

# Over to you

In this book we have put forward our ideas on how you can help your primary school pupils acquire English.

If you have

- followed the units carefully and systematically
- recorded yourself regularly and listened to your recordings
- tried some things out in class

we hope

- that you have noticed an improvement in your use of English
- that you have enjoyed experiencing new ideas
- that you are motivated to continue.

Your work should certainly be more satisfying and rewarding, but it is not always easy to bring in new ideas and change the way you run your classroom. On courses that I (Mary) have run, we often ask the teachers to make suggestions and tell us what they think about their teaching. The following two comments are typical of the sorts of things they say.

*'What I find most challenging is speaking to the children all the time in English. I have to try hard to do this and they are not used to it. The most satisfying thing is seeing them speak English – especially the beginners – they can only say simple phrases and isolated words but they like it.'*  
*'Different pupils of different ages have very different needs. Working with younger children is fun – they always want to play, to sing, to do things like action rhymes. It can be very exhausting but it's a very rewarding job because children understand very quickly. They are able to store lots of new language – even structures – and their pronunciation is often very accurate.'*

So it is not always easy, but do keep trying. Once children are familiar with the new activities, things will improve fast.

Some of the things teachers recommend for personal language development include:

- 1 Use a good learners' monolingual dictionary
  - to look up very common words, e.g. prepositions, or common nouns like *time, people, way, point*; read through the entries, practising any new phrases and patterns
  - to check a word (even if only to check a spelling): read the whole entry; you will find many common phrases and grammatical patterns associated with the word
  - to look up a new word: always look for the phrases and grammar patterns it is used with.
- 2 Write down two or three useful phrases each time you look up a word in a dictionary.
  - Practise these phrases to extend your own vocabulary and knowledge of typical phrases. Look out for similar ones while you are listening or reading.
- 3 Read something in English every day, no matter how short or how simple. Many teachers read children's books, as they are useful for phrases and grammatical patterns.
- 4 Read cartoon stories in English. They give lots of examples of colloquial spoken language in context.
- 5 Listen to an English-language programme on radio or television.
- 6 If you have access to a computer, find an email partner to write to in English and surf the Internet in English (we give some useful Websites in Resources, page 141).

In your classes

- Ask your children (in their mother tongue) what they like and don't like about learning English.
- Record one lesson a week/fortnight/month and listen to the recording. Reflect on what you learn from doing this.
- Record children in pairs or groups playing or singing in English. (The children in the classes recorded for this book were very proud to be recorded.)

## Unit 3 pages 32–41

## 3.1 Listen and colour, page 33

- a a picture for (2); give it to (2); his nose (2); colour the nose black (2)
- b a picture for Lucy – give it to Lucy; point to the nose – where is his nose; show me the eyes, the clown's eyes; show me ... point to
- c point to the nose – where's his nose – yes, there it is show me the eyes, the clown's eyes – yes, here they are let's check now – show me ... point to ... black nose, blue eyes, orange mouth, etc.
- d colour the nose black; colour the eyes blue
- e Very good, that's really nice, good; great. Very good (2); Very good, they are lovely
- f Everyone has to colour their own picture. Please sit down Andy. Thanks

## LANGUAGE FOCUS 3.2a, page 36

- 1 a 1f; 2g; 3d; 4b; 5c; 7a; 8e  
b 6; h

## LANGUAGE FOCUS 3.2b, page 37

- 2 Asking who wants a turn.  
Some possible responses (there are many others):  
— Who wants to start? Hands up! OK, you first, then you and then you ...  
— Whose go is it? Your go, Robert? Is it you next?  
— Whose turn is it to do a mime? Your turn, Dominique?  
— One more go. Who wants the last go? You do Lara? OK, quickly then.  
— Blue team? But you started last time. So what about the pink team this time.  
— Maria again? But you've just had a go. Who hasn't had a go at all? Enrico?

- Who has still not had a turn? A few of you over there at the back? One of you?  
— Who still wants a go? No one else. OK.  
— Which group has not been? Oh – sorry – your group, Leila! I missed you out ...

## LANGUAGE FOCUS 3.3a, page 39

- a The odd one out is 'One between two desks' because it is the only one which does not show pupils how to make the card. It is simply about giving out the scissors.

## LANGUAGE FOCUS 3.3b, page 39

- b round (6); up (1); down (3); back (2); on (3)

## PRONUNCIATION POINT, page 40

- 1 Unvoiced *th* sound /θ/ *thanks, three, throw, thin*  
Voiced *th* sound /ð/ *this, that, there, the, they, mother*  
Stick out your tongue between your teeth to help you say these sounds.  
You can hear these sounds in 3A, 3C, and 3D.

## 3.3 Topic Talk: Festivals and celebrations, page 41

## Questions you might ask:

- When is this festival? Does everybody celebrate it or just some people?  
What do people do? Do you go to church, chapel, the temple, the mosque? somewhere else?  
What do they wear? Anything special?  
What do people eat? Anything special?  
Do people give/get presents? Cards? Flowers?  
Do you have a party? Where? What happens?  
How do you and your family prepare for it?

You might also use these questions to help plan your talk.

## Unit 4 pages 42–53

## 4.1 Using classroom phrases, page 43

- 1 Sorry, but I've forgotten my pencils  
2 Please, Miss Bates, I can't see the board.  
3 Sorry I'm late. I missed the bus.

## LANGUAGE FOCUS 4.1, page 44

- a Some possible answers:

Child	Teacher
I've lost my colours.	Don't worry I've got a spare set here.
I've forgotten my book.	Did you leave it at home? OK, never mind.
I haven't got my pencils.	Who's got a spare pencil?

## LANGUAGE FOCUS 4.2, page 46

From softest to loudest: 2, 1, 5, 4, 3

## LANGUAGE FOCUS 4.3, page 49

- a *Wh*- questions: Which house does he go in?  
b A kangaroo? An elephant?  
c Is this a dog ...?  
d And this is?  
e *Either/or* questions: Is this a mouse or a frog?

## PRONUNCIATION POINT, page 49

- 1 /f/  
Other common words with /f/ pronunciation are: *enough, rough, photo, phone, wolf, fine.*  
2 /dʒ/  
Other common words with /dʒ/ pronunciation are: *change, age, giant, jelly, juice, jet.*

## 4.5 Topic Talk: Animals, page 53

- a Here are some examples. Note that some animals might go in more than one list.
- Pets: cats, dogs, rabbits, guinea pigs, hamsters, gerbils, mice, fish
  - Farm animals: goats, sheep, cows, pigs, horses, donkeys, chickens
  - Wild/zoo animals: monkeys, zebras, lions, tigers, wolves, deer, elephants, kangaroos, pandas
  - Nasty or scary animals: lions, snakes, hyenas, wolves, black bears

## b Things you might say about them:

- They live in/come from hot/cold countries; deserts/forests/hills/mountains.
- They live in small/large groups or herds.
- They like eating leaves/grass/seeds/insects/small animals/people!

