

# Kid's Box



## Teacher's Book 6

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# Map of the book

Unit	Key language	Key vocabulary	Pronunciation	Content lessons
<b>Introductory Unit</b> <b>High technology</b>	revision of tenses and their uses: present simple, present continuous, past simple, <i>going to</i> future	adjectives, <i>text message, mobile, ezine, technology, international school, prize, article, vowel, punctuation, capital letter, comma, question mark, communicate, communication, in person, microphone, webcam, loudspeakers, headphones, laptop, pen drive, keyboard, 'chatting', high technology, electronic whiteboard, keyring, archaeologist, Sun Stone, cloth, calendar, Maths systems</i>	stress timing (question forms, content words, function words)	
<b>1</b> <b>Beastly tales</b>	<i>going to</i> future for plans and prediction, question words	animals, <i>audition, Beastly Tales, beast, a play, a part (in a play), actor, act, tortoise, island, rock, life, countries, heroes, myths, real, griffin, claw, eagle, nest, gold, unicorn, horn, harpies, sirens, dragon, lizard, scales, breathe, centaur, mermaid, feather, phoenix, fleece, adventure, legend, myth, was born, believe in, mythology, mammal, labyrinth, pirate, treasure, spots and stripes, explain</i>	syllable timing / elision, <i>wanna, gonna, gimme, 'bout, d'y, a'y</i>	story genres: narrative tenses, <i>sword, fact, fiction, imaginary, quest, challenges, knights, prize, string</i> Additional language: <i>Pelias, to protect, Chiron, King Arthur, Guinevere, Merlin, Hua Mu Lan, China, Fa Mulan, Aegeus, Minotaur, Ariadne</i>
<b>2</b> <b>Tomorrow's world</b>	<i>will</i> for predictions, <i>will</i> future contrasted with present simple, connectors: <i>when, as, because, then, after that, before</i>	transport, <i>rocket, stars, bike, bicycle, transport, NASA, solar satellite, carplane, moon, spaceships, spaceplanes, planet Earth, pilot, armchair, map, car wash, space, air, earth, rocket, moon, astronaut, engineer, businessman, tourist, ESA, MIR, cost, too expensive, once, space station, orbit, pill, spacesuit, measure, months, seasons, spelling out</i>	contracted 'll	the stars and the planets, <i>satellite, orbit, solar system, gases, made of, billion, dwarf, speed, spin, daytime, facing the sun</i> , large numbers, numbers with decimal points Additional language: <i>Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, Ceres, Eris, planetary year</i>
<b>Review</b> <b>Units 1 and 2</b>	procedural language for games	<i>diameter, fuel, launch</i>		
<b>3</b> <b>The great outdoors</b>	past continuous, past simple, directions	the countryside, <i>outdoors, catch fire, crocodile, cave, What an adventure!, compass points: north, south, east, west; explorer, journey, expedition, Pole, Antarctica, rucksack, tent, sledge, sleeping bag, camp, torch, flashlight, European, Europe, Sri Lanka, suitcase, camping, pyramid, sign, canal, protect</i>	silent letters	landscape art and artists, descriptions, <i>18th century, copy, nature, outside, studio, impressionists, style, brush, popular, mill, material, wax crayons, brush strokes, tone, sunlight</i> Additional language: <i>Vincent Van Gogh, John Constable, Turner, Monet, Pissarro, Renoir, Gauguin</i>
<b>4</b> <b>Food, glorious food!</b>	countable and uncountable nouns, <i>enough, not enough, too much, too many, a little</i> , past simple, <i>Would you like ... ?</i>	food, <i>glorious, Tarte Tatin, cookery, base, dish (as in typical food), chopsticks, butter, biscuit, jam, snack, pan, sauce, popcorn, macaroni, sushi, paella, seafood, peanut butter, cookies, corn, survey, lift, poem, international party, recipe, ingredients, instructions, garlic, break, heat, mix, cut, symbol</i>	the phonemes /f/ and /v/	micro-organisms, <i>microscope, bacteria, fungus, mould, yeast, yoghurt, tips, goat, lump, rennet, made from, cloth, whisk, UHT, pasteurised, pasteurisation, Salmonella, carton</i>

