



Kid's BOX

Updated
Second Edition

Starter Teacher's Book
with Online Resources
American English
Lucy Frino
with **Caroline Nixon and Michael Tomlinson**

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Lucy Frino , With Caroline Nixon , Michael Tomlinson
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Language Summary

	Key vocabulary	Key grammar and functions	Review
1 Hi! page 4	Character names: <i>Marie, Maskman, Monty</i> Numbers: <i>one, two, three, four, five, six</i>	<i>What's your name?</i> <i>I'm ...</i> <i>How old are you?</i> <i>I'm ...</i>	
2 My class page 10	Classroom objects: <i>bag, book, chair, eraser, pencil, table</i>	Imperatives: <i>open your books, close your books, stand up, sit down, listen, look, point</i> <i>What's this?</i> <i>It's a ...</i>	character names, numbers 1–6 <i>Hi, Goodbye, What's your name? I'm (Marie). How old are you? I'm (six).</i>
Marie's math Shapes page 16	<i>circle, triangle, square</i>		<i>How many (triangles)?</i>
Trevor's values Ask nicely page 17	<i>Pass me the ... please.</i> <i>Here you are.</i> <i>Thank you.</i>		
3 My colors page 18	Colors: <i>black, blue, brown, red, white, yellow</i>	Adjectives: <i>It's red.</i> <i>It's a red pencil.</i> <i>What's your favorite color?</i> <i>It's ...</i>	classroom objects numbers 1–6 <i>How many (yellow pencils)?</i> <i>Point to (a white eraser).</i>
4 My toys page 24	Toys: <i>ball, bike, car, doll, kite, robot</i>	<i>Where's ... ?</i> <i>It's here.</i> <i>... isn't here.</i>	colors, classroom objects, shapes, numbers 1–6, imperatives <i>What color is it? What color's your eraser? It's (black). What's your favorite (toy)? It's a (robot). Please. Thank you.</i>
Marie's art Butterfly colors page 30	<i>orange, green, pink</i>		colors <i>What color is it?</i>
Trevor's values Giving page 31	<i>Mommy, Daddy</i> <i>Here's a ... for you.</i>		classroom objects, toys <i>What's this? It's a (pencil). Pass me the (pencil), please. Here you are. Thank you.</i>
Review 1 2 3 4 page 32			

	Key vocabulary	Key grammar and functions	Review
5 My house page 34	Home: bedroom, kitchen, living room, bed, couch, door	He's ... She's ... in, on, under	colors, numbers 1–6, toys chair, table, Where's (the ball)? It's here. It's a (robot). Open the door, please. What color's (your bedroom)? It's (red).
6 My body page 40	The body: arm, eye, hand, head, leg, mouth	I have ...	colors, numbers 1–6, classroom objects, toys favorite, How many (eyes)? Where's your (hand)? What color (are your eyes)?
Marie's technology page 46	Wood and trees house, tree, wood		bed, chair, door, house, table
Trevor's values page 47	Take turns Let's play Pairs. OK. You start. It's my turn.		bed, bike, chair, couch, doll, kite, robot, table
7 My animals page 48	Animals: bird, dog, duck, fish, frog, tiger	I can ... I can't ... fly, jump, swim	toys, numbers 1–6, colors, imperatives I have a (ball). It's (yellow and blue). What's your favorite (animal)? How many (fish)? What color's (a frog)?
8 My food page 54	Food: cake, egg, fries, fruit, milk, tomato	I like ... I don't like ...	colors, numbers 1–6, toys, imperatives I have (tomatoes). Here's a (doll). Thank you, Daddy. What's your favorite (food)?
Marie's science page 60	Life cycles frog eggs, tadpole, water		colors, animals egg, fly, legs, jump, swim, can/can't
Trevor's values page 61	Share Let's share.		food Here you are. Thank you. I have (water). I don't have (water). I like (cake).
Review	5 6 7 8	page 62	

Introduction

Kid's Box American English introduces students to the pleasures of learning English and enables them to consistently improve throughout the seven books in the series. The Starter level focuses on developing students' abilities in listening and speaking, while levels 1 to 6 focus on all the four skills – listening, speaking, reading, and writing. All seven levels of *Kid's Box American English* challenge learners cognitively and help them 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. 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 American English*. Students 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 American English* makes sure that students 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 of *Kid's Box American English* has been carefully selected and graded to suit the age and level of the students. Language is introduced in context and in manageable chunks, giving students plenty of opportunities to practice and become familiar with the meanings and the sounds. Language is recycled throughout the units, and students can practice the language in different contexts. They can also personalize it. Recycling is particularly important for young learners, who tend to forget quickly and who do not have the study skills of older learners. For this reason, there is constant review and recycling throughout the units and course.