## Possible questions:

- What colour are they usually? What do they look like? What do they eat?
- Can they go fast? Are they dangerous to humans?

## Unit 5 pages 54–65

## LANGUAGE FOCUS 5.2, page 57

- a The correct order is: 2, 3, 1.  
 b There are seven initiations and six follow-ups. She rephrases in all six follow-ups, and extends in five (in the final one more than all the rest).

## LANGUAGE FOCUS 5.3a, page 59

- b throw, catch, drop, pass, kick, bounce, roll, shoot/get a goal, lose, find, fetch, hide (also, players sign balls, you can break windows with balls).  
 c Throw it away now.

## PRONUNCIATION POINT, page 65

- 1 When people are speaking **spontaneously** in English they link words together in phrases.

This is what the teacher was helping his pupils to do in 5E. These phrases are said as if they are written together, e.g. *Tellusagain ... Putitall*.

If you need to, listen again to the teacher saying these phrases. Notice how the last consonant sound is linked to the first vowel sound of the next word. And how sometimes a sound can disappear, e.g. *hands up* can sound like *hansup*.

In some phrases this link can sound like another sound, e.g. *would you like* in connected speech is /wudʒəlaɪk/

- 2 *soccer, comic, want* have the sound /ɒ/  
*brother, mother, months* have the sound /ʌ/

## Unit 6 pages 66–81

## LANGUAGE FOCUS 6.2, page 73

- a — Who can tell me this one?  
 — Anything else?  
 — Or how about this one then?  
 — ... you have to guess which word this is ...  
 — what else?  
 — ... you come out and choose one.  
 b This one is not about guessing: *Let's put everything away.*

## 6.2 Topic Talk: Holidays/Vacations, page 76

## Five possible questions:

- Who do people go with when they go on holiday?
- Where do people stay when they go on holiday?
- What would be a dream holiday for you and what would you need to really enjoy it?
- What kinds of holidays can people go on today?
- What do people do on holidays?

## PRONUNCIATION POINT, page 79

- 1 *walk* and *talk* have the sound /ɔ:/. You don't pronounce the /l/. *word, work, and shirt* have the sound /ɜ:/ in British English and you don't hear the /r/ sound.

In some other accents you do hear a light /r/ sound. Listen to the American speakers on the CD – do you hear the /r/ sound?

- 2 The word *sort* has the same vowel sound as *walk* /ɔ:/. Some speakers lightly pronounce the /r/ and some do not.

**Unit 7** pages 82–95

## LANGUAGE FOCUS 7.1a, page 83

*Politeness phrases*

- a TEACHER: good – that's a good c.  
CHILD: Thank you.
- b TEACHER: Oh good a Midori. How are you?  
CHILD (MIDORI): I'm fine.  
TEACHER: Good.

## LANGUAGE FOCUS 7.1b, page 84

- 1 c Don't just leave it **beside your chair**, where someone might fall over it.
- 2 The stressed words are underlined:  
— the orange team  
— now, one person at a time  
— the next one writes b (maybe two stresses here)  
— you have to do the whole thing  
— all the way to z  
— let's use crayons

## PRONUNCIATION POINT, page 85

- 1 They are all the sound /ə/ which is called *schwa*. It is a vowel sound and it is pronounced but it is never found in **stressed** syllables. When native speakers are speaking naturally and at normal speed, this is the sound you hear in unstressed words, e.g. *a, at, from, the*.
- 2 *Team, need, piece, see, eat* all have the vowel sound /i:/ and *sit* has the sound /ɪ/.

## LANGUAGE FOCUS 7.2b, page 88

- 1 opposites: a and c, e and b  
odd one out: d

## LANGUAGE FOCUS 7.2c, page 88

- 2 C: c, d, f, g; T: a, b, c, e, f

**Unit 8** pages 96–107**8.1** Telling a new story, page 97

Rehearse it in your head, then write it down.

Read the story several times out loud.

Find or make pictures to go with the story, or practise drawing pictures on the blackboard.

Notice what the pictures are about and see how far the story language matches what is happening in the pictures.

Write down all key words, key phrases, and any repeated language.

Make a short summary.

Practise telling the story using the summary and using the pictures.

**8.2** LANGUAGE FOCUS 8.2a, page 102

- 1 What did Elmer say?  
Sh ... sh ... sh He said?  
What did Elmer say?  
What colour are elephant berries?  
What colour?  
See Elmer.  
See them – see them – see all the berries.  
Notice, too, how the teacher rephrased *large bush*, adding *very big bush* before she read *large bush*.

**8.2** Talking about what is happening, page 102

- a TEACHER: Did they know it was Elmer? Do they know Elmer?  
TEACHER: Did they see him?  
TEACHER: And are they happy?
- b TEACHER: Good morning, elephant.  
CHILDREN: Good morning.  
TEACHER: They are very quiet.  
CHILDREN: Very very quiet.  
TEACHER: ... Good morning.  
CHILDREN: Good morning.  
TEACHER: All grey elephants.  
CHILDREN: Purple ... purple ...
- c TEACHER: Well nearly grey ... they were all standing quietly ... see them standing quietly ... you know 'be quiet' ...
- d TEACHER: Yes it looks like an army of elephants, doesn't it? Yes, and not smiling.  
ONE CHILD: Purple – purple.  
TEACHER: Well nearly grey.
- e TEACHER: And he was pleased that he wasn't recognized. They didn't recognize him. They didn't recognize him ...  
Are they smiling? Are they happy? Not happy.  
TEACHER: They are very quiet ...  
TEACHER: And are they happy?  
CHILDREN: No.  
TEACHER: Not smiling. Not happy.

## PRONUNCIATION POINT, page 103

*passed, walked* end in /t/  
*pleased, recognized, rejoined, smiled, covered* end in /d/  
*decorated* ends in /ɪd/

## LANGUAGE FOCUS 8.4, page 106

The key words stressed most are in bold and italic. Other words in bold are stressed but not as much as these.

## 8 E

TEACHER: Now *this* story is called 'The Real Story of the Three Little Pigs'. And the **wolf** is telling the story. **What** do you think the **wolf** is going to say?

CHILD: ...

TEACHER: So he's going to say, 'Yes I'm very bad. I ate the three little pigs.' What **else** do you think he's going to say?

CHILD: ...

TEACHER: So he's going to say 'I said **please open** the **door** and they said 'no' they were **so rude**. They were **so rude**.' OK and ... Yes, Narn?