Unit	Key language	Key vocabulary	Pronunciation	Content lessons
<b>Review Units 3 and 4</b>	procedural language for games	<i>hairdryer, odd one out</i>		
<b>5 Under the sea</b>	present perfect with <i>for, since, still</i> ; comparative adjectives	seas and oceans, <i>seal, turtle, mammal, crab, lobster, coral, jellyfish, octopus, squid, dolphin, reef, brain, rescue, think of, blanket, aquarium, tank, clownfish, parrotfish, seahorse, quicksand, universe</i>	pronunciation of '-ed' endings: /ɪd/, /d/, /t/	food chains and food webs, <i>plant plankton, animal plankton, producer, consumer, habitat, baleen whale, predator, prey, beluga whale, penguin, diagram, complicated, killer whale, blue whale</i> Additional language: <i>phytoplankton, zooplankton, are joined together</i>
<b>6 Free time</b>	determiners and pronouns, <i>some, any, no, every, someone, anyone, no-one, everyone, something, anything, nothing, everything, somewhere, anywhere, nowhere, everywhere, somewhere else</i> , definitions	free time and hobbies, <i>exhibition, design, clothes, design, bike trail, chess, beatbox, free running, skateboard, mountain bike, board games, sew, album, expect, no tricks, stairs</i>	elision, the intrusive /w/	music and musical genres, <i>melody, tempo, harmony, pop music, opera, classical, costumes, jazz, improvisation, rock, bass guitar, rap, hip hop, break dancing, download, songwriter, album, charts, trumpet</i> Additional language: <i>graffiti art, Abba, Bruce Springsteen, E Street Band, Grammy Prizes, Shakira, Colombia, Louis Armstrong</i>
<b>Review Units 5 and 6</b>	procedural language for games	<i>poisonous</i>		
<b>7 Dress sense</b>	modal verbs of possibility: <i>may, might; (cold) enough, as</i> (conjunction), present continuous, present simple, picture descriptions	clothes, <i>dress sense</i> , material (e.g. <i>cotton, wool, viscose, acrylic</i> ), adjectives, <i>fashion, fashion extra, button, decorate, umbrella, shorts, gloves, belt, pocket, thief/thieves, tights, century, ring, mirror, liquid, rubber trees, chewing gum, cloth</i>	intonation to express different feelings	history of clothing, <i>tattoo, factory, bark, headdress, earrings, silk, silk worm, native north Americans, moccasin, tunic, BC, needle, loom, thread, uniform, stripe, helmet, mask</i> Additional language: <i>Pacific islands, basic (design)</i>
<b>8 Around the world</b>	present perfect with <i>just, yet, already</i> ; adverbs	countries and nationalities, languages, <i>euros, tidy (v), pack (v), capital, fields, Interpol</i>	the phonemes /θ/ and /ð/	the origins of the English language, <i>invade, Romans, Roman, Latin, Angles, Saxons, Jutes, Vikings, Normans, Arabic, Cyrillic, prefix, suffix, telescope, television, teletext, telephone, root word, mega-, tri-, bi-, Latin expressions, Roman numbers</i> Additional language: <i>Devanagari</i>
<b>Review Units 7 and 8</b>	procedural language for games			

# Introduction

*Kid's Box* introduces pupils to the pleasures of learning English and enables them to consistently improve their level throughout the six books in the series. All six levels develop pupils' abilities in the four skills: listening, speaking, reading and writing, as well as challenging them cognitively and helping them to feel a real sense of achievement in learning. As experienced teachers ourselves, we are aware of the demands and difficulties involved in managing a diverse and mixed-ability classroom. **'If a doctor, lawyer or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job'**, Donald D. Quinn. Teaching younger learners can be at once the most rewarding and the most soul destroying of pursuits. Sometimes we can have very bad days, but it's the good days that give us an exhilarating sense of achievement, a sense of being part of a child's future development.

