



**SHORT & SWEET - APAC**  
**INFOGRAPHICS: What Is The Lexical Approach?**

**APAC'S TOOLKITS: Reading Resources For Young Learners**

**APAC**  
ELT Journal



**A journal for teachers,  
created by teachers**

Welcome to APAC's new issue!

APAC's ELT Journal is an electronic journal for English teachers working in Catalonia and beyond.

APAC publishes three issues of the journal per year. APAC members receive it first, and at the end of the year all issues are made available [online](#).

If you would like to contribute to the journal, first have a look at our [publishing guidelines](#). You can also [get in touch](#) with us to discuss your ideas for other formats or any questions you may have.



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*Resources for the modern teacher*

Curated by Iolanda Ribes for APAC's social networks team

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## *A quick note from the editorial team*

Our annual convention is about to start, and we'd love to share with you some of the speakers and topics we'll be presenting at Barcelona between January 30th and February 1st with the motto Going Global.

In this new issue of APAC ELT Journal, you'll find an introduction to our plenary speakers, and a summary of their talks and workshops: Rachel Paling, Alex Warren, Robin Walker and Andrew Walkley. We've also included some details on the two experts on plurilingualism who will be discussing its impact on our classrooms, Maria Gonzalez Davies and Mireia Trenchs Parera. And this issue's infographic covers the key ideas of the Lexical Approach to EFL, in connection to Andrew Walkley's closing session and workshop.

We hope you enjoy reading it, and that you'll join us next Thursday!

Preview of programme contents

## Plenary Speakers For APAC's 2020 ELT Convention, *Going Global*



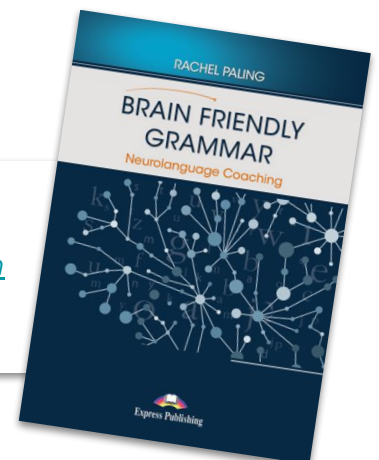
### Rachel Paling

Sponsored by Express Publishing - Edebé

With over 35 years' teaching experience, Rachel Paling has a BA Honours in Law/Spanish, and MA in Human Rights and Democratisation and she qualified as a UK Lawyer in 2003. She developed her English teaching through a TEFL ESP, and taught for 6 years as a Legal English Lecturer at the University of Verona, Italy and also has 20 years teaching business English experience. She developed as a life coach and this year progressed from an ACC International Coach Federation credentialed coach to a PCC life coach and she is currently finalising an MA in Applied Neuroscience at the University SAERA, Spain. Rachel is the founder of Efficient Language Coaching and the creator of Neurolanguage Coaching® and the Neurolanguage Coaching certification, one of the only language coaching certification courses in the world to be accredited by the International Coach Federation, USA. Rachel has experienced living in Spain, Germany, Italy, France and the UK and speaks six languages.



Check up Rachel's webpage [here](#), and have a look at her [collaboration with Express Publishing - Edebé](#)



## **Opening Session: Brain Networks - Global Networks**

If learning involves the brain, shouldn't educators know about it to assist in the learning process? Much information about neuroscience, the brain and scientific proof of notions we had in the past are now being proven. These principles of neuroscience are changing our awareness as educators and challenging us. We should put them into practice while respecting how the brain reacts, functions and learns, always taking into account that each brain is unique. For example, when learning a language, if a learner is in fight or flight, he/ she will be unable to learn, so recognizing and addressing potential emotional triggers is essential. The effects of social and emotional pain and trauma on learning are also key to understanding how the teacher's patterns of communication can impact the learning positively or negatively.

New ways of educating are bridging the gap between scientific theory and practical implementation. A brain-friendly approach can greatly influence educators, provoking to reflect on own behaviours and practices to really make them more attuned to the learner's brain, be more learner-focused and develop a really learner centric process, respecting the uniqueness of each individual as far as possible.

This talk will take a journey into the language brain: the interaction of the conscious with the subconscious, the bilingual brain, how memories are imprinted, the role of the limbic system and the development of a brain-friendly delivery will all be explored to bring more awareness. The more we understand ourselves, the more we can understand others.