NARN: ...

TEACHER: So, 'I'm your mum.' That sounds like *Little Red Riding Hood*.

## Unit 9 pages 108–19

## PRONUNCIATION POINT, page 113

These two words start with /s/: *surprise, supermarket*

— *story, stamp, stand, step, start, /st/*

— *snap, sneeze /sn/*

— *slap, sleep /sl/*

— *strawberries /str/*

## LANGUAGE FOCUS 9.5, pages 118–9

- 1 a Writing
- b Spelling
- c Wrong word (could be either speaking or writing)
- d Children have misunderstood/not heard the question word, and have answered the wrong question.
- e A speaking error: in describing the picture, the child has omitted the verb.
- f Pronunciation: the child did not say the middle consonant.

## Unit 10 pages 120–32

## LANGUAGE FOCUS 10.1a, page 122

- a 1c, 2d, 3f, 4h, 5i, 6j, 7e, 8a, 9b, 10g

## LANGUAGE FOCUS 10.2a, page 129

- a ... OK we'll make a line here ...  
 OK children listen. OK, I'll be your Grandma and you have to ask me ...  
 Come here Kevin. You are the Grandma.
- b Now we're going to play a game. ...  
 ... Kevin is going to say the numbers.
- c OK Kevin ... Come here ...  
 ... Kevin. You are the Grandma. And OK eeny meeny miny mo, OK, you can say the numbers and ...
- d Oh the bell, the bell. Always the bell.  
 Noise! Noise!
- e OK children listen.  
 So, you three, come on, pay attention.  
 Now everyone ... OK.  
 OK, calm down.  
 Quiet everybody.  
 Now pay attention, ...

## LANGUAGE FOCUS 10.2b, page 130

- 1 *going to: 3; have to: 3; can you: 5; have got: 1.*
- 2 Five different ways of asking questions:  
 One word with rising intonation: *Sorry? Sure? OK?*  
 Wh- questions: *What number is it? Where is he?*  
 Changing word order, e.g. *Have you got ...?*  
 Can you questions, for checking, e.g. *Can you see him in the picture?*  
 Do you question
- 3 *read out, call out*

## PRONUNCIATION POINT, page 130

- 1 *answer, knees, know, combing, wrong, whoever, listen, write, lamb*
- 2 Other common words with silent letters are:  
*half, who, whoever, whose, hour, climb, wrap, night, right, castle, Wednesday, talk, walk, honest, knock.*

# Contents of the CD

## Unit 1

- 2 **1A** Thinking about the Easter Bunny and eliciting the phrase 'chocolate eggs'. Clara with eight to nine year olds.  
3 Pronunciation point: /tʃ/ and /ʃ/  
4 **1B** Greetings. Clara with eight to nine year olds.  
5 **1C** A question of routine. Cristina with nine to ten year olds.  
6 **1D** Calling the roll in English. Clara with eight to nine year olds.  
7 **1E** Starting with a song. Juan with eight to nine year olds.  
8 **1F** Arranging the classroom. Cristina with nine to ten year olds.  
9 **1G** Changing from one activity to another. Jane with seven to eight year olds.  
10 **1H** Asking and giving permission. Emi with eleven to twelve year olds.  
11 **1I** Ending a lesson. Cristina with seven to eight year olds.  
12 **1J** Finishing up. Juan with six to seven year olds.  
13 **1K** VYLs listening to a story. Susan with six to seven year olds.  
14 **1L** YLs guessing from visual clues. Cristina with eight to nine year olds.

## Unit 2

- 15 **2A** Personal possessions. Erin with four to five year olds.  
16 **2B** Listen and point. Brian with seven to eight year olds.  
17 Pronunciation point: /s/, /k/, and /ʃ/  
18 **2C** Follow the leader. Lucy with six to seven year olds.  
19 **2D** TPR with clothes vocabulary. Lucy with seven to eight year olds.  
20 **2E** An action routine. Juan with eight to nine year olds.  
21 **2F** A pointing rhyme. Brian with five to six year olds.  
22 **2G** Rearranging the class. Cristina with seven to eight year olds.  
23 **2H** Miming a morning routine. Lucy with seven to eight year olds.  
24 **2I** Physical break chant. Brian with six to seven year olds.  
25 **2J** Right or wrong. Lucy with seven to eight year olds.  
26 **2K** 'Simon says'. Brian with eight to nine year olds.  
27 **2L** Actions please! Brian with eight to nine year olds.

## Unit 3

- 28 **3A** Listen and colour. Brian with seven to eight year olds.  
29 **3B** Listen and draw. Brian with nine to ten year olds.  
30 **3C** Monster drawing game. Juan with eight to nine year olds.  
31 **3D** Making a card. Jane with seven to eight year olds.  
32 **3E** Cutting out and sticking. Cathy with eight to nine year olds.  
33 Pronunciation point: /θ/ and /ð/

## Unit 4

- 34 **4A** Learning a new phrase in context. Bob with eleven to twelve year olds.  
35 **4B** Introducing new vocabulary. Pura with nine to ten year olds.  
36 **4C** *Either/or* questions. Pura with nine to ten year olds.  
37 **4D** Classifying. Lucy with nine to ten year olds.  
38 Pronunciation point: /f/ and /dʒ/  
39 **4E** Guessing the picture. Jane with seven to eight year olds.  
40 **4F** Remembering a list. Brian with nine to ten year olds.  
41 **4G** Supporting pupils by saying a word. Jane with seven to eight year olds.

## Unit 5

- 42 **5A** Talking about brothers and sisters. Flaviana with eight to nine year olds.  
43 **5B** Pass the ball. Lucy with eight to nine year olds.  
44 **5C** Guess the mime. Brian with eight to nine year olds.  
45 **5D** Find four differences. Fumiko with ten year olds.  
46 **5E** Personal presentation. Bob with eleven to twelve year olds.  
47 **5F** Guess what animal I am. Brian with eleven to twelve year olds.  
48 Pronunciation point: connected speech; /ə/ and /ʌ/

## Unit 6

- 49 **6A** Using a tambourine for rhythm and syllable work. Jane with seven to eight year olds.  
50 **6B** Matching words to pictures. Jane with seven to eight year olds.  
51 **6C** Recognizing the correct word. Jane with seven to eight year olds.

- 52 **6D** Reading words. Jane with seven to eight year olds.  
53 **6E** Building a phrase. Brian with eight to nine year olds.  
54 Pronunciation point: /ɔ:/ and /ɜ:/  
55 **6F** Reading and transferring information. Emi with eleven to twelve year olds.