Plutarch reminds us that **'The mind is not a vessel to be filled, but a fire to be ignited'** and this concept of learning underpins *Kid's Box*. Pupils learn when they are interested and involved: when they want to find something out, when they are playing a game, when they are listening to a story, when they are doing craft activities. Learning is an active process in every way and *Kid's Box* makes sure that pupils are physically and mentally active and that they are encouraged to make sense of the language themselves. **'The art of teaching is the art of assisting discovery'**, Mark Van Doren.

The language syllabus has been carefully selected and graded to suit the age and level of the pupils. Language is introduced in context and in manageable chunks, giving pupils plenty of opportunities to practise and become familiar with the meanings and the sounds. Language is recycled throughout the units and pupils can practise the language in different contexts. They can also personalise it. Recycling is particularly important for young learners, who tend to forget quite quickly and who do not have the study skills of older learners. For this reason, there is constant revision and recycling throughout the units and course.

The units are based around the new characters – Shari, Dan and Alvin. Characters give pupils a way of contextualising the language and help them to make it meaningful and purposeful. The characters develop throughout the books so as to sustain the pupils' interest and motivation.

## Cambridge ESOL Young Learners English (YLE) Tests

In *Kid's Box* we have followed the syllabus for the YLE tests so that each cycle of two levels corresponds to one of the tests. Thus the material covered in the first cycle coincides with that which is required for the Starters test, cycle 2 with the Movers test, and cycle 3 with Flyers. *Kid's Box* covers all the relevant language structures, presents and practises the vocabulary, and includes examples of the task-types from the tests. Where certain topics include a vocabulary list which is too comprehensive to include all of the lexical items in the Pupil's Book, additional activities have been offered in the Teacher's Resource Pack.

Each YLE test consists of three papers: Listening, Reading and Writing, and Speaking. These tests are child-friendly and motivating, and have been specially written for primary learners. They are taken by pupils all over the world, have international recognition and are backed by the reputation and research of Cambridge ESOL.

They provide a gentle introduction to public exams and research shows that children find the tests highly motivating. The tests can act as a stepping stone to other Cambridge ESOL exams, as the highest level test, Flyers, is roughly equivalent in language level to KET (Key English Test). The YLE tests are an incentive; however, they should at no stage be seen as obligatory.

A sample Flyers Practice Test appears at the end of the Pupil's Book. (See Teacher's Book pages 116–118 for audio script and key.)

For further information on the component papers for each test, visit: [www.cambridgeesol.org/yle](http://www.cambridgeesol.org/yle)

## Common European Framework of Reference for Languages – Learning, Teaching, Assessment

*Kid's Box* has been written taking into account the proposals included in the Common European Framework (CEF). The CEF is a reference framework designed for language teachers and material developers so as to be able to define different levels of competences and performance. These objectives coincide with those of the Cambridge ESOL Young Learners English Tests:

Flyers	(at around Level A2 of the CEF)
Movers	(at Level A1)
Starters	(below Level A1)

The framework places emphasis on values such as pupil autonomy, proposing a task-based methodology with functional evaluation criteria. Although large parts of the CEF are more relevant to older learners and have not been designed specifically for the primary classroom, it includes two particularly useful parts which are the Common Reference Levels and the English Language Portfolio.

The Common Reference Levels offer a description of what a language learner 'can do' at different stages of the learning process. These levels can be consulted separately, but they have been mirrored here in the self-evaluation sections.

The English Language Portfolio (ELP) is designed as a compendium of skills acquired and work done which incorporates the 'can do' checklists for self-assessment. This is important for pupil motivation and can also be shown to parents to inform them of the syllabus and objectives set for their children.

## Course components

Each of the six levels of *Kid's Box* consists of a Pupil's Book, an Activity Book, Pupil's Book and Activity Book Audio CDs, a Teacher's Book, a Teacher's Resource Pack and CD, an Interactive DVD and a Language Portfolio.

