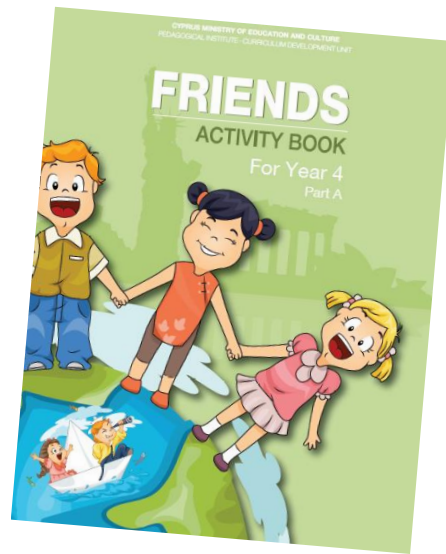
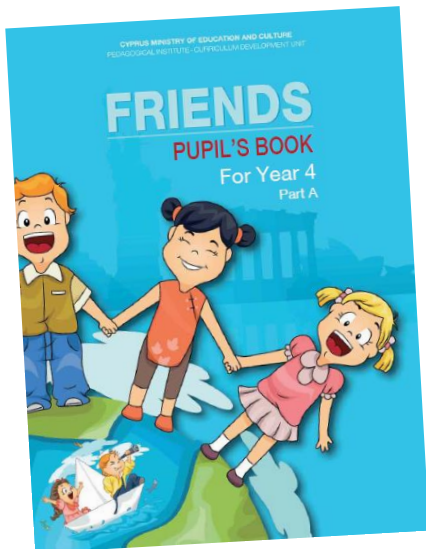


Online



# 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#

# Επιπρόσθετο υλικό (indicative material) στην ιστοσελίδα του ΥΠΠΑΝ

❖ <http://angld.schools.ac.cy/index.php/el/materials/indicative-reference-material>

- Μαθήματα ανά τάξη βασισμένα στις ενότητες των βιβλίων Αγγλικών
- Διαδραστικά μαθήματα τα οποία μπορεί να κάνει ο μαθητής από μόνος του στο σπίτι
- Πολλές ιδέες για online activities
- Μπορεί να αξιοποιηθεί ολόκληρο το μάθημα ή κάποιες δραστηριότητες
- Προσαρμογή /διαφοροποίηση με βάση τους μαθητές κ.λ.π.
- Links για τα παραμύθια που διδάσκονται

# Εκπαιδευτική τηλεόραση

- Προγράμματα στο ΡΙΚ και ANTENA με βάση την διδακτέα ύλη  
<https://elearning.schools.ac.cy/index.php/el/agglika>
- Ανάθεση εργασιών με βάση το μάθημα που παρουσιάζεται όπως:
  - να τραγουδήσουν ένα τραγούδι που περιλαμβάνεται στο πρόγραμμα
  - να παίξουν ένα παιχνίδι π.χ Simon says
  - να κάνουν μια κατασκευή όπως περιγράφεται στο πρόγραμμα
  - να φτιάξουν posters
  - να κάνουν μια εργασία από το βιβλίο τους που είναι σχετική με την εκπομπή
  - να γράψουν στο τετράδιό τους λέξεις που θυμούνται
- Ανατροφοδότηση



Ομάδα Αγγλικών Δημοτικής στην Teams

Κωδικός πρόσβασης

kfk76ou

Using games, songs and storytelling  
in the language lesson

# Why games?

- They link to the pupil's nature and are a valuable activity for language learning.
- They help develop and sustain motivation and lower anxiety.
- They involve all pupils because all children enjoy games.
- They can be used to present, to practice, to recycle/revise, to assess any language.
- They help develop listening, speaking, reading and writing skills.

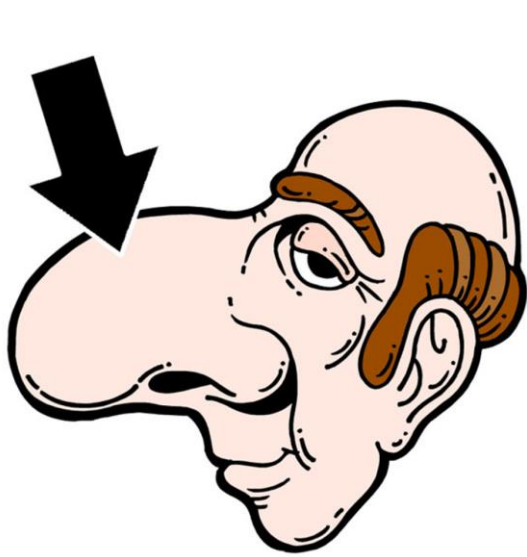
# Types of games

- Flashcard games: these games are played with a set of flashcards
- Ball games: ball games require a soft ball
- Action games: action games require movement.

# 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

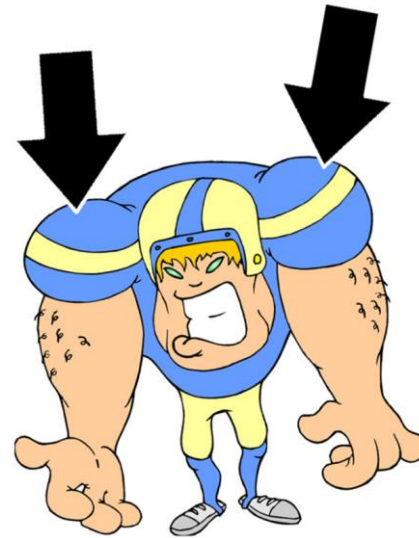
# Listen and find



1.



2.

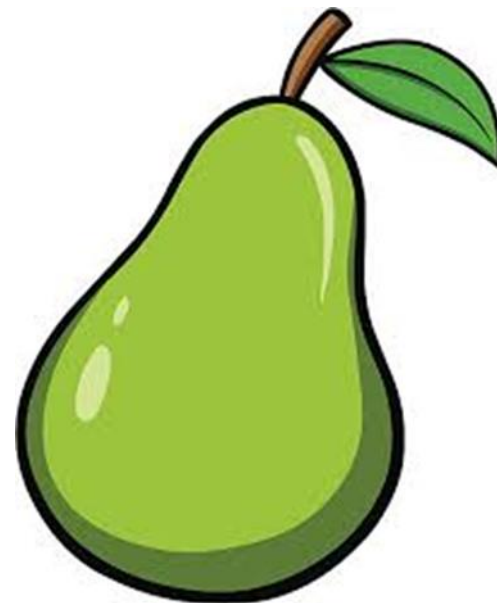
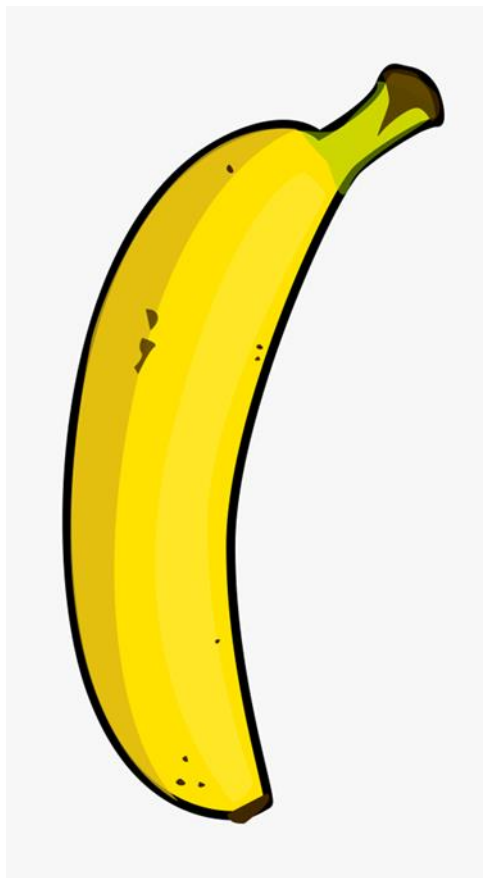


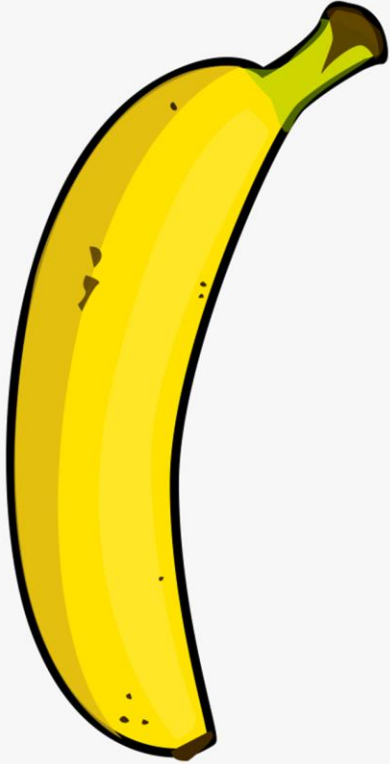
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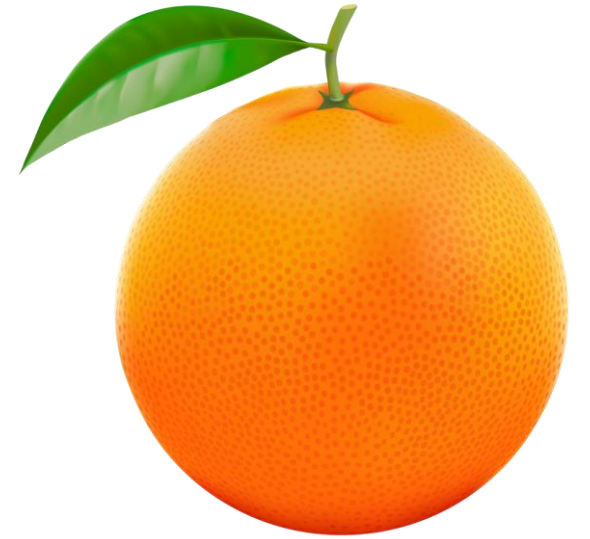
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# Disappearing game