## Unit 7

- 56 **7A** Singing the alphabet song and writing the alphabet. Erin with four to five year olds.  
57 **7B** An alphabet writing race. Erin with four to five year olds.  
58 Pronunciation point: /ə/, /i:/, /ɪ/  
59 **7C** Finding words and making lists. Flaviana with nine to ten year olds.  
60 **7D** Remembering vocabulary sets and spelling. Cristina with nine to ten year olds.  
61 **7E** Preparing to write about a well-known story. Flaviana with nine year olds.

## Unit 8

- 62 **8A** Telling a story after preparation. Pura with nine to ten year olds.  
63 **8B** Listening to a story and looking at pictures. Susan with six year olds.  
64 **8C** Talking about what is happening. Susan with six year olds.  
65 Pronunciation point: /ʌ/, /d/, /ɪd/  
66 **8D** Retelling *The Three Little Pigs*. Candace with ten to eleven year olds.  
67 **8E** Preparing for a new story. Katherine with ten to eleven year olds.

## Unit 9

- 68 **9A** Retelling a story the children know. Juan with seven to eight year olds.  
69 **9B** Starting a story and letting the children continue. Fumiko with ten year olds.  
70 Pronunciation point: /s/, clusters /st/, /sn/, /sl/, /str/

## Unit 10

- 71 **10A** Game 'What's the time?' Juan with seven to eight year olds.  
72 **10B** Read and match. Emi with eleven to twelve year olds.  
73 Pronunciation point: silent letters

# Resources

## Recommended reading

- Brewster, J., G. Ellis, and D. Girard** 1992.  
*The Primary English Teacher's Guide*. London, Penguin.  
A very useful and comprehensive book.
- Donaldson, M.** 1978.  
*Children's Minds*. London, Fontana.  
Great insights into how children think and learn.
- Ellis, G. and J. Brewster** 1991.  
*The Storytelling Handbook for Primary Teachers*. London, Penguin.  
A useful book which links storytelling to other areas of the curriculum.
- Garvie, E.** 1989.  
*Story as Vehicle*. Clevedon, Multilingual Matters.  
A wide ranging book looking at how stories fit into language teaching.
- Gika, A-S. and W. Superfine (eds.)** 1998.  
*Young Learners: Creating a Positive and Practical Learning Environment*. Papers from Joint Conference in Madrid. Whitstable, Kent, IATEFL.  
Fourteen very interesting papers with theoretical discussions of issues and practical suggestions for the classroom.
- Halliwell, S.** 1992.  
*Teaching English in the Primary Classroom*. Harlow, Longman.  
Covers many aspects of teaching language, with practical suggestions.
- Lightbrown, P. M. and N. Spada.** 1999.  
*How Languages are Learned*. 2nd edition. Oxford: Oxford University Press.
- Moon, J.** 2000.  
*Children Learning English*. Oxford, Macmillan Heinemann.
- Rosen, B.** 1991.  
*Shapers and Polishers*. Cheltenham, Mary Glasgow Publications.  
A book to encourage teachers to become storytellers.
- Scott, W. A. and L. H. Ytreberg** 1990.  
*Teaching English to Children*. Harlow, Longman.  
A very useful book for teachers, with practical ideas and useful activities.
- Willis, J.** 1996.  
*A Framework for Task-Based Learning*. Harlow, Longman.
- Byrne, J. and A. Waugh** 1982.  
*Jingle Bells and Other Songs*. Oxford, Oxford University Press.
- Corbett, P. and C. McLean.**  
*The Kingfisher Playtime Treasury*. London, Kingfisher Nursery Library.  
Other titles in this series contain a useful selection of movement rhymes for very young learners.
- Gardner, B. and F. Gardner** 2000.  
*Classroom English* (Oxford Basics). Oxford, Oxford University Press.  
Simple expressions and phrases for use in the classroom.
- Graham, Carolyn** 1980.  
*Jazz Chants for Children*. Oxford, Oxford University Press.
- Gray, K. (ed.)** 1996.  
*Jet Primary Teachers' Resource Books 1 and 2*. London, Delta Publishing.  
A compilation of many useful photocopiable activities.
- Heggie, A.** 1989.  
*Bright Ideas for Early Years Art and Craft*. Leamington Spa, Scholastic Publications.  
Practical ideas for teachers working with 3 to 6 year olds. One of a series of very useful books.
- Kalbag, A. and Jonathan Sheikh-Miller** 1999.  
*Homework on Your Computer*. London, Usborne Publishing.  
Clear and well presented. Provides useful computer language support for teachers.
- Lewis, G. and G. Bedson** 1999.  
*Games for Children*. Oxford, Oxford University Press.  
A collection of games for children aged 4–12.
- Meredith, S.** 1999.  
*Starting Computers*. London, Usborne Publishing.  
Very good guidelines for teachers working with young beginners. Clear and helpful.
- Moore, C.J.** 1990.  
*Let's Write English*. Oxford, Heinemann.  
A helpful book on handwriting with practical work on letter recognition.
- Palim, J. and P. Power** 1990.  
*Jamboree*. London, Longman.  
Activities and photocopiable worksheets.
- Philips, Sarah** 1993.  
*Young Learners*. Oxford, Oxford University Press.  
Ideas and advice for teaching children aged 6–12.
- Philips, Sarah** 1999.  
*Drama with Children*. Oxford, Oxford University Press.  
Practical ideas to develop children's creativity, self-confidence, and speaking.
- Reilly, Vanessa and Sheila M. Ward** 1997.  
*Very Young Learners*. Oxford, Oxford University Press.  
Contains advice and ideas for teaching children aged 3–6. Lots of activities.
- Ross, Mandy and Neal Layton** 2000.  
*Alphapets*. Loughborough, Ladybird Phonics Series.

This is part of a series of books designed to help children see the link between letters and the sounds they most often represent.

**Smith, L.** 1991.

*Bright Ideas Timesavers*. Leamington Spa, Scholastic Publications.

Contains photocopiable material for busy teachers, ranging from badges to special occasions, with a very useful section on world festivals.

**Whiteford, R. and J. Fitzsimons** 1988.

*Bright Ideas Display*. Leamington Spa, Scholastic Publications.

Ideas and suggestions on display. These last two books are part of a series of very practical books for teachers, originally aimed at English-speaking children.

**Wright, A.** 1995.

*Storytelling with Children*. Oxford, Oxford University Press.

**Wright, A.** 1997.

*Creating Stories with Children*. Oxford, Oxford University Press.

Interesting and valuable collection of ideas on how to use stories when teaching English. Lots of practical suggestions and activities.

**Wright, A.** 2000.

*Art and Crafts with Children*. Oxford, Oxford University Press. Many creative ideas, plus tips on materials (including how to make play-dough).