### *Pupil's Book*

This 96-page full-colour book consists of eight units, plus an Introductory unit. Each unit is eight pages in length, with each page providing sufficient material for one lesson. After each second unit there is a Review Unit which reviews the language from the two previous units. Lessons include a variety of interesting and motivating activities, for example, pair work, role plays, craft activities, guessing games, songs, chants and a story. The series' strong cast of characters appears throughout the book.

### *Activity Book*

This 80-page book is designed to give pupils further practice with the new language and to help them consolidate their understanding. The pupils will have fun doing the activities and you will find that they stimulate their creativity too. The Activity Book materials are

designed to be integrated into the lessons and there is guidance in the Teacher's Book as to how this works. They can also be set for homework.

### Audio CDs

The Audio CDs contain all of the listening material you will need for the Pupil's Book, including all of the songs and stories. The songs are available in both sung and karaoke versions which pupils can follow on the Audio CD.

### Classware

Classware is a software version of the Pupil's Book and Activity Book for classroom presentation, with audio. This software can be used with interactive whiteboards, portable whiteboard devices, or simply a computer and projector.

### Teacher's Resource Pack and CD

The Teacher's Resource Pack contains a wealth of activities to help with mixed-ability classes. There are two Reinforcement and two Extension worksheets for every unit, as well as song and story worksheets to further exploit the songs and stories. The Resource Pack also includes extra YLE-type tests with listening content on the bonus Audio CD. It also features word cards to reinforce the target vocabulary.

### Language Portfolio

In accordance with CEF guidelines, there is a language portfolio of individual competences to lead the pupil to self-evaluation and to record the learning experience of each pupil throughout the primary school years.

### Interactive DVD

As you navigate your way through on our interactive DVD, you will find animated versions of the stories in the library, the songs with animation and video in the music room, video documentaries in the hall, interactive games in the computer room and a quiz in the classroom.

### Teacher's Book

This 120-page book provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all activities, an overview of the syllabus for each level, extra activities, photocopiable pages and extra project ideas.

### Teaching notes

The teaching notes provide step-by-step guidelines for each page/lesson. Lesson objectives are clearly described and the materials needed for each lesson are specified. Each lesson starts with a *Warmer* and finishes with an *Ending the lesson* activity. Activities from the Activity Book are integrated with the Pupil's Book activities to provide a balanced range of appropriate activities. There are two *Extra activities* provided for each lesson for times when you need more material. These Extra activities only appear in the Teacher's Book and there are suggestions in the teaching notes as to when each activity should be used in the lesson. They are not designed only for the end of the lesson. Activities which are similar to the task-types in YLE have the icon [YLE].

### Photocopiable pages

There is a photocopiable page for most units in the back of the Teacher's Book. These pages provide you with a range of activities and worksheets to use with pupils: for example, there are crosswords, information gap activities and a card game. There are full instructions in the teaching notes on how to prepare the materials and when and how to use them in class.

### Extra project ideas

You will find an *Extra project idea* at the back of the Teacher's Book for every unit project. These project ideas are on the same topic as the original project and give pupils the opportunity to either develop the original project further, or work on a new aspect of the topic. Each Extra project idea has clear steps for you and the pupils to follow. Pupils will find all the Extra projects practical, interesting and motivating.

### What does *Kid's Box* offer?

**'To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully'**, Tyrone Edwards.

Once pupils are interested, and ready and eager to learn, then the job of teaching them becomes so much easier. The materials in *Kid's Box* have been designed to do just that. Here's how and why it works:

- **Humour through the characters and the stories**

**'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn'**, John Lubbock.

One of the tenets central to the writing of *Kid's Box* has been to make the course as motivating as possible for young learners. For the younger pupils, motivation is vital if the language acquisition process is to be successful. We have tried to include an element of humour in the presentations and, more particularly, in the story which rounds off each of the units. This story is designed to revise what pupils have been studying and galvanise them to study more because they want to follow the adventures of the characters. It also serves as an incentive and a reward at the end of each unit.