## **Workshop Session: Introducing Goal Setting In Language Learning**

In a coaching process, goal setting is absolutely at the heart of coaching. From the goals, actions can be set to ensure achieving the goals within a certain time period. Goal setting is actually a skill which can be developed, following the SMART goal acronym goals have to be specific, measurable, achievable, realistic and timely. One of the most difficult tasks is to get the learner to set their own goals and in addition to really make sure that these goals are extremely specific so that they can be measurable. In this workshop we will focus on the art of goal setting.



## Alex Warren

Sponsored by National Geographic Learning

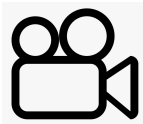
Alex Warren is a DELTA trained teacher trainer with over 15 years' experience of working in ELT as a teacher, academic director and teacher trainer. Prior to his experiences in ELT, Alex worked as a journalist before a chance encounter in the Indonesian jungle began him on the path which has led him to working with National Geographic Learning. A firm believer in a communicative approach to language learning and student-centred learning, Alex enjoys working with innovative, thought-provoking materials and presenting on a wide range of ELT-related topics, all the while driven by his passion for developing teachers on a global scale and helping them to reach their true potential.



Read Alex's [blog](#) for National Geographic learning

NATIONAL  
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in focus



More into videos? You'll find many on different issues connected to ELT in their [youtube channel](#)



## **Plenary Session: The Importance of Role Models in Creating Global Students**

As teachers and educators, we always want the best for our learners. We want them to be successful both in school and after school. We want them to be the best they can possibly be. We want them to become good global citizens. We want them to make an impact on the world. The question is, how can we help them on this journey? How can we foster the knowledge, the skills, the awareness that they need to be able to make an impact on the world? To be globally aware, and globally ready? Simply put, by inspiring them. And what better way to inspire them than with National Geographic Explorers? In this session we'll look at how reading, watching and learning about National Geographic Explorers and their work can not only be inspirational, but also be aspirational for our learners. And if we can inspire them, give them the skills, the confidence to succeed, then there's no knowing what they will be able to achieve in the future; what impact they might have on our global community.

## **Workshop Session: Harnessing Curiosity in the YL Classroom**

To be successful teachers we need to be able to engage our young learners by developing activities that appeal to their basic psychological and intellectual needs - and at the heart of that is curiosity. In this interactive session we'll explore the importance of appealing to our learners' natural curiosity and how exactly being curious helps learning. We will look at a number of different ways in which we can harness our learners' curiosity in the English language classroom to spark a love of learning English.



## Robin Walker

Sponsored by Trinity College London

Robin Walker has been in ELT since 1981. For over 20 years he taught at the Escuela Universitaria de Turismo de Asturias, in Spain, before going freelance in 2007 and founding EnglishGlobalCommunication in order to concentrate more fully on his work as a teacher trainer, materials writer, and ELT consultant.

He regularly collaborates with Trinity College London, Oxford University Press, and many of Spain's regional education departments. His main interests are pronunciation, English as a Lingua Franca (ELF), and CLIL/EMI. He is the author of numerous articles, including a series of articles on teaching pronunciation in English Teaching Professional, and a similar series on English as a Lingua Franca in Modern English Teacher. Robin is co-author OUP's Oxford English for Careers: Tourism, and sole author of Teaching the Pronunciation of English as a Lingua Franca (OUP: 2010), a title in the OUP teacher's handbook series.

A former Vice-President of TESOL-SPAIN, from 2008-2015 Robin was editor of Speak Out!, the newsletter of the IATEFL Pronunciation Special Interest Group. In 2019 he was a member of the Oxford University Press Expert Panel for the Teaching of Pronunciation to the 21st-century Learner.



Read Robin's [blog](#) for some inspiring thoughts on English and its use as an international language



Follow him  
[on Facebook](#)

## **Plenary Session: Just How Global Is Your English?**

The term 'Global English' is on everybody's tongue nowadays. Nobody seems to question the name because it feels right and it's so easy to see if you just look at how the language is being used around the world. But what exactly is 'Global English'? Does it have its own grammar and vocabulary? Which is the correct accent to use when you're using your English for global communication? And who should I use as a model for something that everybody is doing?

In this session I'll start by looking at the confusing terminology that surrounds the notion of English as a global language in the 21st century, and clarify some of the confusion about English as a global language (EGL?), as an international language (EIL), and as a lingua franca (ELF).