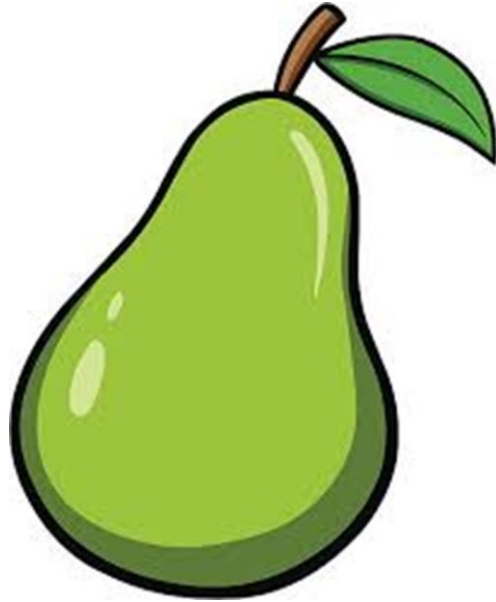
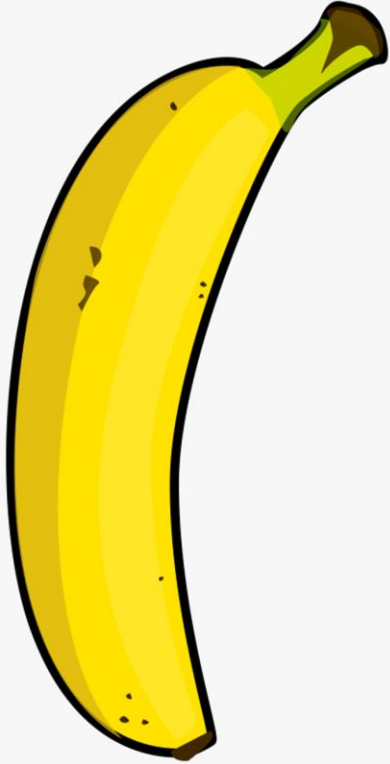