- **Creativity and learning through action and activity**

**'It is the supreme art of the teacher to awaken joy in creative expression and knowledge'**, Albert Einstein.

Drawing, colouring, 'make and do', songs, games and chants are all activities which might initially appear to have suspiciously little teaching value with regards to language acquisition. However, these activity types form an integral part of the learning process by enabling pupils to be creative and to help them anchor knowledge more effectively.

- **Connecting to the world outside the classroom**

**'A child educated only at school is an uneducated child'**, George Santayana.

The final section in each main unit brings the outside world into the classroom so that pupils learn about the world around them as they learn English. This helps them understand that English is more than a classroom subject and lets them realise ways in which English can be used as a tool for knowledge.

**'I like a teacher who gives you something to take home to think about besides homework'**, Lilly Tomlin (Edith Ann).

- **Discovery and the development of learner autonomy**

**'Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it'**, Samuel Johnson.

For pupils to be able to learn effectively and to continue to learn, they need to be encouraged and enabled to find things out for themselves. *Kid's Box* includes self-correction activities, vocabulary self-check lists and other activities to develop learner autonomy. The series promotes this approach so that later, pupils will be able to carry out independent research outside the classroom.

'The object of teaching a child is to enable him to get along without his teacher', Elbert Hubbard.

- **Promoting tolerance and respect**  
 'The highest result of education is tolerance', Helen Keller.  
 The material and activities in the book help pupils to appreciate cultural diversity, respect differences and develop human values.  
 Respect for and protection of the natural environment goes hand in hand with the respecting of other human beings.  
 This theme runs throughout the whole of *Kid's Box*.  
 'Teaching a child not to step on a caterpillar is as valuable to the child as it is to the caterpillar', Bradley Miller.
- **Teacher as guide and facilitator**  
 'Teachers should guide without dictating, and participate without dominating', C.B. Neblette.  
 Communicative activities, such as pair work, group work and role play, give pupils the opportunity to work independently of the teacher. In these types of activities, the teacher's role is as a guide and facilitator. We should stand back a little from the activity and monitor and assist when necessary.
- **Meaningful practice through songs, games, chants, pair work, etc.**  
 'I hear and I forget. I see and I remember. I do and I understand', Chinese proverb.  
 Young learners need a lot of meaningful, contextualised practice if they are to become successful language learners. In *Kid's Box* there is plenty of 'hands on' practice. It's only through repeated practice that skills, awareness and understanding can be developed. Nobody ever learnt to swim out of the water!

## Learning styles / Multiple intelligences

'If a child can't learn the way we teach, maybe we should teach the way they learn', Ignacio Estrada.

We now understand that people learn in different ways. We don't talk about 'intelligence' any more. We talk about 'intelligences'. In the classroom, we need to take account of the different intelligences when we are teaching. The activities in *Kid's Box* are designed to stimulate different intelligences. This means there will always be something to appeal to every learner.

Current thinking identifies seven main intelligences:

- **Linguistic intelligence:** sensitivity to the written and spoken word and the ability to learn languages.  
 It is therefore a core element of any language course, and in *Kid's Box* this is exploited in combination with the other intelligences.
- **Interpersonal intelligence:** effective communication with others.  
 Communication activities have been incorporated throughout the course. It is a vital aspect of language learning and is essential in making younger learners aware that a language is a tool for communication and not just another school subject. Communication activities help interpersonal skills, encouraging children to work together and develop important communication strategies.
- **Intrapersonal intelligence:** expression of inner thoughts and feelings.  
 There are various reflective activities in the course, for example, the 'Do you remember?' and 'Can do' sections help pupils become more aware of themselves and discover their own world.