#### Useful Websites

<http://www.oup.co.uk/elt> Click on 'Teacher's Club' and then 'Primary' to find extra resources and tips.

<http://www.startwrite.com/> A Website offering handwriting software that will help you make your own material.

<http://www.inspiration.com/> A Website offering mindmap software.

<http://www.storyarts.org/classroom/index.html> A Website for storytelling.

<http://www.enchantedlearning.com/Rhymes.html> A Website with nursery rhymes especially aimed at reading, with pictures for each rhyme.

<http://www.designwest.com/Johanna/MotherGoose/> A Website with well-known rhymes.

<http://www.ks-connection.org/penpal/penpal.html> and <http://www.epals.com/> Two Websites for pen-pals/epals.

<http://www.realbooks.co.uk> A Website with ideas and recommendations for using story books.

#### Stories

The following stories have all been used by teachers who found them suitable for their classes. We include them only as examples. As children and classes differ greatly, it is important to get some idea of what a book is about before you buy it. Then you can judge if it will suit your class.

#### Very big books

The following books are available as very big books. For that reason, teachers have recommended them for larger groups.

*Farmer Duck* Martin Waddell and Helen Oxenbury 1996. Walker Books. ISBN 0-7445-4779-2.

*Handa's Surprise* Eileen Browne 1997. Walker. ISBN 0-7445-5473-X.

*I Love Animals* Flora Mc Donnell 1996. Walker. ISBN 0-7445-4392-4.

*Tidy Titch* Author-Illustrator Pat Hutchins 1993. Red Fox. ISBN 0-09-920741-9.

*Titch* Author-Illustrator Pat Hutchins 1997. Red Fox. ISBN 0-09-926253-3.

*We're Going on a Bear Hunt* Michael Rosen and Helen Oxenbury 1996. Walker. ISBN 0-7445-4781-4.

#### Books for reading aloud

The following books have been recommended by teachers for reading aloud.

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* Judith Viorst 1987. Reissue Atheneum. ISBN 0689711735.

*Brown Bear, Brown Bear, What do you See?* Bill Martin Jr. and Eric Carle 1995. Puffin. ISBN 0-14-050296-3.

*Busy Year* Leo Lionni 1992. A.A. Knopf. ISBN 0679824642.

*Dear Zoo* Rod Campbell 1987. Campbell Blackie. ISBN 1852920025.

*Doctor De Sota* William Steig 1990. Turtleback. ISBN 0606032282.

*Dinosaur Roar* Paul and Henrietta Stickland 2000. Puffin Books. ISBN 0140566961.

*The Elephant and the Bad Baby* Elfrida Vipont and Raymond Briggs 1971. Penguin. ISBN 0-14-050048-0.

*Elmer: The Story of a Patchwork Elephant* David Mc Kee 1990. Red Fox. ISBN 0-09-969720-3.

*Elmer Again* David Mc Kee 1993. Red Fox. ISBN 0-09-991720-3.

*The Gigantic Turnip* Author A. Tolstoy, Illustrator Niamh Sharkey 1999. Barefoot. ISBN 1-902283-29-5.

*The Hedgehog's Balloon* Nick Butterworth 1999. Picture Lions. ISBN 0006646956.

*The Itsy Bitsy Spider* Iza Trapani 1998. Whispering Coyote Press. ISBN 1879085771.

*Ketchup on your Cornflakes* Nick Sharratt 1996. Hippo. ISBN 0590136631.

*Meg and Mog* Helen Nicoll and Jan Pienkowski 1975. Puffin. ISBN 0-14-050117-7.

*The Mixed-up Cameleon* Eric Carle 1988. Penguin. ISBN 0-14-050642-X.

*Polar Bear, Polar Bear, What do you Hear?* Bill Martin Jr. and Eric Carle 1994. Penguin. ISBN 0-14-054519-0.

*Rosie's Walk* Pat Hutchins 1970. Penguin. ISBN 0-14-050032-4.

*Rotten Ralph* Jack Gantos 1988. Houghton Mifflin Co. ISBN 0395292026.

*Small Brown Dog's Bad Remembering Day* Mike Gibbie and Barbara Nascimbeni 2000. Macmillan. ISBN 0-333-74539-6.

*Strega Nona* Tomie de Paola 1988. Simon and Schuster. ISBN 0671666061.

*Swimmy* Leo Lionni 1991. Random House. ISBN 0394826205.

*Ten-in-the-Bed* Penny Dale 1998. Walker. ISBN 0-7445-1340-5.

*Ten out of Bed* Penny Dale 1996. Walker. ISBN 0-7445-4383-5.

*The True Story of the Three Little Pigs* Jon Scieszka 1991. Penguin. 0-14-054056-3.

*The Very Hungry Caterpillar* Eric Carle 1974. Penguin. ISBN 0-14-050087-1.

*This is the Bear* Sarah Hayes and Helen Craig 1994. Walker. ISBN 0-7445-3621-9.

*Where's Spot?* Eric Hill 1983. Puffin. ISBN 0-14-050420-6.

## About the teachers

Some of the teachers who recorded their classes for this book sent us some information about themselves. We have summarized what they wrote below.

**JANE CADWALLADER** has been teaching children in Spain for 20 years. She gives courses aimed at primary teachers for Local Education Authorities around the country and has written several coursebooks for children aged from six to eight.

**CLARA ERMINI** teaches pupils aged from eight to eleven in an elementary school in Rome. She has been working there for eleven years and her classes usually have between 23 and 25 pupils. Clara has also been working as a teacher trainer for the last five years. She uses flashcards, Cuisenaire rods, and stories all the time in her teaching and believes that Total Physical Response activities are very important with young learners as they help them feel more confident.

**CRISTINA FERNÁNDEZ** is teaching in a school in Buitrago del Lozoya, to the north of Madrid. She has been teaching English for five years, in different schools in Madrid. She likes teaching English very much.

**PURA MARÍA GARCÍA** has taught English at primary and secondary school since 1985 and also worked with Teacher Training Centres in Spain. She now works with the Primary Publishing Department of Oxford University Press in Spain.

**BOB JONES** has taught English in Japan to both children and adults since 1990. His first job was with a city board of education but he now teaches small groups of up to eight pupils in his own school. He uses commercial textbooks but also enjoys making his own materials. Whenever he visits a new Japanese town, he checks out the local '100 Yen' shop. You can get toys, games, plastic animals, etc. and everything is the same price – 100 yen, which is very cheap. Very useful in the classroom and very affordable.

**JUAN MORALES** teaches in Tenerife. He teaches English to children aged between five and nine and likes to have a very positive atmosphere in his classroom. He uses a lot of variety in his lessons, changing frequently between active and restful activities. Juan finds it very helpful to be part of a teachers' group. With María de Armas Cruz, Candelaria Castellano, and Soraya Montesino, Juan regularly works on materials development. All the group participants use these materials in their classes.