The units of the Starter Class Book are based around three toy characters – a mouse (Monty), an action figure (Maskman), and a doll (Marie). Characters give students a way of contextualizing the language and help them make it meaningful and purposeful. The characters develop throughout the books so as to sustain the students' interest and motivation.

Cambridge English: Young Learners Tests

In *Kid's Box American English* we have followed the syllabus for the Young Learners tests so that each cycle of two levels corresponds to one of the tests. Therefore, the material covered in the first cycle coincides with that which is required for Starters, cycle 2 with Movers, and cycle 3 with Flyers. The Starter level gives students a head start so they can move into the *Cambridge English: Young Learners* syllabus with ease. *Kid's Box American English* covers all the relevant language structures, presents and practices the vocabulary, and includes examples of the task types from the tests. Where certain topics include a vocabulary list that is too comprehensive to include all of the lexical items in the Student's Book, additional activities have been offered in the Teacher's Resource Book.

Each *Cambridge English: Young Learners* 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 students all over the world, have international recognition, and are backed by the reputation and research of Cambridge English Language Assessment. 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 English exams, as the highest level, *Cambridge English: Flyers*, is roughly equivalent in language level to *Cambridge English: Key for Schools*. The *Cambridge English: Young Learners* tests are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit: www.cambridgeenglish.org/exams

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

Kid's Box American English has been written taking into account the proposals included in the Common European Framework of Reference (CEFR). The CEFR has been designed for language teachers and material developers to be able to define different levels of competence and performance. These objectives coincide with those of *Cambridge English: Young Learners* tests.

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

The framework places emphasis on values such as student autonomy, proposing a task-based methodology with functional evaluation criteria. Although large parts of the CEFR are more relevant to older learners and have not been designed specifically for the elementary classroom, it includes two particularly useful parts: 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.

The Language Portfolios for levels 1 to 6 are designed as a compendium of skills acquired and work done that incorporates the “can do” checklists for self-assessment. This is important for student motivation and can also be shown to parents to inform them of the syllabus and objectives set for their children.

Course components

The new Starter Level offers a Class Book with CD-ROM, Class Audio CDs, Flashcards, a Teacher's Book, a Teacher's Resource Book, Presentation Plus, an Interactive DVD, and Posters. Levels 1 to 6 of *Kid's Box American English* include a Student's Book, Workbook with the Language Portfolio, Class Audio CDs, a Teacher's Book, a Teacher's Resource Book, Presentation Plus, Online Resources, an Interactive DVD, Tests, and Posters. There are also Flashcards for Levels 1 to 4.

Class Book

This 64-page full-color book consists of eight units. After alternate units, there is both a Content and Language Integrated Learning (CLIL) page to learn about other subjects through English and a Values page to develop social awareness. After each set of four units, there is a Review section.

Each unit is six pages in length, with each page providing sufficient material for one lesson. The lessons include a variety of interesting and motivating activities such as songs, chants, craft activities, guessing games, and puzzles. The students will have fun doing the activities, and you will find that they stimulate their creativity, too. The series' strong cast of characters appears throughout the book, and their antics are played out in a picture story in each unit. At the end of the book, there are six colored stickers for each unit, illustrating key vocabulary items. Students use these stickers to complete bright and entertaining pictures while reviewing key grammar and vocabulary.

Interactive CD-ROM

The Starter CD-ROM comprises a song, a game, and three new interactive exercises for every unit. It recycles course content for extra practice and reinforcement and can be used independently by learners or in the classroom with an Interactive Whiteboard or projector.