# Kim's game

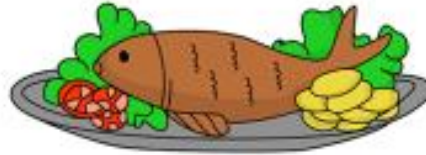
ice-cream



cake



fish



salad



rice



chicken



cheese



water



lemonade



coffee



tea



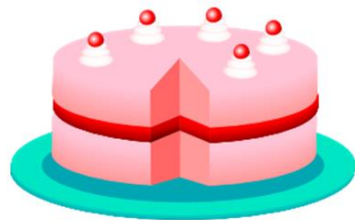
milk



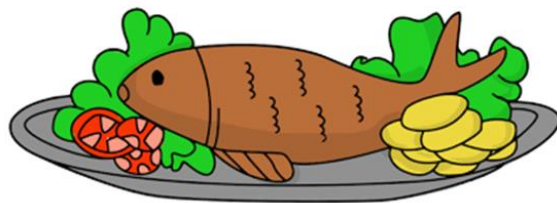
ice-cream



cake



fish



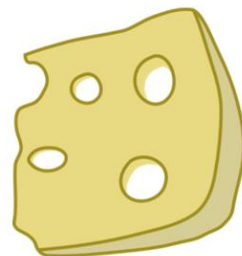
salad



rice



cheese



water



lemonade



coffee



tea



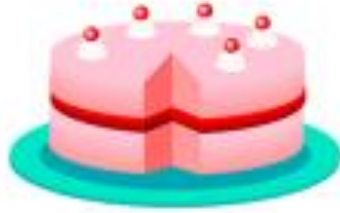
milk



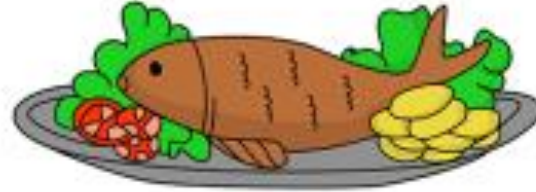
ice-cream



cake



fish



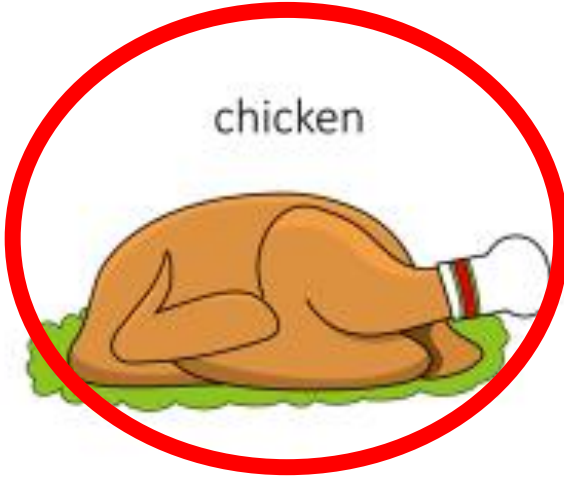
salad



rice



chicken



cheese



water



lemonade



coffee



tea



milk





# Pelmanism

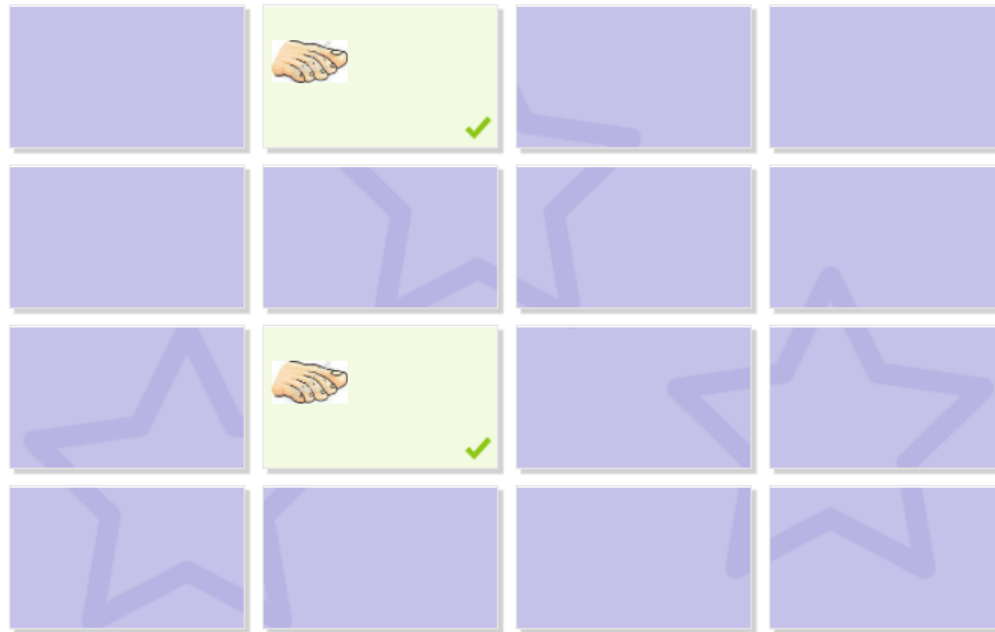
<https://www.quia.com/cc/2309329.html>

Concentration

settings ▾

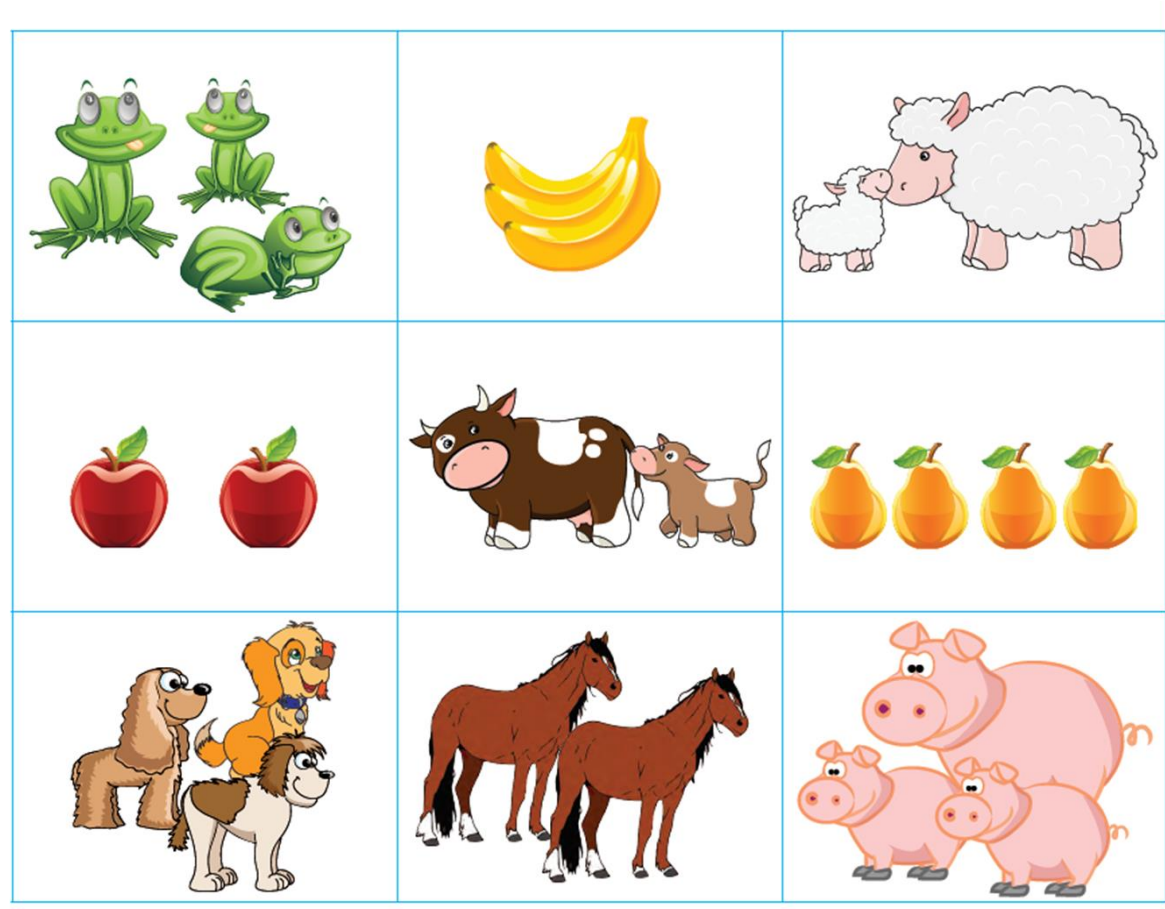
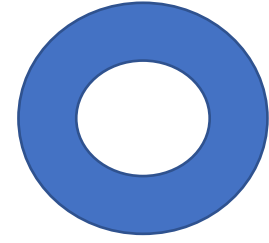
score 2

best score -





# Noughts and crosses



board game



puzzle



doll house



bicycle



train



boat



car



ball



robot



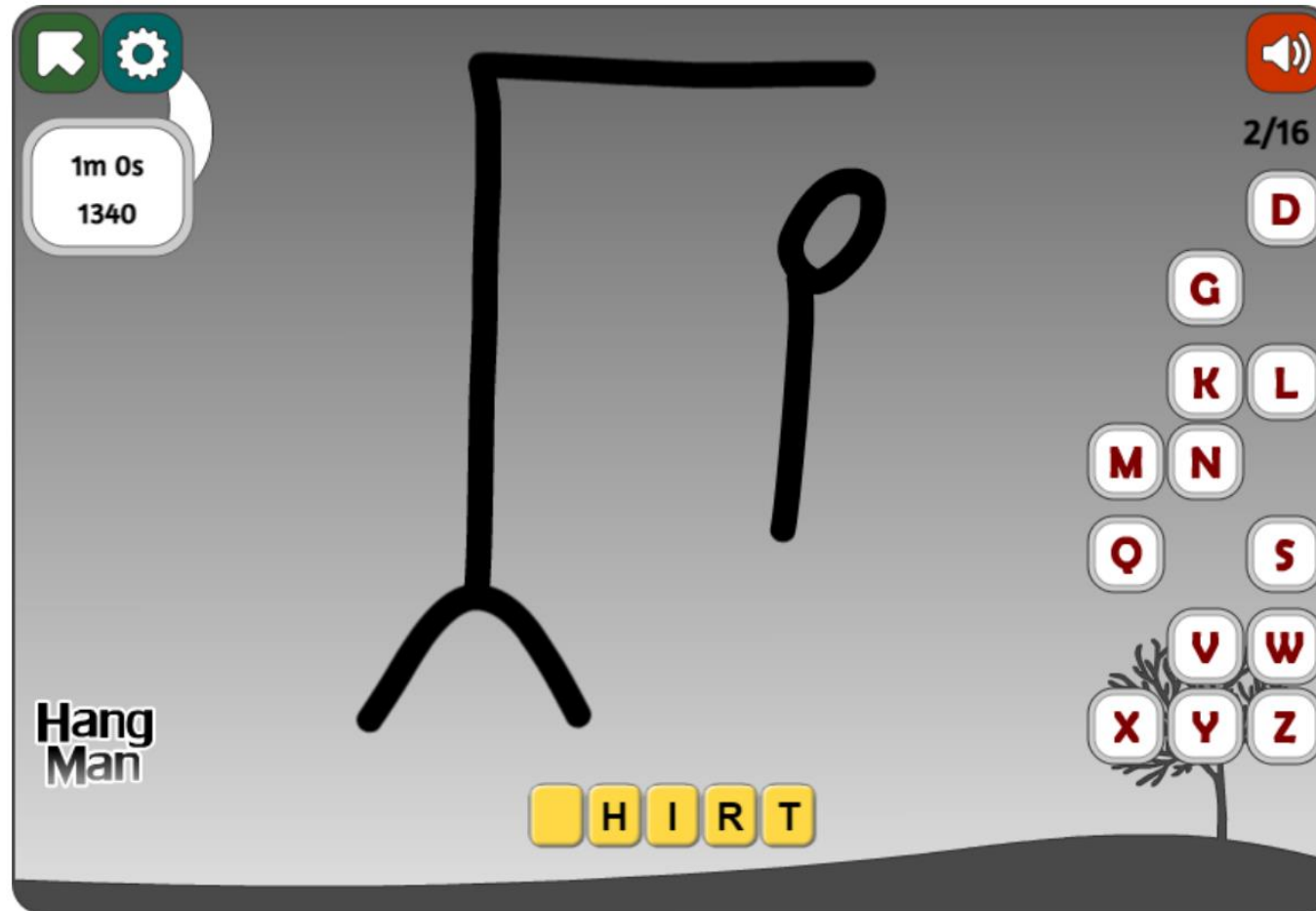
I spy with my little eye...

puzzle



# Hangman

<https://www.gamestolearnenglish.com/hangman/>





# Bingo



volcano



skyscraper



river



lake



beach



desert



forest



waves



iceberg



waterfall

# Anagrams

## Means of transport

1. INRAT
2. YLCIBEC
3. HPIS
4. ROLYR
5. ECILPERHOT



# Anagrams

## Means of transport

1. TRAIN
2. BICYCLE
3. SHIP
4. LORRY
5. HELICOPTER



# Ball games

- I've got a... What pet have you got, Maria?





# Pass the card



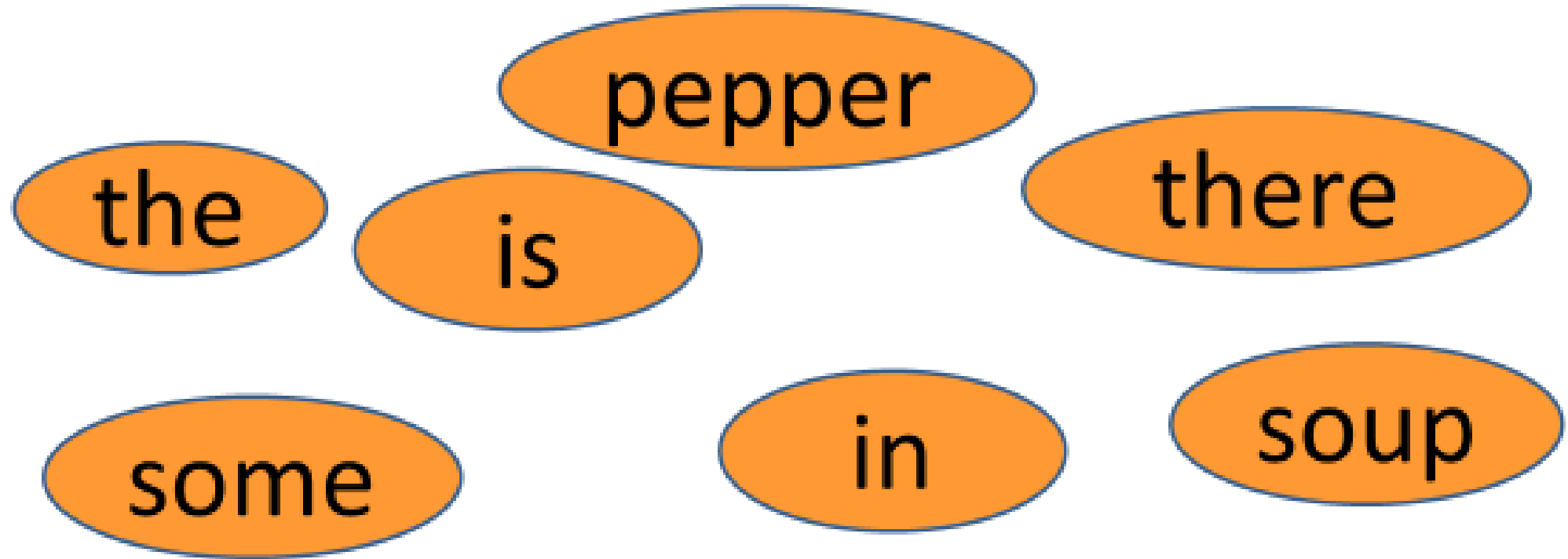
# Board games <https://freeonlinedice.com/>