- **Musical intelligence:** appreciation of rhythm and music.  
 This intelligence runs almost parallel to linguistic intelligence, as Howard Gardner points out. Each unit of *Kid's Box* includes at least one song as well as occasional raps, rhymes and chants.
- **Bodily-kinaesthetic intelligence:** coordination and connection with the whole body.  
 This is extremely important for the developing minds and bodies of younger learners, as there is a significant relationship between mental and physical activity. In *Kid's Box* there are plenty of action songs and rhymes, which can help develop bodily-kinaesthetic intelligence at the same time as offering a change of rhythm and activity to the ever restless young learner.
- **Logical-mathematical intelligence:** problem solving and logical thought.  
 There is a range of different activity types for this intelligence in *Kid's Box*. These activities help develop logical reasoning, problem solving and the detection of patterns. Although they are not always fully exploited in the English language classroom, we feel they are vital, and extremely motivating if pitched correctly.
- **Visual-spatial intelligence:** expression and understanding through the visual world.  
 This intelligence is one of the key ways that children learn. They are very aware of the world around them and often think in pictures and images. This makes them creative and stimulates their imagination. In *Kid's Box* there is a range of ways in which pupils' visual-spatial intelligence is supported and developed, for example, the full-colour illustrations in the Pupil's Books, the colouring activities and all the content from the interactive DVD.

## Content-based lessons

In each unit of the Pupil's Book, except for the Introductory Unit, the final two pages are always a content-based lesson. These lessons are designed to teach aspects of subject topics which the pupils would be learning in their other school classes, such as History, Science, Art, Music and Language, using English as the medium of instruction. The focus during these lessons is on learning the content matter of the subject. Pupils often find it very motivating to learn new things related to other subjects they study at school through English. The lessons are carefully graded to the language level of the pupils, with activities designed to structure and support the pupils' spoken and written output, without oversimplifying the subject matter itself. The role of language in these lessons is to function as a tool to learn about other things.

Each content-based lesson includes a *Did you know ... ?* box, which introduces a fun fact for pupils to take away from class.



## Tips for teachers

### Preparation

- The most important thing with any kind of task is to make sure that pupils have been well prepared beforehand, that they know all the words they will need and that they understand the purpose of the activity. Equipping pupils properly with the linguistic tools to enable them to carry out the task or activity successfully will ensure that it is challenging and enjoyable for everyone. Without the necessary preparation, pupils may have a negative learning experience which will cause them to lose confidence and become frustrated with an activity that, quite simply, they have not got the capacity to do.
- Before starting an activity, demonstrate it. For pairwork activities, choose an individual pupil to help you. Do the first question of the pairwork task with the pupil for the class to get an idea. You can follow this up with an open-pair demonstration, choosing two pupils from the class to do another question and answer for the whole class.
- When you divide the class into pairs or groups, point to each pupil and say, for example, *A–B, A–B, A–B* and so on, so they are in no doubt what their role is. You can follow this up with *As, put up your hands. Bs, put up your hands* as a further check. Try to give simple, clear instructions in English. Say, for example, *As ask the question and Bs answer the question: A–B, A–B, A–B. Then Bs ask the question and As answer the question: B–A, B–A, B–A.*
- Always bring a few extra copies of the photocopiable worksheets to avoid tears if any pupils do it wrong and want to start again.

### Classroom dynamics

- Try to move around the classroom while explaining or doing the activities, circulating among the pupils. In this way you project an air of confidence, of being in command and of being accessible to pupils. Moving around the classroom also enables you more effectively to supervise and monitor pupils who may need more attention at times. Movement in the classroom tends to hold pupils' attention better and makes the class more lively and dynamic.  
**'A good teacher, like a good entertainer, first must hold his audience's attention, then he can teach his lesson'**, John Henrik Clarke.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive pupils. For example, weaker pupils could be put next to stronger ones, and more hard-working pupils next to disruptive ones. Pupils might benefit from working with learners they may not usually associate with.
- When forming pairs or groups, we suggest that, whenever possible, pupils just move their chairs. For group work, they can bring chairs around one or two tables, allowing them an easy environment for discussion and written work. For pair work, they can position their two chairs to face each other. This allows a more realistic eye-to-eye communication situation. This change of seating prepares them for the oral work they are about to begin.