**ERIN E. NELSON** has been teaching primary English in Kanagawa, Japan, for one year. Before this she taught older children and adults. She works in a language school with pupils aged from two-and-a-half years to six years. She found that the use of a puppet for the first few weeks was very useful in making the kids comfortable. Erin also realized that she had to act really silly (funny faces, strange voices, and exaggerated actions) at times, but the kids loved this, of course. Being sensitive to them as people is something she always keeps in mind as an hour in another language can be a little scary for some of the kids.

**SUSAN ÖZBEK, CANDACE PLEKEITIS, KATHERINE SPRY** all work in a primary school in Izmir, Turkey. They use a lot of 'native-speaker' stories in their classes and often choose books written for English-speaking children who are up to two years younger than their classes. They always want the children to enjoy the stories and have the satisfaction of understanding. Their classes have class libraries and even the youngest children enjoy looking at the illustrations in the books even before they can understand the text. There is also a home reading scheme in their school, which allows the children to enjoy sharing stories with their parents.

**EMILIA ARTILES RUANO (EMI)** teaches in Gran Canaria. Emi has been teaching for 13 years. Her classes usually have between 17 and 25 pupils. She has worked with pupils from six to eleven. She says 'I teach English so if I speak in English my pupils will try to do the same. They do not need to understand every word I say as my expression and gestures will help them understand. If I am unsure of something in English, I ask a colleague or another English speaker.'

**FLAVIANA SORTINO** has been teaching English in Lucca, Italy for five years. She works with pupils aged from seven to eleven. Her classes usually have between 16 and 25 pupils. She thinks it is important to speak English most of the time in the classroom because children are exposed to real chunks of the language and understand that English is a means of real communication with each other. They need to know lots of short sentences such as 'Can I go to the toilet?' or 'Pass me the pen'. Flaviana says, 'I find that children seem to learn very quickly through the use of stories, nursery rhymes, and songs. Children are motivated by listening to stories and telling stories because they are interested and the teacher can easily introduce new vocabulary and new structures.'

**FUMIKO YAMAZAKI** has been teaching primary English in Kitakyushu, Japan, for 21 years. She works mainly in a private elementary school with pupils from seven to twelve and with up to 40 pupils in any class. She normally uses a lot of teacher-made worksheets (developed with her colleague, Ms Hiroko Murakami), cards with pictures/letters, wall charts, picture dictionaries, and coursebooks for primary English. She gives her lessons almost entirely in English and she thinks pairwork and group work help her students to use more English and to develop their fluency.

# Glossary

A list of language terms used in this book. Some of these words have a general meaning as well as a language-teaching meaning. You should look up a good language learners' dictionary to check the general meaning. Special words used for language work are marked 'special term'.

**Grammatical notation** *n.* = noun, *v.* = verb, *a.* = adjective, *adv.* = adverb

**Phonemic notation** IPA symbols are used. The bracketed sound /*(j)*/ represents the letter *r* where it is pronounced lightly in some accents and not in others.

**Stressed syllables** are underlined.

- absorb** /əbɜː(ɹ)b/ *v.* to learn a language without noticing
- accurate** /ækjʊərət/ *a.* correct, without mistakes
- achieve** /ətʃiːv/ *v.* to complete something after making an effort. **achievement** *n.*
- acquire** /ækwaɪə(ɹ)/ *v.* to learn a language naturally by hearing it, reading it, and using it. **acquisition** /ækwɪzɪʃən/ *n.* (special term)
- alternative** /ɔːltɜː(ɹ)nətɪv/ *n.* different, something that you can do/use instead of something else
- appropriate** /əprəʊpɪət/ *a.* suitable or right for a particular situation, person, etc.
- associate** /əsoʊʃieɪt/ *v.* to make a connection between people or things in your mind. **association** /əsəʊsɪeɪʃən/ *n.*  
1 connecting one person or thing in your mind  
2 joining or working with another person or group
- aware** /əweə(ɹ)/ *a.* conscious of something, knowing or realizing something. **awareness** *n.* Language awareness is when you get to know, or develop knowledge of, a word or phrase or a meaning or pattern
- brainstorm** /breɪnstɔː(ɹ)m/ *v.* and *n.* when everyone offers as many ideas as possible in a short time, group sharing of all ideas, vocabulary items, etc.
- caretaker talk** /keə(ɹ)teɪkə(ɹ) ɔːk/ *n.* the speech used by mothers, fathers, and other people as they look after and care for babies and very young children. Caretaker talk encourages the children to talk. It has also been called parentese (special term)
- chant** /tʃɑːnt/ *n.* a word or group of words that is repeated rhythmically (often several times). In language teaching a chant is often a simple repetitious rhyme.
- checking question** /tʃekɪŋ kwɛstʃən/ *n.* a question you ask to see if children understand/have understood
- chunk** /tʃʌŋk/ *n.* words in a text or in speech that belong together, e.g. 'as a matter of fact'
- clarify** /klaɪrɪfaɪ/ *v.* to explain so that someone understands
- classify** /klaɪsɪfaɪ/ *v.* to put something or someone into a group with other things, animals, or people of a similar type
- cognitive** /kɔgnɪtɪv/ *a.* describes the processes of thinking, remembering, understanding, etc. that are used in learning
- collage** /kɒləːʒ/ *n.* a picture made by sticking together different materials such as pieces of paper, photos, etc.
- combination** /kɒmbɪneɪʃən/ *n.* the bringing together of different things
- concept** /kɒnsept/ *n.* the general idea of something or the meaning in someone's mind
- consolidate** /kənˈsɒlɪdeɪt/ *v.* to make something stronger and easier to remember
- context** /kɒntekst/ *n.* the ideas, situations, information that help us understand. In language learning this also refers to words in a sentence that help us understand a new word or phrase
- contrastive stress** /kəntrɔːstɪv stres/ *v.* more emphasis on one word to show the difference between one word and another
- co-operation** /kəʊpəreɪʃən/ *n.* working together with someone else to achieve something, helping one another in class. **co-operate** /kəʊpəreɪt/ *v.*
- copy** /kɒpi/ *v.* to do the same thing as someone else, mirror. **copy** *n.*
- cross-curricular** /krɒskəɪrɪkjələ/ *a.* linking two school subjects, e.g. English and Science
- Cuisenaire rods** /kwɪzəneɪəɹɒdz/ *n.* special wooden or plastic sticks of different lengths used in teaching mathematics. The rods are also used in language classes (special term)
- discipline** /dɪsɪplɪn/ *v.* and *n.* getting children to behave well
- display** /dɪspleɪ/ *v.* to put something in a place where people will see it. e.g. children's drawings, a collage, frieze, etc. Also *n.*: a display