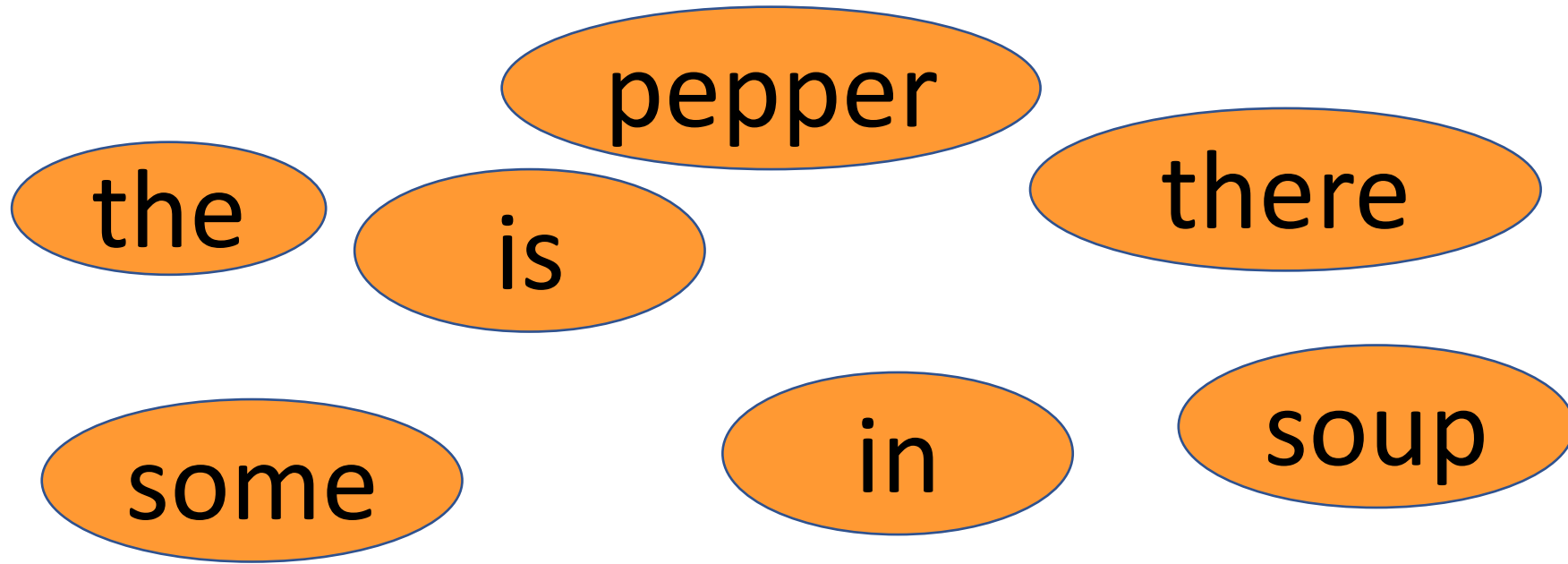


## UNIT 11



# Jumbled sentences



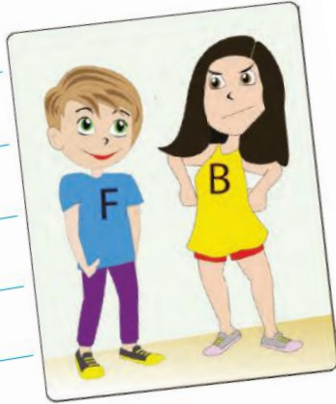


There is some pepper in the  
soup.

# Jumbled sentences

1. Put the words in the right order.

- a. Freddy / smiles / always
- b. Freddy / rude / never / is
- c. fights / stops / usually / Freddy
- d. bad-tempered / always / Bertha / is
- e. never / is / Bertha / polite
- f. usually / to fight / wants / Bertha



10. Put the words in the correct order.

- a) played He yesterday football
- b) they cook Yesterday didn't noodles
- c) called grandma I night my last
- d) you Did TV last watch night?
- e) she clean Did house the afternoon? yesterday

5. Put the words in the right order

- a) hopping the is kangaroo
- b) singing hippos the are
- c) aren't monkeys the eating
- d) the dancing giraffe isn't



# Why songs?

- They lower any anxiety the children might have.
- They are fun.
- They are memorable and often include patterns and repetition, which help children learn language more easily.
- They enable access to authentic language input and exposure to pronunciation.
- Authentic songs and rhymes promote awareness of the foreign culture.

# Year 1

## UNIT 1

 1. Let's sing!



1 little, 2 little, 3 little aeroplanes



4 little, 5 little, 6 little aeroplanes

7 little, 8 little, 9 little aeroplanes

10 little aeroplanes in the sky!



# Year 2



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!



# Year 3



## 2.a) Listen and complete

Five little monkeys swinging from a tree,  
teasing Mr. Alligator "\_\_\_\_\_ catch me".  
Along came Mr. Alligator quiet as \_\_\_\_\_ be  
and snatched a monkey right out of the tree.

# Year 4



## 4. Let's sing!



Ten fat sausages sizzling in the pan!  
Ten fat sausages sizzling in the pan!  
And if one went 'POP' and another went 'BANG',  
There would be eight fat sausages sizzling in the pan!





# Year 5

## 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!



# Year 6

## 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

Listen and note the professions!

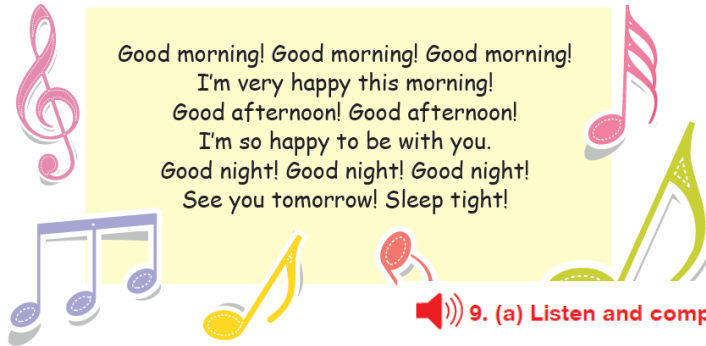


# People work


- Tailor
- Doctor
- Farmer
- Babysitter
- Teacher
- Plumber
- Dentist
- Fireman

# Jazz chants

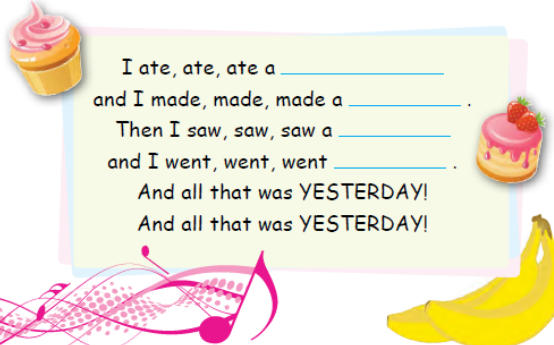
## 2. Let's sing!



Good morning! Good morning! Good morning!  
I'm very happy this morning!  
Good afternoon! Good afternoon!  
I'm so happy to be with you.  
Good night! Good night! Good night!  
See you tomorrow! Sleep tight!

 9. (a) Listen and complete the chant.

Chants and songs help  
me remember things!



I ate, ate, ate a \_\_\_\_\_  
and I made, made, made a \_\_\_\_\_  
Then I saw, saw, saw a \_\_\_\_\_  
and I went, went, went \_\_\_\_\_  
And all that was YESTERDAY!  
And all that was YESTERDAY!

9. (b) Make your own chant. Use the words: ate, made, went, saw and was.

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Comfortable, more comfortable, the most comfortable  
My bedroom is the most comfortable!  
Interesting, more interesting, the most interesting  
I am the most interesting!  
Boring, more boring, the most boring  
I am NEVER the most boring!  
Delicious, more delicious, the most delicious  
My mum's cake is the most delicious!  
Please, mum can I have some cake?