### Noise

- Some activities, especially those that involve pupils speaking and moving around in the classroom, will generate a lot of excitement. When pupils are excited, they can become noisy

and may even use their first language to talk about or discuss some aspect of the activity. Although it can be difficult to get used to it at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. Regardless of which language they use, if pupils are sufficiently stimulated by an activity to want to talk about it, then this can only be interpreted as a positive response. You should ensure, however, that only English is used for the completion of tasks and when you are checking answers with pupils at the end of an activity.

### Teaching and learning

- Encourage pupils to use their own resources to try to solve a task. Try to guide pupils towards finding the right answers, rather than supplying them yourself, even if this means allowing them to make mistakes.  
**'I cannot teach anybody anything, I can only make them think'**, Socrates.
- Making mistakes is a vital part of the learning process, so when pupils are asked to invent their own sentences, stories, chants, etc. we should not expect these to be perfect. Sometimes accuracy should be forfeited for the sake of creativity and enthusiastic participation – and learning.  
**'Mistakes are the portals of discovery'**, James Joyce.
- Activities that pupils traditionally find engaging include: moving about, singing, playing games, doing puzzles and colouring in. Wherever possible, use these as effective teaching tools. In this way, young learners can use language to practise English, and work very hard, without being conscious of it. They might think *We've played all lesson. We know they have* – and that they have learnt English too.
- When teaching language to pupils, it is important that they learn it within a context which makes sense to them. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach – and you will find that pupils will not have problems learning them. This approach makes the language more memorable for pupils and feeds their own passions and interests.
- The Extra activities for each lesson can be used when you feel that pupils need more practice with some of the language, or when you think you will finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- When pupils are doing listening activities, it is usual for them to listen to the material twice. After the first listening, it is a good idea for pupils to check their answers with each other. This makes them feel more confident if they have the same answers, and is less intimidating if they don't. This approach also gives them a purpose for listening the second time: to confirm or to check again. When checking answers with the whole class, try to include as many pupils as you can and encourage them to say longer phrases rather than single words.
- Pupils are sometimes shy to speak out. They say the answer quietly to the teacher and then the teacher repeats it for the class. This is effective – but it does not help the pupils develop their speaking or listening skills. Whenever possible, you should

encourage pupils to speak loudly and clearly and, if the rest of the class didn't hear what the pupil said, you should ask the pupil to repeat, rather than repeat it yourself.

**'A teacher is a person who never says anything once',**  
 Howard Nemerov.

- Recycling is an important part of the learning process. Don't expect pupils to remember everything from a lesson in the next one. They will only absorb what attracts or interests them, and what they are ready to learn. *Kid's Box* builds in regular recycling and, as the pupils get older, they will come to realise that they can investigate something further by themselves if it really interests them.
- Be flexible within teaching. It is important to take time to listen to pupils and to connect with them. You should try to familiarise yourself with their likes and dislikes and identify both their learning and their emotional needs. If you can do this, then you will be better able to support them in their learning.  
**'Creative activity could be described as a type of learning process where teacher and pupil are located in the same individual',** Arthur Koestler.

### Assessment and evaluation

- With pupils of this age, it is best to use continuous assessment. This means we monitor their progress in the classroom and use this information to help us with our teaching. For example, we may find that we need to review language previously taught, or that we can add more challenging activities because pupils are ready for these.
- Children do not develop at the same rate and they do not learn in the same way. So we need to assess each pupil as an individual and not compare them with the other pupils in the class. We should look for progress and development in every pupil.
- With young children, we should assess and monitor their social and emotional development, as well as their learning of English. This means we should praise effort, and encourage them to share and to work in pairs and groups, as well as giving them feedback on their English.

