Contents

PARTI

Introduction

PRIORITIES AND PRACTICAL CONSIDERATIONS

1	Working with young language learners				
	1.1 Children's ability to grasp meaning	3			
	1.2 Children's creative use of limited language resources	4			
	1.3 Children's capacity for indirect learning	5			
	1.4 Children's instinct for play and fun	6			
	1.5 The role of imagination	7			
	1.6 The instinct for interaction and talk	8			
2	Identifying priorities and their implications				
	2.1 Giving high priority to attitude goals	10			
	2.2 The special nature of language	11			
	2.3 The significance of the way we check understanding	12			
	2.4 The significance of the way we treat mistakes	12			
	2.5 Making language exercises into real exchanges	14			
	2.6 Teaching language lessons in the target language	15			
3	Being realistic				
	3.1 Knowing which activities 'stir' a class and which 'settle' them	20			
	3.2 Knowing which activities engage children's minds and which keep them physically occupied	21			
	3.3 Choosing the style to suit the mood	22			
	3.4 Keeping the lesson simple	27			
	3.5 Reusing materials	36			
	3.6 Reusing a core of ideas	38			
Pr	actical Activities 1				
	Introduction	40			
	Group 1 'Do something about it!'	41			
	Group 2 'Guess!'	57			
	Group 3 'Get up and find out!'	68			
	Group 4 'Can you remember?'				
	Group 5 'Think for yourself!'	95			

PART II

Introduction		

112

PROGRAMMES			
AND PATTERNS	4	Working with a coursebook	113
OF WORK		4.1 What a coursebook does well and what a teacher can often do better	113
		4.2 Choosing a coursebook	114
		4.3 Increasing the real interaction and communication offered by a coursebook	117
		4.4 Pacing your progress through the book	119
	5	Working without a coursebook	122
		5.1 Finding a unifying thread and purpose	122
		5.2 Deciding what to include	123
		5.3 Involving the children in the planning	125
		5.4 Deciding how frequent and how long language lessons should be	127
	6	Integrating language work and other subjects	130
		6.1 Why is integration a good idea?	130
		6.2 What makes integration a realistic possibility?	131
		6.3 Using language classes to provide material for work in other lessons	133
		6.4 Using techniques from other subjects to stimulate language work	135
		6.5 Introducing topics from other subjects into language lessons	138
		6.6 Teaching whole lessons of other subjects in English	140
	Pr	ractical Activities 2	
		Introduction	144
		Group 1 Using language classes to provide material for work in other lessons	145
		Group 2 Using techniques from other subjects to stimulate language work	152
		Group 3 Introducing topics from other subjects into language lessons	158
		Group 4 Strategies for teaching whole lessons of other subjects in English	161