Class Audio CDs

The Class Audio CDs contain all of the listening material for the Class Book, including all of the songs and stories. The songs are available in both sung and karaoke versions.

Teacher's Resource Book with Online Audio

The Teacher's Resource Book contains a wealth of photocopiable 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 for further exploitation. There are also extra listening activities with online audio.


Interactive DVD



As you navigate your way through the *Kid's Box American English* department store on our interactive DVD, you will find animated versions of the stories in the book department, animated versions of the songs in the music department, video documentaries in the TV department, craft activities and games in the toy department, and interactive games in the computer department.

Teacher's Book

This 144-page interleaved Class and Teacher's 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, and photocopiable pages.

Teaching notes

The teaching notes provide step-by-step guidelines for each page. 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. There are *Extra activities* provided for each lesson for times when you need even 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 that are similar to the task-types in *Cambridge English: Young Learners* tests have the icon .

 toward these activities introduce children to the Starters test tasks to gain confidence in aspects of the task types.  these activities are closer in format and content to the Starters test tasks.

Photocopiable pages

There is a photocopiable page for each unit in the back of the Teacher's Book. These pages provide you with a range of manual activities to use with your students: for example, there are cards, masks, and puzzles. There are full instructions in the teaching notes on how to prepare the materials and when and how to use them in class.

Presentation Plus

Presentation Plus includes Interactive Whiteboard tools, a fully interactive Class Book, digital versions of the Teacher's Book and Teacher's Resource Book, a multimedia library including video from the DVD, Class Audio, and access to online teacher-training support. This Pack enables you to plan and deliver your lessons "paper-free" from a tablet or a computer.

Posters

These colorful and appealing posters aid review by giving students the chance to practice unit language in a different and fun context. They can be added to the classroom wall as you progress through the course to aid review. This pack includes eight posters with clear teaching notes, available online.

Flashcards

There are 78 flashcards to accompany *Kid's Box American English* Starter. These colorful flashcards illustrate the key vocabulary items of each unit on one side and have the words on the other. They are large enough for all students to see and there are numerous ideas of how to use them in the Teacher's Book for each lesson.

What does *Kid's Box American English* offer?

"To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully," Tyron Edwards.

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

- **Humor 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.

For younger students, motivation is vital if the language acquisition process is to be successful. We have tried to include an element of humor in the presentations and, more particularly, in the story in each of the units. This story is designed to review what students have been studying and galvanize them to study more because they want to follow the adventures of the characters.

- **Creativity and learning through action and activity**
"I hear and I forget. I see and I remember. I do and I understand," Chinese proverb.

Young learners need a lot of meaningful, contextualized practice if they are to become successful language learners. In *Kid's Box American English*, there is plenty of "hands-on" practice. Drawing, coloring, "make and do," songs, games, and chants are all activity types that form an integral part of the learning process. These activities enable students to be creative, and they help anchor knowledge more effectively. It's only through repeated practice that skills, awareness, and understanding can be developed.

- **Connecting to the world outside the classroom**
"A child educated only at school is an uneducated child," George Santayana.

The CLIL sections bring the outside world into the classroom so that students 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 realize 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," Lily Tomlin (as Edith Ann).

- **Discovery and the development of learner autonomy**
"The object of teaching a child is to enable him to get along without his teacher," Elbert Hubbard.

For students 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 American English* includes self-correction and other activities to develop learner autonomy. Communicative activities, such as pair work, group work, and role play, give students the opportunity to work independently of the teacher. In these types of activities, the teacher's role is as a guide and facilitator. In this instance, we should stand back a little from the activity and monitor and assist when necessary.

- **Promoting tolerance and respect**

“The highest result of Education is tolerance,” Helen Keller.

The material and activities in the book help students appreciate cultural diversity, respect differences, and develop human values. Respect for and protection of the natural environment goes hand in hand with respecting other human beings. This theme runs throughout the whole of *Kid's Box American English* and in particular, in the Values sections of the Class Book.

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.” The activities in *Kid's Box American English* are designed to stimulate these different intelligences. This means there will always be something to appeal to every learner.

- **Linguistic intelligence:** sensitivity to the written and spoken word and the ability to learn languages.