### Discipline

- By channelling pupils' innate energy to the good, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when pupils are underchallenged and bored, or when activities are too repetitive. The *Kid's Box* series has been written by experienced teachers who at all times have borne in mind the needs and requirements of pupils and have included a variety of activities for pupils to enjoy.
- However, it is important that you establish a context of discipline in your class. Make sure pupils know what is acceptable and what is not and make sure you treat all pupils in the same way. Pupils are very aware when we are not 'fair'. Clear and fair discipline parameters create a 'safe' classroom environment in which pupils can work confidently and freely. This makes for an ordered, busy classroom, rather than an anarchic one.
- One of the most challenging aspects of teaching young learners is holding their interest in the classroom. Pupils have limitless energy, combined with an extremely limited attention span. We have to juggle these factors to try to avoid boredom, restlessness and demotivation, all of which lead to problems with discipline.  
**'No horse gets anywhere until he is harnessed. No stream or gas drives anything until it is confined. No Niagara is ever turned into light and power until it is tunnelled. No life ever grows great until it is focused, dedicated, disciplined',** Harry Emerson Fosdick.

### Songs, rhymes and chants

- For the activities based around songs, rhymes and chants, it is not always necessary for pupils to understand every word outside the key words being practised. In these activities, we are more interested in pupils understanding the gist, and we are using the rhyme as a means with which to practise language, rhythm and pronunciation. The visuals that accompany the rhymes, songs and chants, and the actions included in some, should provide pupils with sufficient information to be able to understand the overall concept. It is important then, at this stage, not to spend precious class time on lengthy and complicated explanations of specific words.
- Get pupils to stand up when performing the songs, rhymes or chants. It can make a tremendous difference to their performance and enjoyment.
- It can be extremely motivating for children to watch their own performances on video.

Note: If you video or photograph the children, make sure you ask permission from parents first.

- Songs, rhymes and chants can be presented in different ways to make them more interesting and challenging. These techniques are especially useful if you want to go back to previously used material for revision or further exploitation and want to avoid your pupils' reaction of *We've already done this!*
  - Whisper the rhyme or phrase while clicking your fingers. Repeat the rhyme, getting gradually louder each time and then reverse the process.
  - Say a rhyme or chant while clapping hands and tapping your foot in time to the rhythm.
  - Divide the class into groups and ask them to repeat the rhyme or chant in rounds. To do this, the first group starts to say the rhyme and then, at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
  - Ask your class if anybody wants to do a solo or a duet. The very fact that they are giving a public performance induces most pupils to surpass themselves. It also adds a bit of spice to the proceedings, as it gets their adrenalin flowing. If pupils are reluctant to participate in this, however, they should not be forced to do so.
  - With your class audio or video recorder, record the class saying the rhyme collectively and/or individually. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again. When pupils have sung or said the rhyme or chant into the recorder, be sure to give them a round of applause and encourage the rest of the class to do the same.

### Competition

- An element of competition can make many pupils try harder. However, while a competition can be a good incentive for an otherwise lazy pupil, it can sometimes be demotivating for a less able but ordinarily hard-working one. Before playing a competitive game, it may be useful to explain to pupils that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to understand that when they play a game they can practise and learn more English, so they each win a prize and that prize is knowledge. Nonetheless, it is always a good idea to balance competitive games with cooperative ones and to include other activities so that you can reward and praise individuals according to their own needs and performance.

- Competitions can also lead to a lot of noise and over-enthusiasm in the classroom. Any discipline problems can, however, be managed by keeping a running total of points on the board and deducting points for shouting out the answer or rowdiness.

### ***Display***

- Pupils find it extremely motivating to have their work displayed and will generally work hard to produce work to the best of their ability if they know it is going to be seen by others. So try to arrange to display pupils' work around the classroom or school whenever possible. Don't forget to include work by all the pupils (not in every display, but over a period of time) and to change the displays regularly.

### ***Projects: storage of material***

- It is useful to keep supplies for projects, for example scissors, glue, wool, crayons, in a large box in the classroom. Then when it is time for projects, you can put the box on a table and pupils can come and collect what they need.
- Make sure pupils always clear up at the end of projects, that they put the scissors, etc. back in the box and that they put rubbish in the rubbish bin.
- You will need to supply each pupil with an envelope for photocopiable activities, such as game cards. At the end of the activity, pupils write their name on their envelope and put their cards inside.