



## APPInep E-Newsletter no. 8—June 2017—Summer



TeachingEnglish

### Managing resources 1:

#### Print materials

This series of articles explores twelve professional practices that are important for the development of English language teachers.

Development in these practices moves through a series of key stages, from being aware of the practice to being able to help other teachers to progress. This series of articles will help you to develop your understanding, skills and confidence in these areas.

Useful vocabulary	
<b>resources</b>	A book, a whiteboard and a dictionary are examples of resources that a teacher can use.
<b>flashcards</b>	Flashcards are small cards with pictures or words that help people learn something.
<b>print materials</b>	Print materials are materials made of paper.
<b>syllabus</b>	A syllabus is a list of subjects on a course.
<b>rubric</b>	A rubric is a written instruction.
<b>worksheet</b>	A piece of paper with exercises on it to help you learn something.

These days more **resources** exist for English teachers than ever before. Some of these resources, like coursebooks, CDs and **flashcards** are not new. Other digital resources, like Interactive White Boards (IWBs) and online practice materials, are more recent and are not always available or reliable. It is important for teachers to know what resources are available so that they can make the right choices for their lessons. Experienced teachers often use a range of materials in a lesson. This helps to break the

lesson up into stages, adds variety and makes sure the students get plenty of practice.

The advantage of **print materials** is that they do not depend on technology so they are easier to access in some parts of the world. The disadvantage of print materials is that they eventually become out of date.

#### Some examples of print materials

##### Student book or class book

This usually follows a grammar or vocabulary **syllabus** and lasts for one or two academic years. A coursebook is divided into units. English coursebooks include sections on vocabulary, grammar and skills. In some situations students cannot write in this book so **rubrics** say things like Read and point or Listen and say.

##### Work book or activity book

This usually mirrors a Student book with opportunities to practise the new language. This can be used in class as well as at home.

##### Teacher's book or Teacher's guide

This gives teachers instructions for using a Student book. It often comes with extra resources and ideas for warmers, coolers, extra practice, etc. It has answer keys for all the exercises in the Student book.

### In this E-Newsletter:

- ◆ "Managing resources 1: Print materials", by Katherine Bilsborough
- ◆ "Let's play, play and PLAY!" (part 3), by Cristina Bento and Sónia Ferreirinha
- ◆ "Saying goodbye", by Helena Soares

## Photocopiable supplementary materials or Extra resource materials

These can be linked to a specific course or they can come as a book with a collection of stand-alone **worksheets** that teachers can copy and use in class. The materials practise all areas of language, such as communicative pair work activities, practice tests, extra grammar practice and vocabulary games.

## Dictionaries

These come in different shapes and sizes too with the main two types being monolingual and bilingual. There are also specialised dictionaries for different professions such as doctors and lawyers, and picture dictionaries for young learners.



## Useful classroom phrases

### For the teacher

- Turn to page twelve in your (activity) book.
- Look it up in your dictionary.
- Share your book with a partner.
- I'm going to read out the answers.

## Activity: Using a dictionary

- Write the heading such as 'parts of the body' on the board. Elicit a list of 10–15 parts of the body and write them on the board. Start the list with a couple of common words like 'head' and 'arm'.
- Put students into groups and tell them to look at the words on the board. Ask the students to tell you what kind of words they are (nouns).
- Tell students to work in their groups, deciding how many of the words are also verbs. Give each group a dictionary and a limited time (10 minutes).
- Point at each word in turn and ask students from each group to say whether the word is also a verb. If your students have an appropriate level of English, ask them to explain what the verbs mean.

\*Suggestions for parts of the body that are also verbs: head, face, arm, hand, foot, back, shoulder, elbow, nose, eye, stomach, mouth.

## Key points to remember

- It is important for teachers to know what resources are available so that they can choose the best ones for their lessons.
- Print materials are sometimes easier to access than digital resources.

- Use a range of materials to break the lesson up into stages and add variety.
- Typical print resources include the Student's book, Workbook and Teacher's book as well as photocopiable worksheets and dictionaries.

## Over to you

Talk with a colleague. Take turns to tell each other about some resources you have used. Think about these things:

- What is the resource?
- Why/How did you use it?
- How did it help the students?
- Would you use it again? Why (not)?

4 Dictionary  
3 Photocopiable supplementary materials  
2 Teacher's book  
1 Poster  
Print material extracts

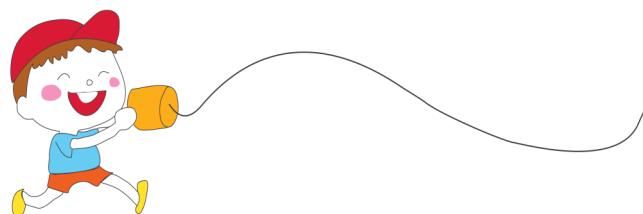
## Answers

Katherine Bilsborough—British Council

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

To find more ideas for teaching English  
visit [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

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## Let's play, play and PLAY!