- effective** /ɪfektɪv/ *a.* works well, gives the result you want  
*adv.* effectively
- e.g.** /i: dʒi:/ for example (abbreviation)
- elicit** /ɪlɪsɪt/ *v.* to ask careful questions to get children to answer. In language learning you are finding out if the children can use language (special term)
- exchange** /ɪksʃeɪndʒ/ *n.* a short conversation between pupil and teacher which often consists of a question, a response, and a follow-up comment (also has other meanings)
- focus** /fəʊkəs/ *v.* to direct all the children's attention towards something in particular
- frieze** /fri:z/ *n.* a long piece of paper often put on classroom walls with pictures or words, e.g. an alphabet frieze has the alphabet written on it with helpful pictures (special term)
- gesture** /dʒestʃə(ɹ)/ *n.* a movement with part of the body, e.g. the hands, the head
- gist** /dʒɪst/ *n.* general meaning
- handle** /hændəl/ *v.* to deal with (has other meanings)
- interaction** /ɪntəræktʃən/ *n.* a two-way communication between people by speaking, listening, gestures, questions, and answers, etc. (special term)
- intonation** /ɪntəneɪʃən/ *n.* the rise and fall of your voice while you are speaking
- key words** /ki:wɜ:(ɹ)dz/ *n.* the most important words
- label** /leɪbəl/ *v.* to write information about something on a piece of paper. You can then see the information when you look at the thing, picture, etc. Also *n.*: label. A piece of paper next to something, with its name on
- language input** /læŋgwɪdʒ ɪnpu:t/ *n.* the language that someone hears spoken or sees written down
- mime** /maɪm/ *v.* to act silently, without speaking
- mind map** /maɪnd məp/ *n.* a diagram that shows how you can organize your thoughts about a topic or plan
- mirror** /mɪrə(ɹ)/ *v.* to copy, do or say what someone else does or says (has other meanings)
- non-verbal** /nɒnɜ:(ɹ)bəl/ *a.* a way of communicating without using language, e.g. with gestures, actions, movement
- odd one out** /ɒd wʌn aʊt/ *n.* the one that is different from the others in a group
- phrase** /freɪz/ *n.* a short group of words people often say; it may be easy to remember, e.g. *It doesn't matter*
- play-dough** /pleɪdeʊ/ *n.* soft coloured clay used by children to make models
- plasticine** /plæstsi:n/ *n.* material very like play-dough and also used by children to make models
- predict** /prɪdɪkt/ *v.* to say what will happen next.  
prediction *n.*
- presentation** /prezənteɪʃən/ *n.* to give an oral presentation is to talk to an audience about a topic in order to tell them about it
- prompt** /prɒmpt/ *v.* to encourage someone to continue by helping them
- recast** /ri:kɑ:st/ *v.* in this book we use this term to mean to repeat in English what a child has said in their mother tongue
- rephrase** /ri:freɪz/ *v.* to repeat children's speech in a different way, e.g. in better English
- revise** /rɪvaɪz/ *v.* to go over something again in order to learn it more effectively
- roughly** /rʌfli/ *adv.* generally, approximately
- routine** /ru:ti:n/ *n.* the usual order or way in which you do things
- schedule** /ʃedju:l/ or /ʃkɛdju:l/ *n.* a plan of things that will happen or work to be done
- set** /set/ *n.* a group of things that belong together
- set expressions** /set ɪkspreʃənz/ *n.* useful phrases that children remember as a whole, e.g. *I've finished*. They can use them over and over again for particular situations, e.g. greetings
- small-scale** /smɔ:l skeɪl/ *a.* not very big
- spontaneously** /spɒnteɪnrəsli/ *adv.* speaking or writing naturally and freely without planning and without being asked
- stimulate** /stɪmjuleɪt/ *v.* to encourage, prompt, elicit
- stress** /stres/ *n.* emphasis. *v.* to put force or emphasis on a word when you say it. Stressed words or parts of words are more clearly heard
- summarize** /sʌməraɪz/ *v.* to give a short *version*, paying more attention to main points than to details
- sustained** /səsteɪnd/ *a.* continuous, without interruption, e.g. sustained talk involves saying more than just a few words or phrases
- syllable** /sɪləbəl/ *n.* a part of a word that has a single vowel sound. Some words have only one syllable but others have two, three, even four or five – e.g. *the* (1), *even* (2), *syllable* (3), *co-operation* (5)
- trace** /treɪs/ *n.* to draw over lines to make them clearer. In many children's writing books letters are written in broken lines that they join up by tracing over them. Also in schools children often trace by putting a piece of transparent paper over a picture or lines and drawing over this
- version** /vɜ:(ɹ)ʃən/ *n.* something spoken or written that you have changed to suit what you want
- volume** /vɒlju:m/ *n.* how loud a sound is
- yucky** /jʌki/ *a.* unpleasant or disgusting (informal)
- yummy** /jʌmi/ *a.* pleasant or delicious tasting (informal)

### Acknowledgements

Some of these definitions are taken or adapted from the *Oxford Wordpower Dictionary*.

# Index

Page numbers in bold indicate language items.

- acquiring English – 11, 12, 20, 42, 120, 145
- actions – 29, 29, 98
- activity types – 55
- alphabet activities – 69, 83–4, 85
- animals – 45, 46, 47, 53, 63
- arranging the class – 15–16, 21, 25
  
- ball games – 58, 59, 60
- book making – 92–93
  
- cards – 22, 33, 38, 51
- caretaker talk – 11, 11, 42, 145
- celebrations – 41
- chants – 27–8, 45, 46, 77, 145
- checking
  - attendance – 13
  - meaning – 27
  - understanding – 30
- child to child talk – 64
- chunking – 80, 145
- circus – 35
- class teachers – 12
- classifying – 48, 55
- classroom language – 9, 42, 44, 57, 129
- classroom objects – 40
- clothes – 31
- cognitive development – 54, 145
- colouring – 32–3
- comparing – 55
- computers – 86, 93
- concepts – 22, 145
- confidence – 43, 62, 133
- connected speech – 65
- context – 43, 47
- conversations – 13, 58
- co-operation – 32, 54, 116
- correcting – 117, 118–9, 124, 125–6
- coursebooks – 127–128
- creative work (imagination) – 55, 112–13
- creatures – 46
- Cuisenaire rods – 21, 104, 145
- cutting out – 39, 39
  
- demonstrating – 34, 39
- describing pictures – 36
- discipline – 23, 23, 145
- display – 33, 48 *see also* wall display
- dominoes game – 43
- drawing – 35–7
  