It is a core element of any language course, and in *Kid's Box American English*, this is exploited in combination with the other intelligences.

- **Interpersonal intelligence:** effective communication with others.

Communication activities have been incorporated from the Starter Level onwards. It is a vital aspect of language learning and is essential in making younger learners aware that 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.

Throughout the course there are various reflective activities, for example “end of unit stickers” and the personalization activities, which help students become more aware of themselves.

- **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 American English* includes a song as well as occasional rhymes and chants.

- **Bodily-kinesthetic 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 relation between mental and physical activity. In *Kid's Box American English*, there are plenty of action songs and rhymes, which can help develop bodily-kinesthetic intelligence while 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 American English*. These activities help develop logical reasoning, problem solving, and the detection of patterns. We feel they are vital and extremely motivating.

- **Visual-spatial intelligence:** expression and understanding through the visual world.

This intelligence is one of the key ways that children learn. In *Kid's Box American English*, there is a range of ways in which students' visual-spatial intelligence is supported and developed, such as the full color illustrations, the flashcards and the drawing and coloring activities.

Tips for teachers

Preparation

- In order to guarantee a positive learning experience, students need to be properly prepared before doing any task. Ensure they have the language they need to carry out an activity and that they know exactly how to do it.
- Before starting an activity, demonstrate it. For pair-work activities, choose an individual student to help you. Do the first question of the pair-work task with the student for the class to get an idea. You can follow this up with an open-pair demonstration, choosing two students 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 student 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, *raise your hands*. Bs, *raise 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 students do it wrong and want to start again.

Classroom dynamics

“A good teacher, like a good entertainer, first must hold his audience's attention, then he can teach his lesson,” John Henrik Clarke.

- Try to move around the classroom while explaining or doing the activities. Circulating among the students enables you more effectively to supervise and monitor those who may need more attention at times.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the students themselves around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive students. For example, weaker students could be put next to stronger ones, and more hard-working students next to disruptive ones. Students might benefit from working with learners they may not usually associate with.
- When forming pairs or groups, we suggest that, whenever possible, students 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

- While speaking activities that involve movement around the classroom can make the class more lively and dynamic, they will also generate a lot of excitement. When students 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, 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. You should ensure, however, that only English is used for the completion of tasks and for correction at the end of the activity.

Teaching and learning

“Mistakes are the portals of discovery,” James Joyce.

- Making mistakes is a vital part of the learning process, so when students 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, enthusiastic participation, and learning.
- Activities that students traditionally find engaging include: moving around, singing, playing games, doing puzzles and coloring. Wherever possible, use these as effective teaching tools. In this way, young learners can use language to practice English and they will work very hard without being conscious of it. 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.
- The Extra activities for each lesson can be used when you feel that students 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 students have enjoyed it. If you do this, the novelty will quickly wear off, and students will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- When students 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 students 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 students as you can and encourage them to say longer phrases rather than single words.
- Students 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 students develop their speaking or listening skills. Whenever possible, you should encourage students to speak loudly and clearly and, if the rest of the class didn't hear what the student said, you should ask the student 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 students to remember everything from a previous lesson in the next one. They will only absorb what attracts

or interests them, and what they are ready to learn. *Kid's Box American English* builds in regular recycling and, as the students get older, they will come to realize that they can investigate something further by themselves if it really interests them.

- Be flexible within teaching. It is important to take the time to listen to students and to connect with them. You should try to familiarize 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.

Assessment and evaluation

- With students 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 students 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 student as an individual and not compare them with the other students in the class. We should look for progress and development in every student. 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 efforts and encourage them to share and to work in pairs and groups, as well as give them feedback on their English.

Discipline

“No life ever grows great until it is focused, dedicated, disciplined,” Harry Emerson Fosdick.

- One of the most challenging aspects of teaching young learners is holding their interest in the classroom. Students 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. By channeling students' innate energy to the good, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when students are underchallenged and bored, or when activities are too repetitive. *Kid's Box American English* has been written by experienced teachers who at all times have borne in mind the needs and requirements of students and have included a variety of activities for them to enjoy.
- It is important that you establish a context of discipline in your class. Make sure students know what is acceptable and what is not and make sure you treat all students in the same way. Students are very aware when we are not “fair.” Clear and fair discipline parameters create a “safe” classroom environment in which students can work confidently and freely. This makes for an ordered, busy classroom, rather than an anarchic one.