### PART 3

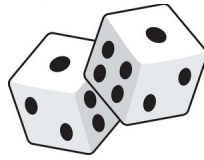
## The materials and the resources



The materials we use in our classroom, especially in the primary classroom, have a very important role. When we plan a lesson, it's important to consider the materials we need, but also the ones we should have with us, in case something doesn't go as planned. It's important to have a 'kit' that we can turn to, if we need to adapt our lesson plan.

That being said, here is our list of 'must haves' for any YL teacher:

- Flashcards / word cards
- Posters
- Realia
- 'Classroom language' cards
- Dice
- Skipping rope
- Soft ball
- A whistle
- A buzzer
- Small toys / figures
- Blue tack
- Arts & crafts material
- List of quick / fun games that can be used with any topic

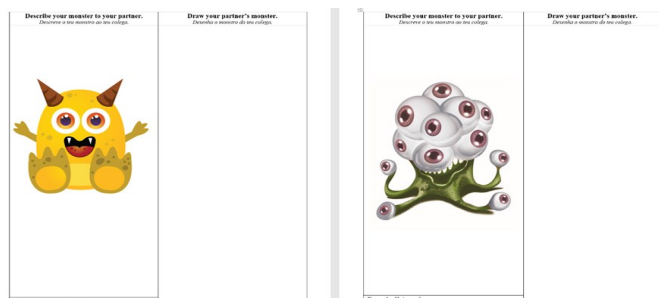


When thinking of a 'kit', just imagine the resources that adapt easily to any topic and / or to any activity / game. That way, you're prepared for anything.

In this issue, we are going to share the game: Drawing / Dictation game.

This game is perfect to develop listening comprehension skills and cooperation, as students will be playing in pairs. One student dictates the information and the other writes or draws according to what he heard.

As mentioned before, it's important to prepare the lesson in advance and think carefully of what resources you need. In this case, you need one sheet of paper per student, each one containing



The example we provide here is for the topic "Body" where students take turns describing his / her picture (a monster) while the other one draws.

In part 2 of this article, we highlighted the importance of giving instructions. They are always important but if you want your students to do this activity, using English, it's important to demonstrate what you want them to produce.

So, proceed as follows:

- call one student to the front of the class and explain you're going to say a sentence about your monster.
- Give a pen to the student and help him / her draw on the board / piece of paper.
- Say "Now, it's your turn" and help him/her say a sentence about his / her monsters.
- You draw something on the board.

Use expressions like "My monster has got a big head", "Now, it's your turn!", to show them what kind of English they're expected to produce. We suggest you write the structures on the board if they're not in the sheet already.



Depending on your class, you can repeat the process above, but this time use two students to demonstrate the task.

Then, assign the roles (student A and student B) and make sure they know who they are.

Once students start the task, check if they are doing it correctly. If you notice that are some doubts, stop the activity and explain again.

Make a classroom display with all dictations. It's always a big hit!

Promote play and the joy of learning!

<sup>1</sup>Source: google pictures - <https://goo.gl/4A1cY>

## Saying goodbye

Saying goodbye to our students is always difficult. We've spent a whole year getting to know them and suddenly we must let them go. Sometimes we don't know if we'll ever see them again, but what we do know is that they'll always be a part of our life. There are many activities you can do to say goodbye. Here are two "saying goodbye" activities I've done:

### And the winner is...

Choose a positive adjective for each of your students. Prepare an award ceremony in which you give each student an award. You may ask your class to guess who they think will win the award for each category. Here are some suggestions of categories for your awards: the best smile; the best singer; the most creative; the most solidary; the best behaved; the best speller; the funniest; the sportiest, ...

### End-of-year collage

Get your camera ready and give each of your students a piece of paper. Ask them to write and illustrate something on that piece of paper. Here are some ideas: an activity they are going to do in the summer; a goodbye message; a thank you note to a colleague or teacher; which topic they liked the most during the year; their favourite activity in English lessons, ... Take a picture of each student holding their message. Make a collage. A good website to make a collage is [www.befunky.com](http://www.befunky.com).

Have fun with these activities and have a wonderful summer vacation!

*Helena Soares, APPI B-6226*



### APPI Regional Seminar "Time for a change!"

- 0,5 u.c.
- Escola Secundária D. Maria II—AE de Vila Nova da Barquinha
- 15 e 16 de setembro
- Inscrições: <http://www.appi.pt/15th-16th-september/>

### Teacher Training Course "Free Web Resources in the EFL classroom"

- 25h - 1 u.c.
- Formadora: Susana Oliveira
- Destinatários: Professores de Inglês dos grupos 120, 220 e 330
- Início: 25 de set. Fim: 26 de nov.
- Plataforma Moodle APPI

### Conference "The Image Conference"

- Lisboa
- 13 e 14 de outubro
- (inscrições brevemente)



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