



APPInep E-Newsletter no. 7—February 2017—Winter

Beyond their World: Social Science Skills in the ELT Classroom

Children’s world vision broadens as they get older. Help with the process:

- Use images from other cultures in picture dictations or with picture prompts.



Alternatively vary YouTube videos for songs, chants and stories so that the entire English Speaking World is reflected.

- Follow Itziar Hache’s (Basque Country, Spain) idea and set a traditional story like Little Red Riding Hood in different parts of the globe, changing animals, house design and clothes.



- Visualise the journey from home to school or classroom to school library with snapshots or a basic map. Have pupils imagine they are in bed as they think about what is around them before they “map out” their bedrooms. Alternatively, like Sarah Fanelli, make a map of their hearts¹..

- Do a project with coins from around the world. Brainstorm what they think all coins have in common (they are round,



they have the country’s name) and then distribute coins to test their hypotheses. Some coins, by the way, are square. British coins have the Queen’s face, but not the name of the country.

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¹ Fanelli, S., My Map Book (Harper Collins, 1995)

Let's play, play and PLAY!

PART 2



The instructions.

"The success of any activity is all in the instructions"¹. Using clear instructions is essential. If we

don't use them, there will be confusion and chaos, as students don't know what they have to do and most likely won't learn anything. So, "making sure that students are prepared for an activity is more than scaffolding their language learning." When you plan your lessons, keep in mind the instructions you're going to use, following the 7 steps below.

The Seven Steps to Giving Clear Instructions (TESOL Trainers blog):

1. **B**reak things down.
2. **E**xplain the activity.
3. **C**reate a step by step outline.
4. **L**et students see what the activity looks like.
5. **E**xperiment with a student.
6. **A**ssess their understanding.
7. **R**epair misunderstandings



There are two general rules of telling what students need to do: instructions must be kept as simple as possible and they must be logical.

In this issue we are

going to share the game: Passing a Cup.

This game is great to develop rhythm. Different languages have different rhythms so this gives children the chance to, in a playful way, practice rhythm and language at the same time. It is played with the following chant:

**I'VE GOT A BALL AND IT'S THE BEST
I'VE GOT A BALL AND IT'S THE BEST
I'VE GOT MY BALL, IT'S BLUE AND RED
I LIKE MY BALL, IT'S BLUE AND RED
I'VE GOT A BALL AND IT'S THE BEST. YEAH!
I'VE GOT A BALL AND IT'S THE BEST. YEAH!**

'WHO'S GOT THE BALL?'

Before going to class we need to prepare the materials beforehand. That should be plastic cups (a cup for



each student) with some pictures inside. It could be toys or classroom objects, for instance. Moreover, we need to learn the chant first and how to play it. We strongly suggest watching the video of Joan K. Shin to have an idea of how to do it: <https://www.youtube.com/watch?v=kA1FuDdtq54>

In class, we should have in mind some steps to make sure instructions are clear:

1. Introduce the movements of the chant using only the hands without singing the chant.
2. Tap twice on the lap or desk with left hand and a third tap with the right hand (TAP, TAP + TAP);
3. Practice the movement with the whole class and introduce the rhythm of the chant;
4. Show the lyrics of the chant (on the board or

on a piece of a paper), and sing it along with the rhythm;

5. Demonstrate how the game is played by singing the chant and tapping the cup twice and then moving it to the/your right, letting the students see how the activity looks like;



6. Let the students experiment the activity. Sit them on the ground, in a circle OR stand around a

table. Give some cups and train the chant and rhythm with two students. At the end of the chant, the teacher asks: 'Who's got the ball?' The student who has the ball should answer: 'I've got the ball'.

7. Invite other students to join in till you get the whole class playing the game.

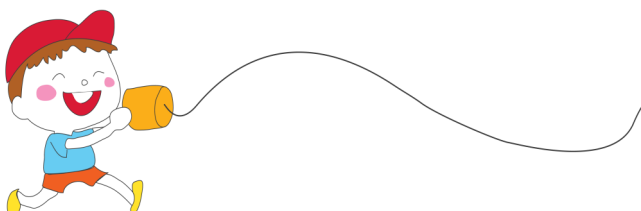
You could repeat the chant with other objects that you have inside the cups: bike, doll, scooter, pen, bag, etc.

Promote play and the joy of learning!

¹<http://everythingteachingtesol.blogspot.pt/>

Cristina Bento, APPI member B-4353

Sónia Ferreirinha, APPI member B-4808



Arts & Crafts

Video animation

This is a very fun activity that anyone can do with few resources. All you need is some drawing material and a computer!

Ask your students to choose a song in English. Then, help them finding pictures to illustrate the lyrics. Tell them they are going to make a video for that song using the pictures they choose.

Encourage them to choose pictures which are easy to trace, with well defined lines and not too many elements. Students then trace those pictures and once they're done, tell them to cut any moveable parts (arms, legs...) and stick them in a different position. That will produce a different drawing. Students then trace and colour both drawings. The result will be two different versions of the same picture, like the one shown below:



If you paste each of these drawings on a slide on Microsoft PowerPoint™, it will look like they are moving.

Take all the drawings your students made, scan or take a photo of each one and paste them on different slides. Then, as the music plays, go back and forth so they appear to be moving, creating the illusion of an animation and thus producing an animated video for the song. If you wish to watch an example, click on the following link: <https://youtu.be/7GKkV62-K1A>

Helena Soares

*Agrupamento de Escolas de Avis,
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My crazy monster: a speaking activity for the 4th graders

It's really rewarding to witness how far young learners can go when faced with the right challenge. After approaching the topics of



“Recycling” and “Parts of the body” with my 4th graders, I asked them to

recycle whatever they found at home (except for glass) and create a crazy monster.

Then, they would have to present it to class, following these guidelines:

This is my crazy monster! It's made of ____ (paper/plastic/metal...) My monster is ____ (colour/s). His / Her name is ____ (English name). This monster has got ____ (2/3... big/small...eyes/mouth/teeth/legs/arms...) But it hasn't got ____ or ____ (hands/toes/ears...) I love my monster!

Needless to say that, although I'm not a very



crafty teacher, I made my own crazy monsters first and presented them to my classes, just to get things started, because children do need models!

Some of my students gave more details about their monsters, by mentioning the things they had recycled (cartons, newspapers, plastic bottles...), whereas others were waiting for my questions to talk. But all in all, I felt they were very committed to the task and proud of themselves, which made me a proud teacher!

Teresa Albuquerque

Agrupamento de Escolas de Oliveira do Hospital,

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13th APPI Madeira Seminar “ELT: Do something different!”

•Venue: Escola Básica 2,3 Dr. Horácio Bento de Gouveia, Funchal

•Date: 3rd, 4th march

APPI Regional Seminar “TEAM – Together Everyone Achieves More”

•Venue: Escola Básica D. Manuel I, Tavira

•Date: 17th, 18th march

APPIforma course “Teaching English in preschool”

•Venue: Colégio de Nossa Senhora do Rosário, Porto

•Date: 10th, 11th march, 21st, 22nd april

•Trainer: Sandie Mourão

31st APPI Conference “EFL Assessment: work in progress”

•Venue: ISCTE—IUL, Lisboa

•Date: 28th, 29th, 30th april



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