# Storytelling ... a process

- 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)

# Some ideas for pre-storytelling activities:

- Pre-storytelling for younger learners
  - Pre-teach key vocabulary
  - Use a song connected with the theme
  - Introduce and talk about the main characters
- Pre-storytelling for older learners
  - Give words or phrases from the story for children to guess what it is about
  - Show pictures from the story and have students guess what the story is about
  - Give title and students guess story
  - Give part of the story and students predict the story

# Some ideas for while-storytelling activities:

- While-storytelling for younger learners
  - students hold up pictures of objects or characters when these are mentioned in the story
  - join in the story
  - asked to guess what comes next
- While-storytelling for older learners
  - hold up words when these are mentioned
  - joining in the story
  - predicting what's to follow
  - taking notes

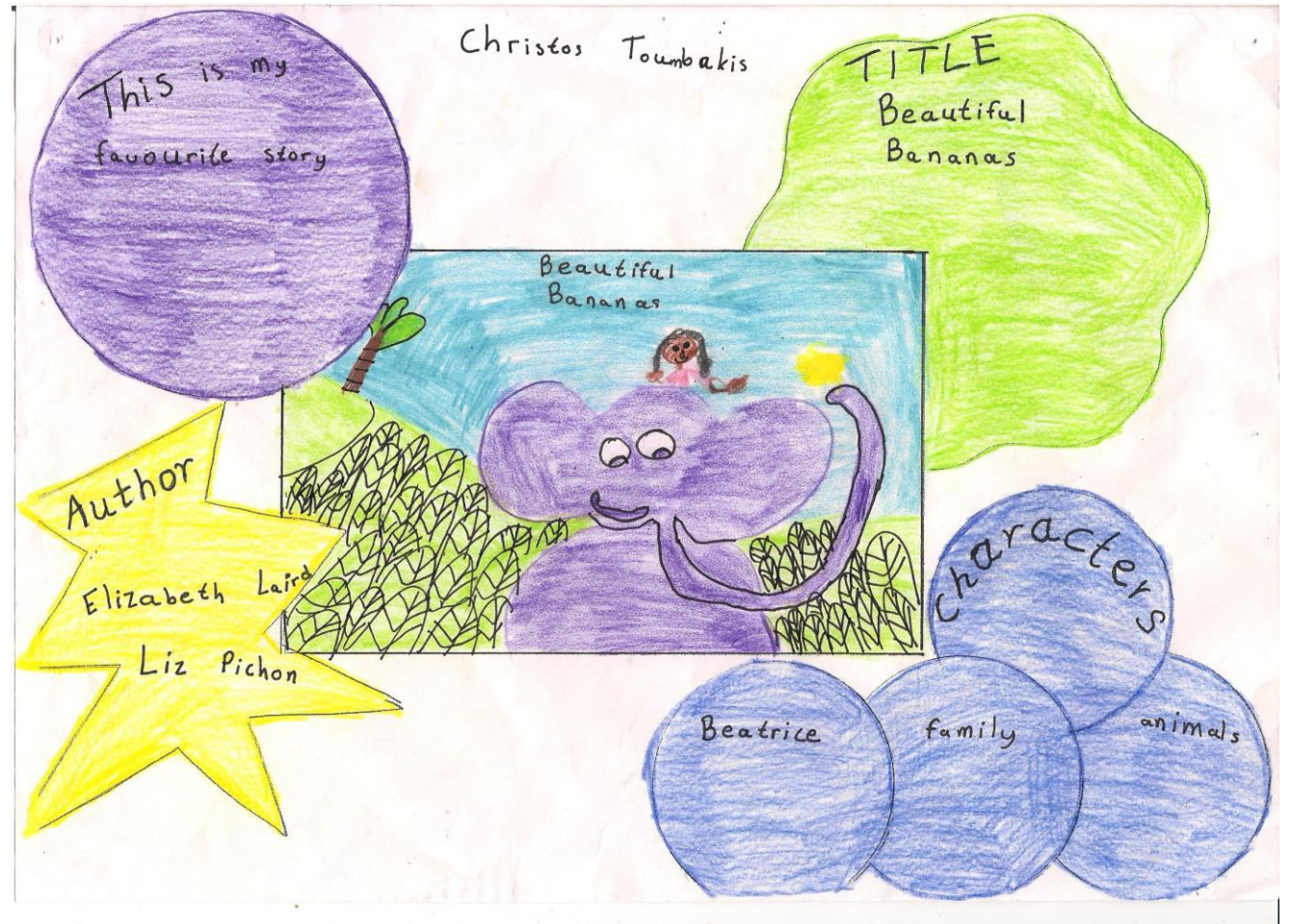
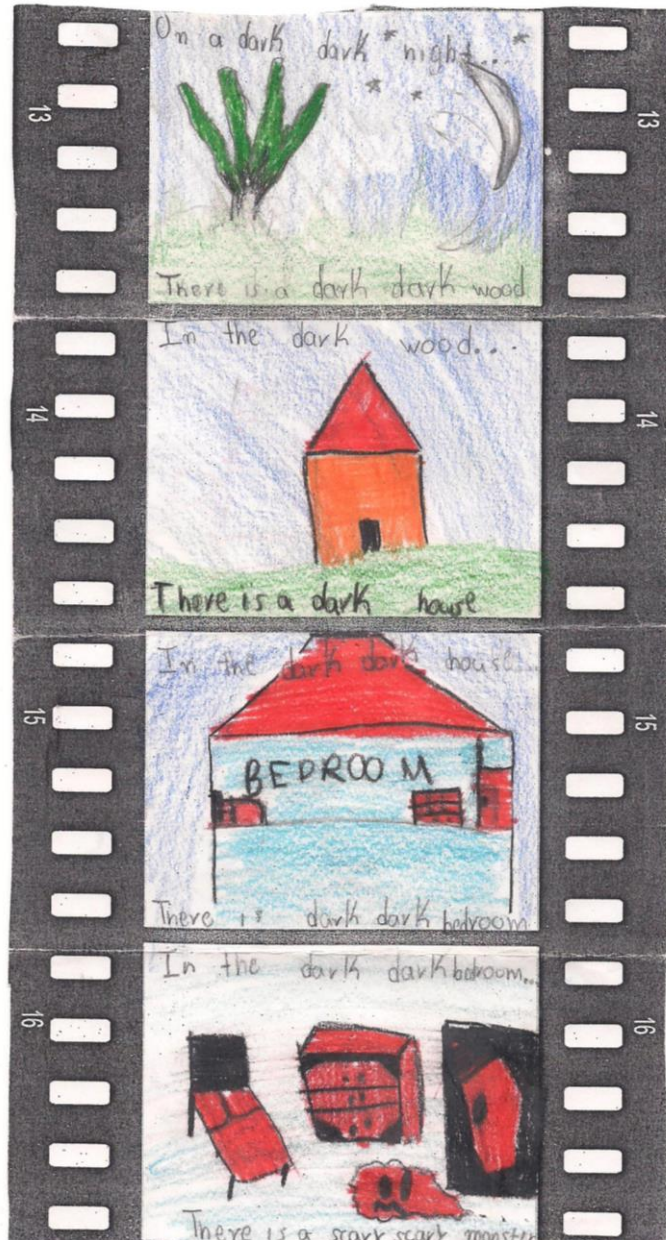
# Some ideas for after-storytelling activities:

- After-storytelling for younger learners
  - draw a picture of a favourite scene
  - make a class book of the story
  - act out the story
  - learn the story in the form of a chant
- After-storytelling for older learners
  - Make their own story
  - Create their own ending, change the story characters or put the sentences in the right order
  - Complete worksheets about the story
  - Create posters about the story
  - Put a class play about the story

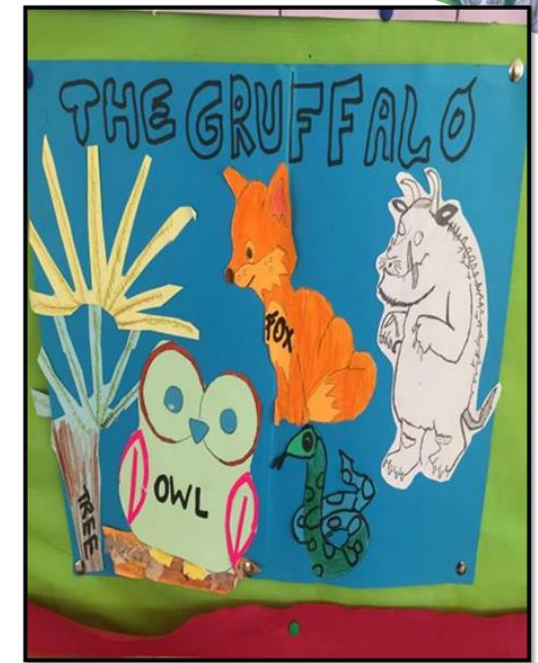
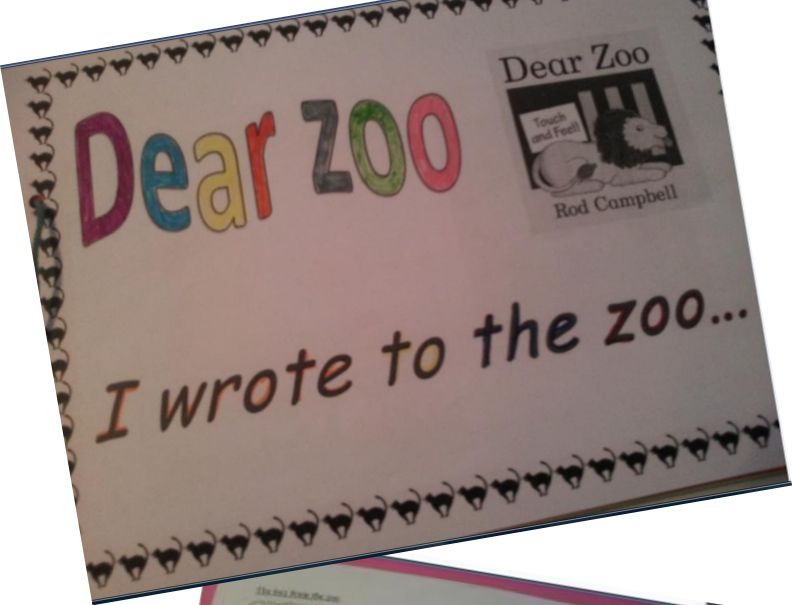
# Storytelling activities