Next I'll look at some of the data that has come from corpus studies of international communication in English. These studies have revealed interesting patterns of use that are clearly communicatively effective despite the fact that they don't fully obey native-speaker norms. I'll look briefly at the evolving lexico-grammar of English before going on to consider the role of idiomaticity in global communication in English, and complement this with a review of priorities for pronunciation teaching that will lead learners to optimum levels of intelligibility. I'll finish by looking at the importance of accommodation strategies and the ability to negotiate meaning whenever and wherever English is being used for in global settings.

Lexico-grammar, idiomaticity, pronunciation, accommodation & negotiation strategies – by understanding how each of these elements works to facilitate global communication in English, we are ready to create “a comprehensive learning path for students that enables them to be global citizens”.

## **Workshop Session: Teaching The Pronunciation Of English As An International Language**

The extensive use of English for international, global communication brings with it the need to review targets for students of the language. This is especially true with respect to pronunciation teaching, which needs a serious overhaul. As the 2018 Companion Volume to the original Common European Framework of Reference clearly indicates, new goals are needed for pronunciation teaching. What exactly are these new goals? What are our priorities when teaching pronunciation for a globalised English? Which accent can we use as models, and who are the best instructors? I'll be asking and answering these and other related questions in this session.



## Andrew Walkley

Sponsored by APAC

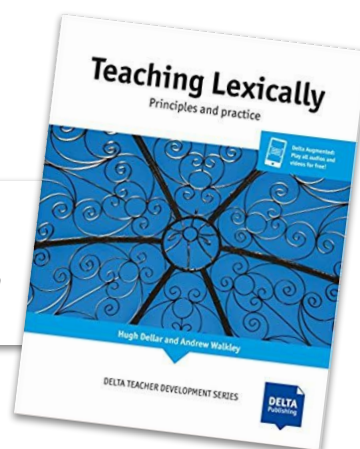
Andrew Walkley is a teacher, trainer and writer with over 25 years in English Language Teaching. With his colleague Hugh Dellar, he has written several coursebook series Outcomes, Innovations, and Roadmap. Andrew and Hugh are also the writers of the methodology book Teaching Lexically. Andrew is the co-founder of Lexical Lab ([www.lexicallab.com](http://www.lexicallab.com)). Lexical Lab provides a variety of resources for teachers and language learners through the website and social media and we also run regular teacher development training abroad and through a summer school in London during July and August.



# lexicallab

Check out Andrew's project [Lexical Lab](http://www.lexicallab.com),  
which he runs with Hugh Dellar

*And read their book to start  
teaching with a lexical approach*



## **Workshop Session: Working With Teacher And Student Talk To Teach New Language**

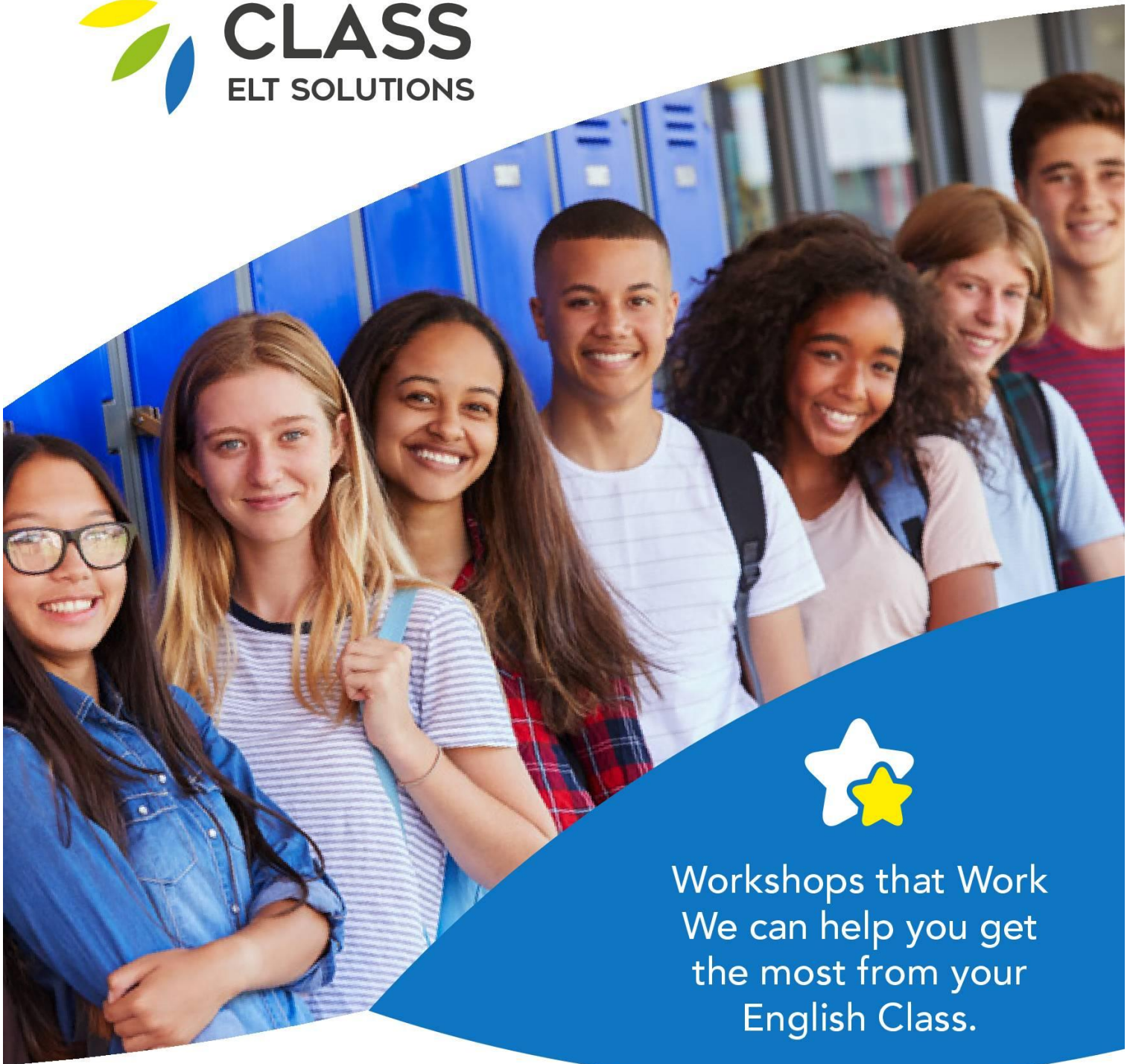
There is no doubt that an increased focus on skills and getting students to do things in their foreign language is a positive. However, teachers often have a number of concerns related to this approach:

- how might it work at very low levels?
- how will students get the language they need?
- how does it marry with my syllabus? what should I teach?
- how should I respond to student output?

In this I workshop, I will look at a number of techniques that might tackle these issues such as dialogue building, 'scar stories', mediation and cheating. They offer ways to develop skills for teachers to be better able to react 'spontaneously' to student output and exploit it to teach new language.

## **Closing Session: Words Are Not Enough - Making Real Changes In Language Education**

In this talk, I will look at what I see as the underlying principles of the push to make plurilingualism, content learning, global communication and critical thinking the goal of our language classes. I will briefly discuss the bad, the ugly and the good of these goals. I'll then go on to discuss what I see as the implications for our teaching of language if we want to achieve the positive outcomes we want in this brave new world.



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# WHAT IS THE LEXICAL APPROACH?

1

Michael Lewis (1993) first introduced the notion of **LEXICAL CHUNKS**



Pairs or groups of words commonly found together:  
"strong accent" (collocation),  
"by the way" (not a collocation)

2

Lexical chunks include **meaning** (of the whole), **connotations**, **context & register**

Example: "figment of + possessive + imagination"

We don't need to understand "figment" to use this lexical chunk



5

Native speakers have a vast stock of **lexical chunks**



- + efficient retrieval
- + focus on structure & discourse
- focus on individual words

6

By creating opportunities to **notice language in use, interaction & experimentation** we encourage EFL students to **SPOT & ANALYSE** lexical chunks & to **INTERNALISE** them



# Short & Sweet: APAC Infographics, designed by Àngels Oliva

# APAC

3 "Language is grammaticalised lexis,  
not lexicalised grammar" (Lewis, 1993)

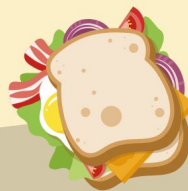
**LEXIS**

**GRAMMAR**



4

Lexis is central to creating  
meaning, grammar just helps  
manage things



**DISCOURSE**



7 **TIPS**

Keep words in good  
company

Less explaining, more  
exploring >>> **salience**

Prime students for acquisition:  
use rich, real & engaging **input**

Use **reformulation, reconstruction,**  
**affective interaction, experiential focus**

8

**KEEP  
LEARNING!**

- The Lexical Approach: The State of  
ELT and a Way Forward (Lewis, 1993)
- Teaching Lexically (Dellar and  
Walkley, 2017)





## Preview of programme contents

# Going Global, Acting Local: Plurilingualism Guest speakers

As Catalonia has changed from a bilingual to a multilingual society, we as language teachers need to find ways to incorporate students' language repertoire into our classrooms and to establish rich connections between local and global cultures. Last year, the *Departament d'Educació* presented their plan to incorporate plurilingualism as one of the key overarching competencies for students to develop, but many schools have already been working on how to welcome students' background languages into their classrooms, enriching everyone's learning along the way.