- eliciting – 11, 48–9, 56, 111, 146
- else – 17
- ending lessons – 16
- encouraging – 12, 55, 57
- errors *see* correcting
  - deliberate – 62
- explaining – 34
- expressing feelings – 87, 111
  
- families – 58
- feedback – 111
- festivals – 41
- 'find the difference' – 33, 35, 62
- finding information – 79
- finding the place – 80
- flashcards – 33
- first language 10 *see also* mother tongue
- follow-the-leader – 24
- follow-up moves in conversation – 57
- food – 95
- forms of address – 13
  
- games *see* dominoes, I spy, vocabulary
- games language – 50, 59, 60
- gestures – 12, 20, 28, 32, 47
- getting children's attention – 15, 17
- giving things out – 34
- grammatical awareness – 22
- greeting cards – 38
- greetings – 13
- groups, grouping children – 27, 55, 62, 64, 88
- guessing – 18, 40, 48, 49, 60–61, 61, 63, 65, 73
  
- handwriting – 82
- 'happy families' game – 50
- hearing English – 11–12
- helpers – 33–4
- hobbies – 26
- holidays – 76
  
- 'I spy' game – 52
- identifying – 21–2
- improving children's language – 118, 121
- individual study – 7
- initiating moves in conversation – 57
- instructions – 15, 20, 29, 50, 59, 60, 64, 105
- interaction – 57, 146
- Internet – 94, 95
- intonation – 31, 35, 44, 84, 87, 98, 111, 145
- introducing yourself – 19
  
- journals – 4
  
- keeping things – 40 *see also* classroom objects
- key word stress – 106, 146 *see also* stress
- keyboard preparation – 86
  
- language consolidation – 7
- language learning – 54, 55
- large classes – 26
- learner participation – 73
- lesson planning – 131–2
- listening – 20–41, 108
- listing – 55, 87, 88
- look and say – 70
- loudness – 46
  
- making a book – 92–93
- making things – 32, 38–41, 110
- matching – 55, 74, 129
- memory games – 49, 50, 59, 86, 87, 88
- miming – 27, 58, 60, 61, 146
- mistakes *see* correction
- monsters – 37, 77
- mother tongue – 12, 18, 19, 27, 54, 121, 122
  
- needs – 44
  
- 'odd one out' game – 63
- ordering – 55, 78
- organizing the classroom – 15–16, 17
  
- pairs, pairing – 62, 64
- parties – 89
- parts of the body – 36, 59–60
- penpals – 93–4
- performance – 117
- personal experience – 55
- planning language – 132
- planning lessons – 131
- planning time – 8
- personal information – 56, 63, 91
- personal language development – 133
- personal possessions – 22
- personal presentation – 19, 57, 62–3
- phonics – 68, 71
- phrases – 146
  - for describing pictures – 36
  - with common words/patterns – 130
  - recognition of – 77
  - making – 78
  - see also* chunking
- planning – 120–32
  - language planning – 132

- pointing – 23
- politeness – 83
- portfolios – 4, 7
- position – 36, 40
- positive response – 12, 33 *see also* correction
- prediction – 55, 80, 146
- preparing to talk – 8, 64
- prepositions – 40, 130
- pre-reading activities – 75
- problem solving – 55
- project work – 116–19
- prompts – 98, 102, 146
- pronunciation – 44, 44, 52  
*see also* connected speech, intonation, silent letters, sounds, stress, syllables
  
- questioning
  - activities – 48, 87, 89
  - language – 18, 34, 37, 90, 98, 102
- quizzes – 17, 86
  
- reading – 7, 66–81, 74, 82, 87, 109, 142
- recasting – 12, 18, 33, 122–3, 146
- recognition – 69, 70, 70–1, 72, 77
- recommended reading – 141
- record-keeping – 7
- recording lessons – 3, 19, 31
- remembering – 61
- rephrasing – 124, 146
- requesting – 44
- resources – 128, 141–2
- responding – 29–30
- responding to mother tongue talk – 122
- rhymes – 25, 27, 28, 44–5
- rhythm – 73
- rooms – 61
- routines – 12, 14, 24, 25, 26–7, 146
  
- second language – 10
- self-description – 63
- sentence-making – 78, 78
- sequencing – 55, 78
  - rooms – 144
- silent letters – 130
- 'Simon says' game – 29–30
- songs – 13, 44
- sound-letter/word recognition – 69
- sounds – 12, 23, 40, 49, 52, 65, 79, 85, 103
  - clusters – 113
- speaking – 42–65, 108
- specialist teachers – 12
- spelling – 88, 88
- sports – 26
- starting lessons – 12–14
- sticking – 39
- stories – 8, 107, 142
  - activities – 108–19
  - adding to – 112
  - make and do – 110
  - making up – 113 *see also* creative work
- questions – 90, 98, 102
- reading to very young learners – 101
- retelling – 104–105
- structure – 115
- summary – 90
- performing to very young learners – 99–100
- telling – 96–107
  - value of – 96
- stress – 31, 37, 44, 72, 72, 84, 87, 106, 146
- substitution – 78
- support groups – 9
- surveys – 56
- syllables – 12, 73, 146
  
- talking with expression – 87
- teachers – 4, 12, 143
- teaching practice – 7, 9
- telling – 18, 103
- text-based activities – 129
- time – 128
- topics – 24, 37, 56, 59
- Total Physical Response (TPR) – 23–5, 26
- training – 7–9
- turn-giving – 28, 37
  
- understanding – 12, 20, 43
  
- vacations – 76
- verb patterns – 130
- very big books – 142
- very young learners – 4, 17–18, 22, 99, 101
- vocabulary – 21, 24, 47–8, 49–50, 88
  
- wall display – 117
- Websites – 4, 95, 119, 141
- wh-questions – 98
- word recognition – 72, 76
- words – 70, 75, 87, 88
- writing – 82–95, 109



# English for Primary Teachers

A handbook of activities & classroom language

Mary Slattery & Jane Willis

This handbook of activities and classroom language for primary teachers aims to build teachers' confidence in their ability to use English effectively, as well as providing advice, ideas, and activities for the primary English class.

- Helps teachers to use more English in the classroom
- Gives classroom English especially for the primary class, plus how to use it in context
- Gives advice and ideas for classroom activities
- Includes examples from real primary classrooms
- Written in an accessible, easy-to-follow style
- A free CD gives examples of classroom language from real classrooms, plus pronunciation exercises

**OXFORD**  
UNIVERSITY PRESS

[www.oup.com/elt](http://www.oup.com/elt)

OXFORD ENGLISH  
ISBN 978-0-19-437563-4



9 780194 375634