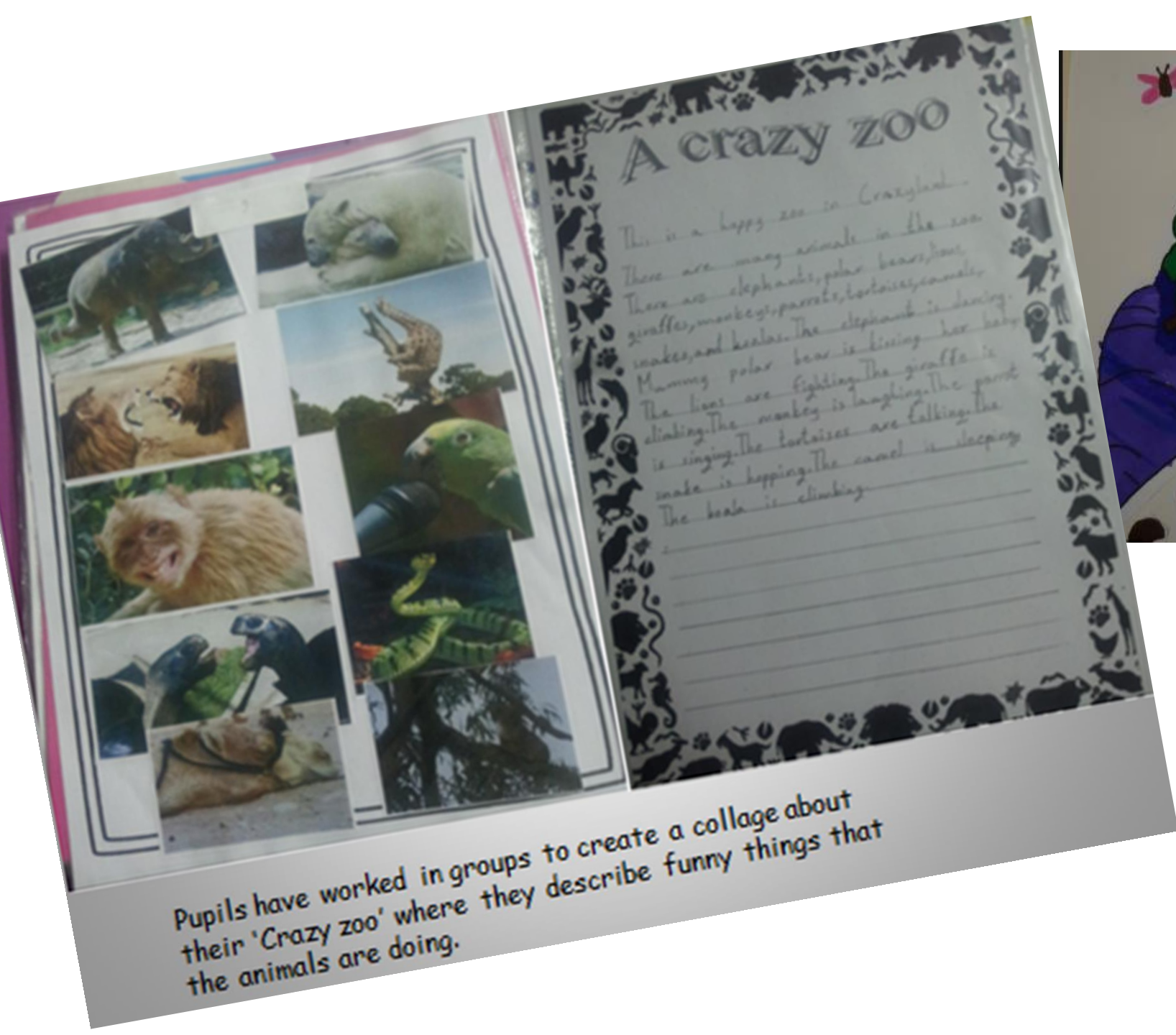












Pupils have worked in groups to create a collage about their 'Crazy zoo' where they describe funny things that the animals are doing.



\*\*\*\*\*  
 Michalis Pilakoutas      Μυρδίνης Παναγιώτα  
 \*\*\*\*\*

# A squash and a squeeze

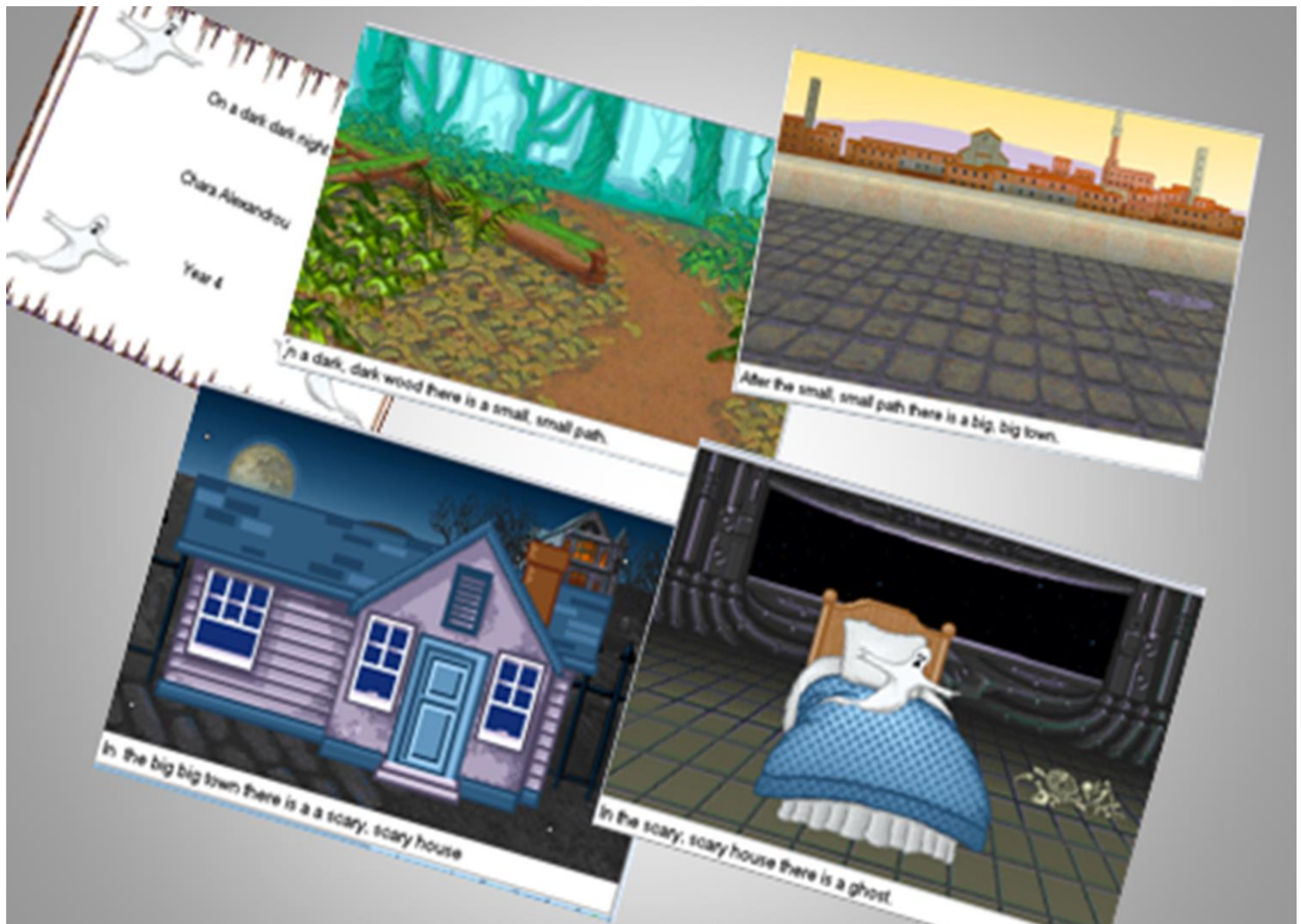


THANK  
YOU WISE  
MAN



The old Nicolas is grumbling the wise man hears her. He says "My house is squash and a shueeze. First he says "Take in your rabbit. Take in my rabbit? Then he says Take in your sheep and the old Nicolas takes in his sheep. Later he says take in your dog and the old Nicolas <sup>takes</sup> in his dog. There <sup>is a</sup> rabbit, a sheep and a dog in the house now and the old Nicolas is grumbling. In the end he says Take in your horse and the old Nicolas takes in his horse. The wise man says, Take them all out. The old Nicolas is happy. He got a big house now.

✓ Good work!