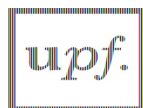
Two leading experts in the field of sociolinguistics and education join us to discuss the increasingly plurilingual nature of educational contexts in Catalonia, and the impact this has on teachers and their work, discussing some successful initiatives they have witnessed and contributed to in their own research.



Want to get a more accurate picture?  
Check out the data from the [Enquesta d'Usos Linqüístics](#)



You can also read the [infograph Short & Sweet published](#) by APAC with a visual summary of the *Departament's* plan to promote plurilingualism



Universi  
Pompeu  
Barcelon



## Mireia Trenchs Parera

Mireia is Catedràtica d'Universitat at the Department of Humanities of Universitat Pompeu Fabra where she holds a Chair in Applied Linguistics and Multilingualism. She is the lead researcher of the GREILI-UPF research group (Grup de Recerca en Espais Interculturals, Llengües i Identitats), a senior member of ALLENCAM (Adquisició de Llengües a la Catalunya Multilingüe) and the COST ACTION network Study Abroad Research in European Perspective. Her current research interests include studies on transcultural competence, language attitudes, ideologies and practices in Catalonia, and teaching and learning languages in multilingual and study abroad contexts. Her most recent funded research projects deal with translanguaging and multilingualism both in secondary schools (The Translinguam Project) and at university (The Translinguam-Uni Project). She has published internationally in prestigious publishing houses (John Benjamins, Multilingual Matters and Routledge, among others) and in recognized scientific journals in applied linguistics and sociolinguistics. She is an elected member of the board of directors of the Conseil Européen pour les Langues/European Language Council (CEL/ELC) and of the Societat de Catalana de Sociolingüística (SOCS).



 **Blanquerna**  
UNIVERSITAT RAMON LLULL

## Maria Gonzalez Davies

Maria is a freelance translator and accredited Professor at the Faculty of Education-Blanquerna (U. Ramon Llull, Barcelona) where she coordinates the MA Teacher Training programme for English Teachers in Secondary Education and Language Schools. She has also worked as a Primary and Secondary School teacher, co-directed the English Department at the School of Modern Languages (EIM, University of Barcelona), and was Head of the Translation Department at the University of Vic. She has collaborated with the Translation and Foreign Languages Programmes in several universities in Spain, in Germany, New Zealand, Switzerland, the UK, Italy and China. She is the Head of the Research Group Intercultural and Interlinguistic Competence (CILCEAL) and the author of books such as *Multiple Voices in the Translation Classroom* (John Benjamins) and of other publications in international journals. She is co-editor of the journal *The Interpreter and Translator Trainer* (Routledge) and is on the editorial board of other journals, for example, *Translating and Translanguaging in Multilingual Contexts* (John Benjamins). Her most recent publication is *The Routledge Handbook of Translation and Education* with Sara Laviosa (U. Bari, Italy).

## APAC Training

# Building Up STEAM

Summary of APAC's Autumn sessions 2019

By Àngels Oliva, Usoa Sol and Iolanda Ribes (APAC)

Through our Autumn Workshops Create, Innovate & Communicate, APAC aims at opening up a space in which foreign language teachers working in Catalonia, and especially English language teachers, can get together to reflect on and construct innovative practices in collaboration with their peers, top-level trainers and other teachers from different contexts.

The second edition, with the motto Building Up STEAM, took place on November 9th 2019 at INS JM Zafra, Barcelona, who kindly shared their beautiful building with APAC.

For this second edition, APAC gathered a varied team of trainers to present and engage teachers in the use of tools and strategies to implement active learning in the classroom, using resources from flipped classrooms and increasing learner engagement through gamification activities and a focus on content-rich cross-curricular approaches to (language) learning, CLIL and STEAM.

## Goals of the sessions

- To present and discuss the benefits and challenges inherent to content-rich approaches to teaching, flipped learning and gamification, based on classroom experiences and research findings within the field of neuroscience.
- To share online tools and resources to help teachers implement active methodologies in their everyday practice.
- To offer a space for teachers to experience these tools and how they may be applied in the foreign language class.
- To promote reflection and strategies to connect these methodologies to competence-based teaching and to content-rich design that includes elements of STEAM and CLIL.
- To facilitate the exchange of ideas and experiences among peers and across different educational settings.