Songs, rhymes, and chants

- For the activities based around songs, rhymes, and chants, it is not always necessary for students to understand every word outside the key words being practiced. In these activities, we are more interested in students understanding the gist, and we are using the rhyme as a means with which to practice language, rhythm, and pronunciation. The visuals that accompany the rhymes, songs, and chants, and the actions included in some, should provide students 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 students to stand up when performing the songs, rhymes, and chants. It can make a tremendous difference to their performance and enjoyment.
- 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 review or further exploitation and want to avoid your students' reaction of "We already did this!"
 - Whisper the rhyme or phrase while snapping 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.
 - With your class audio or video recorder, record the class performing. Be sure to give them a round of applause and encourage the rest of the class to do the same. Let your students listen to themselves. If they feel that they could improve on a second attempt, record them again.
- It can be extremely motivating for children to watch their own performances on video, but if you video or photograph your students, make sure you get written permission from parents or guardians first.

Competition

- An element of competition can make many students try harder. However, although a competition can be a good incentive for an otherwise unenthusiastic student, 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 students that this is only a means of learning. Although they may not win the game, all students are "winners" if they know more English at the end than they knew at the beginning. Help students understand that when they play a game, they can practice 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.

Display

- Students 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 students' work around the classroom or school whenever possible. Don't forget to include work by all the students (not in every display, but over a period of time) and to change the displays regularly.

Craft activities: storage of material

- It is useful to keep supplies for craft activities, for example, scissors, glue, wool, and crayons, in a large box in the classroom. Then when it is time for craft activities, you can put the box on a table and students can come and collect what they need.
- Make sure students always clean up at the end of craft activities, including putting materials back in the box and trash in the trash can. You will need to supply each student with an envelope for photocopyable activities, such as game cards. At the end of the activity, students write their name on their envelope and put their cards inside. With younger students, it is best if you keep the envelopes until the next time you want to use the cards.

A final word

We've had a lot of fun writing this course and sincerely hope that you and your students have as much fun using it.

Caroline Nixon and Michael Tomlinson, Murcia 2017.



Classroom language

The following language appears at the end of Class Audio CD 2.

CD 2, 50

1 Greetings

Hi.
 Good morning.
 Good afternoon.
 Goodbye.
 See you tomorrow.

CD 2, 51

2 Classroom activities

Open your Student's Book.
 Close your Workbook.
 Look at page 1.
 Look at the picture.
 Look at the flashcard.
 Look at the board.
 What can you see?
 Look at me.
 Look at your partner.
 Listen to the CD.
 Listen to me.
 Listen to your partner.

CD 2, 52

3 Songs and chants

Let's sing a song.
 Let's say a chant.
 Clap your hands.
 Snap your fingers.
 Stamp your feet.
 Make a circle.
 Watch me, please.
 Do the actions.
 All together.

CD 2, 53

4 Stories

Let's listen to a story.
 Listen to the next part.
 Who wants to act out the story?
 Who wants to be Maskman?
 Can you remember the story?
 What happens?

CD 2, 54

5 Crafts and projects

Find your markers.
 Do you have some paper?
 Do you have some glue?
 Fold here.
 Cut out the picture.
 Cut here.
 Stick the pictures on the paper.

CD 2, 55

6 Classroom management

Sit down, please.
 Stand up, please.
 Come here, please.
 Work in pairs.
 Hands up!
 Open your books.
 Close your books.
 Do you have a pen?
 Do you have a pencil?
 Do you have an eraser?
 Do you have a sharpener?
 Do you have a ruler?

CD 2, 56

7 Praise

Good.
 Very nice.
 Good job.
 That's great.
 That's very good.
 I'm pleased with you today.
 Much better.

CD 2, 57

8 Taking turns

Take turns.
 It's your turn.
 Wait a minute. It isn't your turn.
 One at a time.

CD 2, 58

9 Discipline

Quietly, please.
 Shhh.
 There's a lot of noise today.
 Be quiet, please.