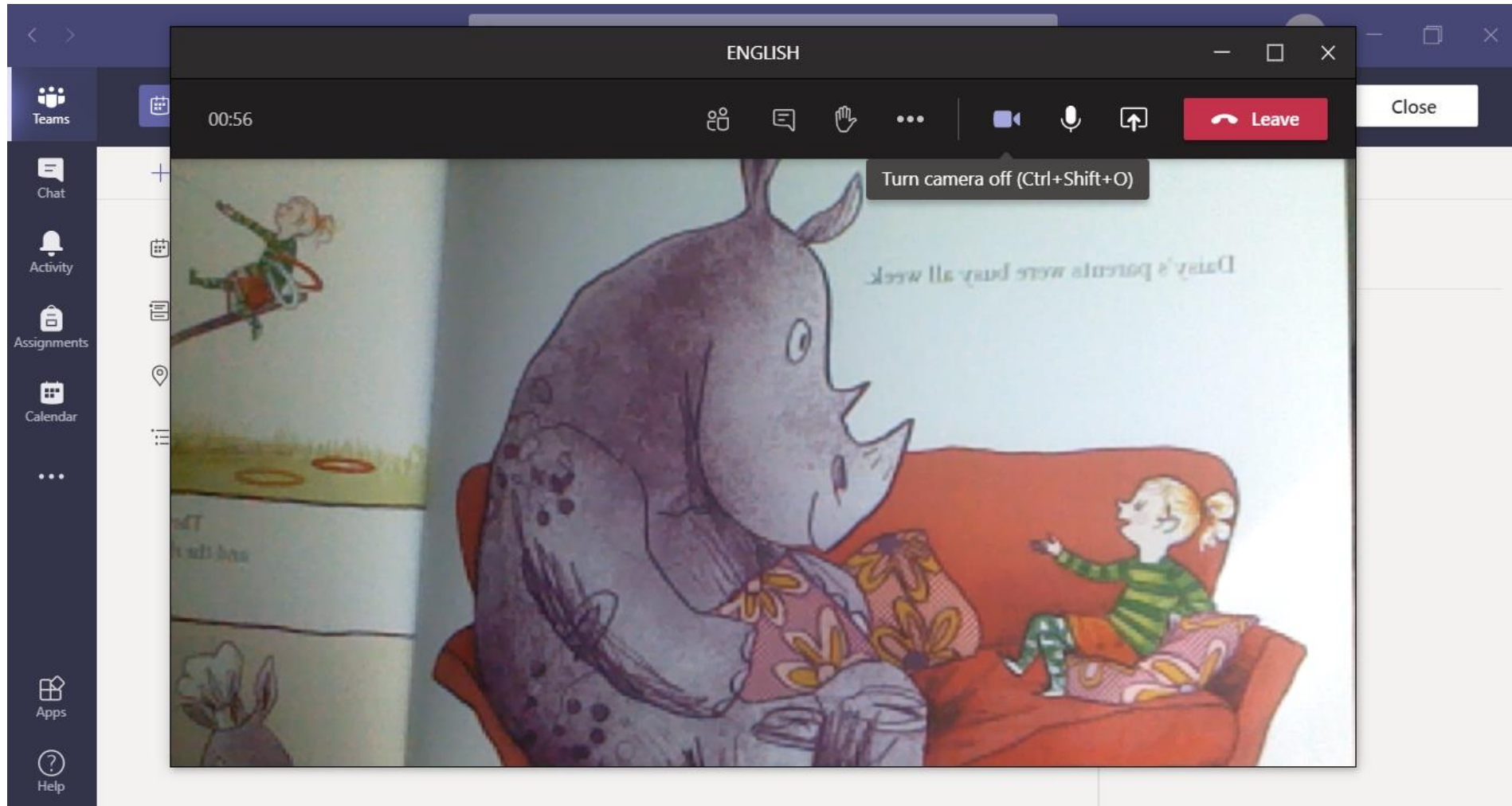


# **Storytelling through MS TEAMS**

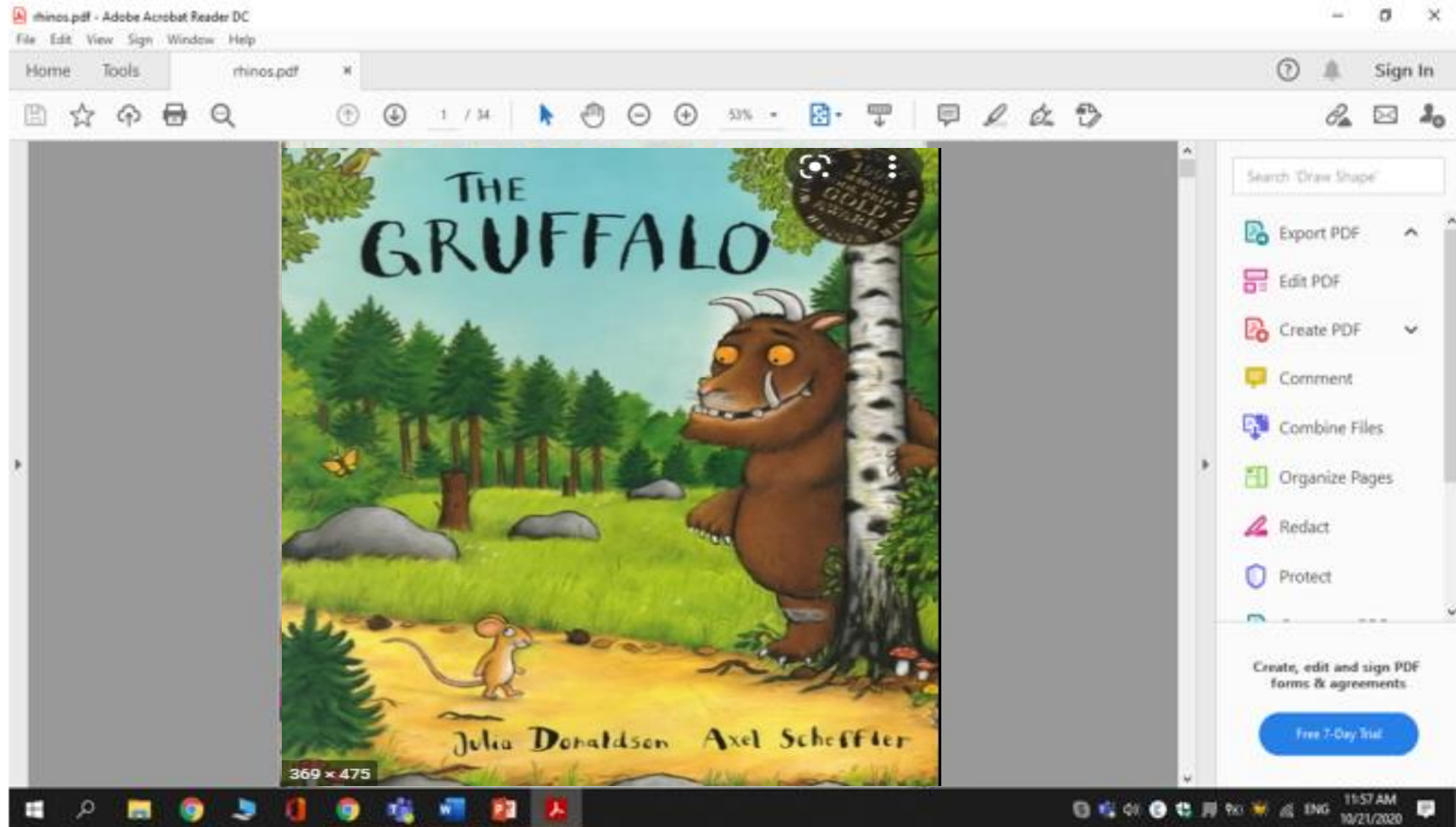


# Storytelling

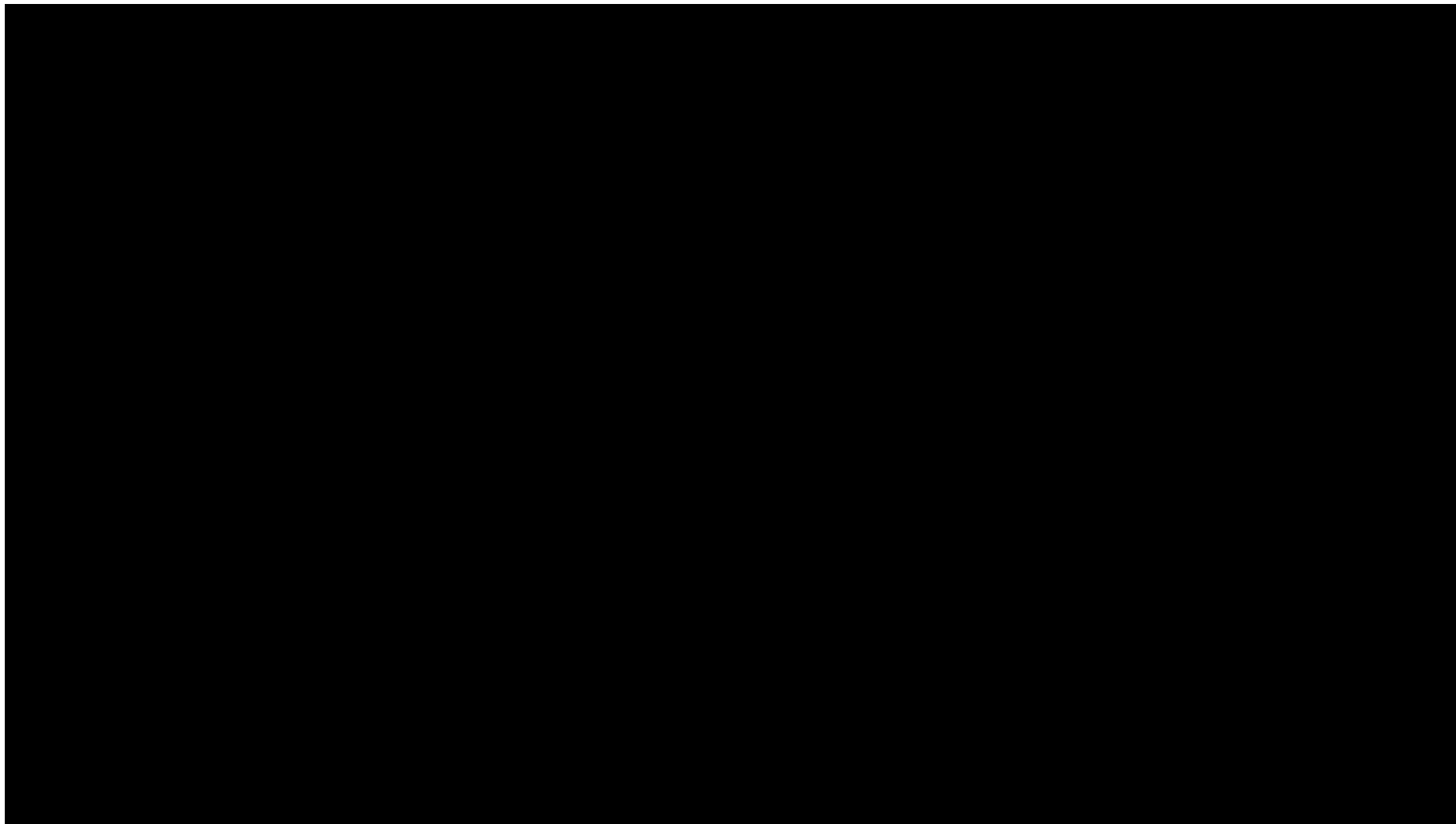
Live online storytelling by the teacher



# Stories in pdf



# Storytelling using a video



Let's listen to a story!



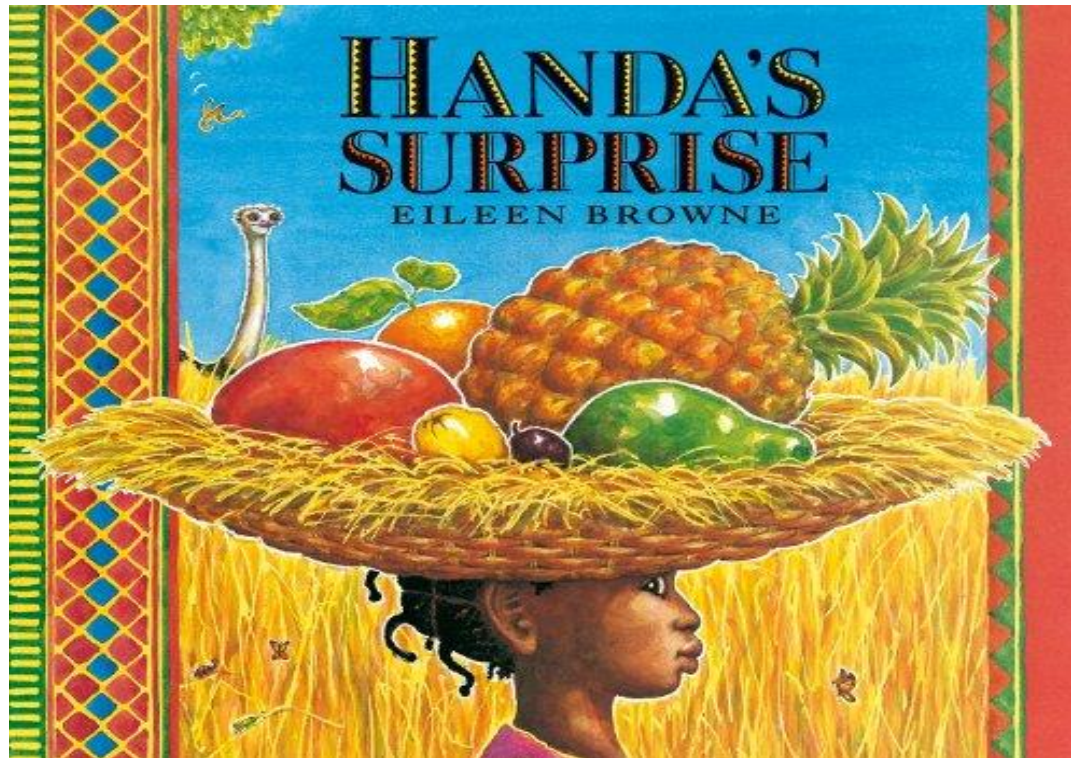
<https://www.youtube.com/watch?v=rPmLZLp-oec>



# Story time!

**Listen to the story one more time by clicking the link below:**

<https://www.youtube.com/watch?v=QqdXBhyORug>



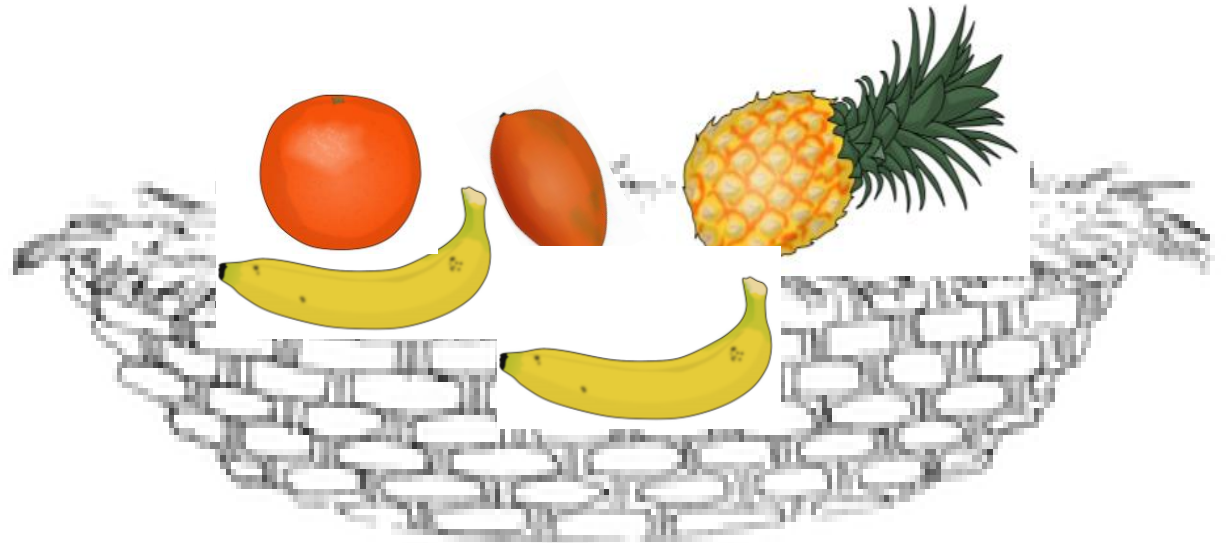


# LET'S BE CREATIVE...

**Draw your fruit in your basket.**

➤ **What fruit have you got?**

I've got a mango.  
I've got two bananas.



Listen to the story  
and fill in the gaps

4. Fill in the gaps with the words (some words can be used more than once):  
enormous, wife, dog, called, their, his, lived, didn't, son, pulled

## THE ENORMOUS TURNIP



Once upon a time on a farm  
\_\_\_\_\_ a farmer  
and his \_\_\_\_\_.



They lived with their  
\_\_\_\_\_, \_\_\_\_\_  
daughter, \_\_\_\_\_ dog  
and \_\_\_\_\_ cat.



One day the farmer  
was surprised to see an  
\_\_\_\_\_ turnip.



Let's remember  
the story ...

9.(a) Put the sentences in the correct order.

One day the farmer went out to water the turnips.

They pulled and pulled and pulled and the turnip came out.

They lived happily on their farm.

Once upon a time there was a farmer and his wife.

He was surprised to see that one turnip was huge.

His wife, his son and daughter helped him to pull the turnip.

Everyone had turnip for dinner.

He pulled the turnip but it didn't move.

# INFUSING WITH 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](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](http://archeia.moec.gov.cy/sd/455/ex_apostaseos_ekpaidefsia_2021.pdf)

# Useful websites

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



Σας ευχαριστούμε θερμά  
για την προσοχή σας.

Παρακαλούμε συμπληρώστε το πιο κάτω ερωτηματολόγιο (ανώνυμα)

<https://forms.gle/kJthRun4yoJ3thtp6>