## Structure of the sessions

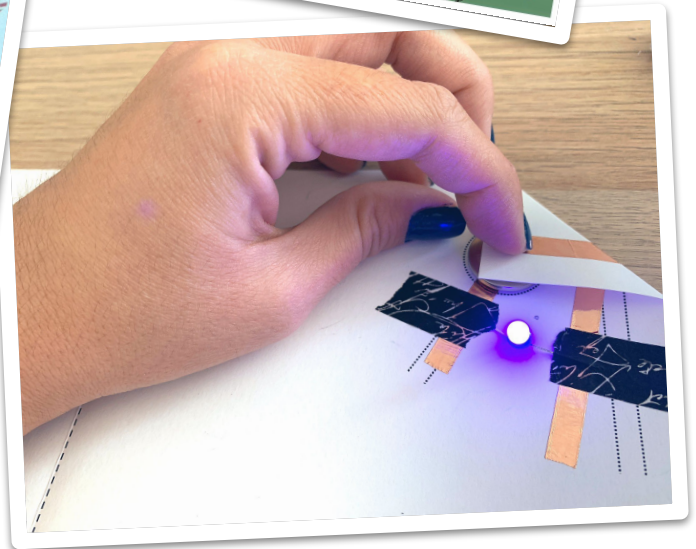
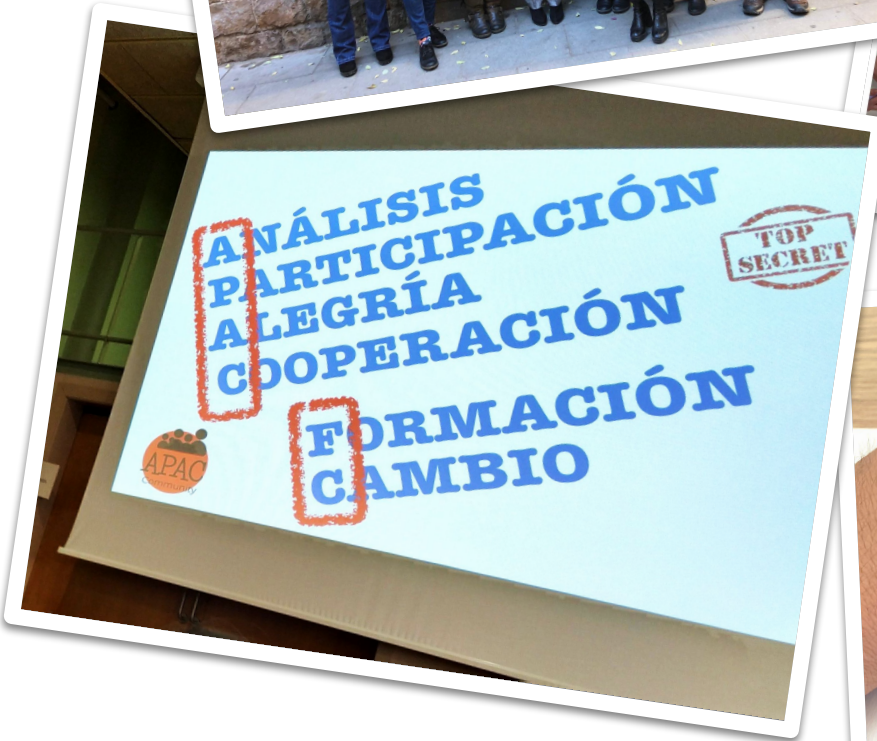
Certified by the Departament d'Educació, the Autumn Workshops combined 2 plenary sessions addressed to all participants and 4 workshops for each group: one for primary school teachers, and one for secondary or post-mandatory school teachers, even though teachers could choose their own itinerary and attend the sessions they found more compatible with their own context and/or interests. In the plenary sessions, renowned speakers from the field presented the key elements that underpin flipped learning, gamification and content-based methodologies, whereas the workshops consisted of hands-on sessions in which teachers tried out different tools and contents, and designed in collaborative groups activities and resources.

Table 01 provides an overview of the sessions. You may notice that, as in last year's workshops, the sessions combined English, Catalan and Spanish depending on the speaker's preferences, and all three languages could be used by the attendees. At APAC, we consider that this enables us to open up to more collaboration across the curriculum, and we can profit more from the expertise of trainers from different fields.

Type of session	Title	Abstract
Plenary session for all participants	CLIL and the Active Learner <b>Jill Simon (UAB)</b>	Reflection, discussion, investigation and creation: These four words are at the core of active learning methods which aim to engage student minds through learner-centered, meta-cognitive, purposeful tasks. How can we as teachers create the conditions in our classrooms to promote active learning? What are the challenges? And what are the benefits? This plenary addresses the development of the Active Learner in the CLIL classroom.
Plenary session for all participants	Dar la vuelta a tu clase: ¿realidad o ficción? <b>Marcos Ordiales</b>	En esta plenaria hablaremos del origen de la Flipped Classroom, cómo puede favorecer el proceso de aprendizaje de los alumnos, sus ventajas y sus inconvenientes, cómo se pueden superar los primeros obstáculos y las diferencias con el enfoque tradicional.

Workshops	Title	Abstract
Primary workshop	Circuits de paper, robots que dibuixen i altres andròmines. El moviment maker a l'aula <b>Frank Sabaté, Escola Projecte</b>	En aquest taller ens endinsarem al món de la cultura maker i el seu impacte dins els centres educatius. Veurem diferents exemples de com podem fer servir la tecnologia de baix cost per fer-nos preguntes i alhora plantejar-nos noves maneres d'expressió i reflexió.
Secondary workshop	Capgirem l'aprenentatge! <b>Manel Trenchs, Escola Pia Mataró</b>	Al segle XXI els rols del professor i de l'alumne s'han de replantejar, ens cal aprofitar la tecnologia per fer aquest canvi. A partir de la pròpia experiència d'aula amb alumnes d'Història de l'Art us compARTiré les meves estratègies, activitats i nous enfocaments educatius. Amb la mesura del possible si podeu portar un dispositiu electrònic al workshop molt millor.
Primary workshop	Improve speaking with Game Based Learning Strategies <b>Christian Negre</b>	We all know speaking a foreign language is a hard job, even if it's English! This workshop will provide easy step-by-step Game-Based Learning strategies to help young learners remember vocabulary and expressions, and to encourage them to use these new items in context. A laptop, tablet or digital device is recommended to make the most out of the workshop.
Secondary workshop	Enriquece tus clases de idiomas con Flipped Classroom <b>Domingo Chica Pardo</b>	La clase inversa o Flipped Classroom puede ser una estupenda propuesta para aplicar metodologías activas en el aula y llevar a cabo tareas competenciales con nuestro alumnado. En este taller conocerás las herramientas para la creación de contenido, diseño de una unidad didáctica con FlipCan de Genially e instrumentos para la evaluación.
Primary workshop	Aprendre jugant, amb l'equip de <b>Dos Profes en Apuros</b>	Tothom diu que aprendre jugant mola, d'acord, però com podem començar a fer-ho a classe sense haver d'invertir-hi la paga extra? En aquest taller ho veurem!

Workshops	Title	Abstract
Secondary workshop	Dieticians for a day, with <b>Anna Martínez Comalada</b>	As a starter, the global project Dieticians for a day will be introduced. Designed and carried out by both the Biology and English teachers, as the main dish, it includes competence-based curriculum, CLIL methodology, flipped classroom and VR, among others. All the materials will be shared and as dessert a selection of students' output will be presented. Participants will learn about PBL, CLIL, flipped classroom and competence-based activities as well as assessment. A laptop, tablet or digital device is recommended to make the most of the workshop.
Primary workshop	Storytelling robots (Building creativity through collaboration and Communication), with <b>Elena Vercher</b>	This workshop will deal with how to use programming and robotics to explain and create stories in the English as a Foreign Language Class. It is aimed at both Kindergarten and Primary teachers. A language is learned with its use, so in this workshop we will use the 21st Century Skills to deepen the learning of a Foreign Language through Active Storytelling and STEAM. We will create cooperative groups to solve the challenges that are proposed and, for that, we will be exploring the didactic use of different robots, software and devices. Be ready to be immersed in the world of Storytelling Robots!
Secondary workshop	Cómo crear tu video flipped, with <b>Marcos Ordiales</b>	En este taller veremos que crear un vídeo didáctico puede no ser tan complicado como se piensa. Hay que tener claras las pautas para enganchar al alumnado a través del vídeo y por qué no... hacerle participe para que evolucionen y se enriquezcan pudiendo elaborar ellos mismos sus propios vídeos.



**Want to learn more?**



Check out the materials that the speakers shared with us via [APAC's webpage](#), and make sure you register for next year's **Communicate, Innovate and Create**.

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\* Bonificació del 10% de la quota d'associat amb un màxim de 50 euros per compte amb la quota domiciliada, per a nous clients de captació. La bonificació es realitzarà un únic any per a les quotes domiciliades durant els 12 primers mesos, comptant com a primer mes, el de l'obertura del compte. El pagament es realitzarà en compte el mes següent dels 12 primers mesos.

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2. Et tornem, cada mes, l'1% dels teus rebuts domiciliats de llum, gas, telèfon fix, mòbil i Internet (fins a 20 euros bruts al mes, sempre que l'import de la devolució sigui igual o superior a 1 euro). Per això, durant el mes has de fer un mínim de cinc compres amb la targeta de dèbit o crèdit del teu Compte Expansió PRO. I, evidentment, hi pots domiciliar tots els rebuts que vulguis. Nosaltres ens encarreguem de totes les gestions.

3. Targetes de crèdit i dèbit gratuïtes, sense quota d'emissió ni manteniment, amb el servei Protecció Targetes associat i amb una assegurança d'accidents en viatge de fins a 120.000 euros. Tot, gratuïtament amb el teu Compte Expansió PRO.

Oferta vàlida per a nous comptes oberts des del 08/10/2018 fins al 30/06/2019 amb la domiciliació d'una nova nòmina, pensió o ingrés regular mensual per un import mínim de 700 euros en el Compte Expansió PRO. Se n'exclouen els ingressos procedents de comptes oberts en el grup Banc Sabadell a nom del mateix titular. Si tens entre 18 i 29 anys, no cal domiciliar cap ingrés periòdic. Els titulars d'un Compte Expansió PRO en podran disposar d'un altre d'adicional sense requisits de domiciliació de nòmina, pensió o ingressos mensuals recurrents. I, a més a més, tots els Comptes Professional que vulguis, sense comissió d'administració i de manteniment (rendibilitat Compte Professional: 0% TAE).

Pot fer extensiva aquesta oferta als seus empleats i familiars de primer grau.

[sabadellprofessional.com](http://sabadellprofessional.com)

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## APAC TOOLKITS 03

Contents curated and revised by Iolanda Ribes

APAC's Social Networks Team

# Reading Resources

## October to December 2019

For young learners, being able to read is the gateway to a much richer world in which they can interact with stories and develop their autonomy. As they juggle learning to read in their own first language(s) and in English as an additional language (and perhaps some other languages!), it may come in handy to support their learning at home and in school with some handy apps that develop their understanding of phonics.



### Boo Articulation Helper

[Link to their facebook page](#)

How can we help our special needs students read aloud? Boo Articulation Helper is an app for iPad and iPhone that encourages children with speech difficulties to imitate articulated sounds and raise phonological awareness by practising sound patterns. Reading can be fun for everyone!



### Starfall

<https://www.starfall.com/h/><https://www.starfall.com/h/>

With Starfall your youngers students will learn step by step to recognise letters, words, start reading and improve their fluency. This website also provides materials for teachers and lesson plans. Give it a go and get your students reading!

# Reading Resources



## Reading Eggs

<https://readingeggs.co.uk/>

Reading eggs blends gamification with learning to read, providing young learners with goals and rewards for their progress and keeps them curious and engaged.



## Reading Bear

<https://www.readingbear.org/>

Free phonics presentations and guidance to help young learners become familiar with sounds and letters. It also includes quizzes to practice online.



## Square Panda

<https://squarepanda.com/>

An award winning app aimed at younger students that works on literacy skills with phonics. It uses visual, auditory, kinaesthetic and tactile learning. Students play with physical letters that are then used with their interactive games. It's iPad and Android compatible. An engaging and fun way to practice reading!

# Reading Resources

## Fiction Express

<https://en.fictionexpress.com/>

Want to promote reading in the classroom, check they understand and cater for diversity? Fiction Express is the answer. One new book is published every three weeks. Each week students vote how they want the book to continue and write their comments in a forum in which the writer also participates. Each chapter comes with comprehension exercises and activities. Finally, students have access to all the books that have already been completed so they can read as much as they want on a wide range of topics. Definitely, a novel approach to reading!



## Reading Rockets

<https://www.readingrockets.org/>

Loads of resources to teach children to read and to help them overcome any hurdles along the way. From finding age-appropriate book suggestions, to teaching and at home materials, this webpage is brimming with resources to get the little ones hooked.



Have you tried any of these tools? Let us know on [twitter](#), [instagram](#), [facebook](#) or drop us a line at [info@apac365.org](mailto:info@apac365.org)