# CONTENTS

**Contents map** 4

**Introduction**
**1** The course 6
**2** Course components 8
**3** Storytelling 9
**4** Activities around the stories 10
**5** Classroom management in **Here Comes Super Bus** 12
**6** Other important aspects in **Here Comes Super Bus** 15
Self-assessment sheet 16
Teacher's assessment sheet 17
**7** Abbreviations and symbols used in **Here Comes Super Bus** 18

**Detailed teaching notes**
Introduction to English 19
**1** My Birthday 25
**2** My Body 37
**3** My Clothes 49
**4** My Family 61
**5** My Favourite Story 69
**6** My School 80
**7** My House 90
Christmas 102
Easter 104

**Assessments**
Assessment 1 106
Assessment 2 110
Assessment 3 114

**Extra Writing Activities** 120

## CONTENTS MAP

| | AIMS<br>In this Unit children will: | *MAIN LANGUAGE | VOCABULARY | PRONUNCIATION |
|---|---|---|---|---|
| **INTRODUCTION TO ENGLISH** | Identify themselves<br>Count from 1 to 10<br>Follow oral commands | What's your name?<br>My name's .../I'm ...<br>Hello/Hi, I'm ... | English names<br>Numbers 1 to 10<br>Greetings: Hello, Hi | /m/ at the end of a word<br>/t/ in Tom<br>/p/ in Paul, Peter |
| **1 MY BIRTHDAY** | Recognise and use the language related to birthday celebrations<br>Identify colours<br>Introduce themselves stating name and age<br>Count from 11 to 20 | How old are you?<br>I'm nine (year's old).<br>How old is Julie?<br>(She's) eight years old.<br>How many ...?<br>What colour is/are ...? | Birthday party items<br>Colours<br>Numbers 11 to 20<br>English names of people<br>Pets | /h/ in happy<br>/θ/ in birthday<br>Initial /p/ and /b/ in purple, pink, blue, black, brown |
| **2 MY BODY** | Identify parts of the body<br>Count from 21 to 50<br>Measure and say their height<br>Describe people and monsters | How many ... have you got?<br>How many ... has he/she /the monster got?<br>How tall are you ?<br>I'm ... metres tall.<br>How old ...? (R) | Parts of the body<br>Appearance<br>Measurement<br>Numbers 11 to 20 (R), 21 to 50 | Initial /t/ in two, ten, twenty<br>/z/ (voiced + s): heads, noses, eyes |
| **3 MY CLOTHES** | Recognise and use language related to clothes<br>Recognise and use *right, left, up, down* | Are you wearing ...?<br>Is he/she wearing ...?<br>What are you wearing?<br>What's he/she wearing?<br>He/She's wearing ... | Clothes<br>Appearance *(thin, fat, tall)*<br>Position *(left, right,* etc.)<br>Numbers 21 to 50 (R)<br>Colours (R) | /t/ in T-shirt track suit trousers |
| **4 MY FAMILY** | Recognise and use the language related to the family<br>Use greetings<br>Revise clothes and numbers | What's your sister's name?<br>Who's this?<br>He/She' s my brother/sister.<br>He/She's ... years old. | Family | Initial /s/ + consonant: smile, story, sleep |
| **5 MY FAVOURITE STORY** | Talk about location<br>Consolidate previous vocabulary | What/Who is it?<br>Where's ...?<br>He/She's behind, in, on, under ...<br>What big eyes you've got! All the better to see you. | Location<br>Vocabulary from the story: see, hear, smell, eat, wood, tree, house, basket, wolf, hood<br>Names of traditional tales | Initial /h/ and /r/ |
| **6 MY SCHOOL** | Identify and describe people's appearance and clothes<br>Talk about the way they go to school<br>Identify and learn common classroom objects<br>Follow directions<br>Ask and say the time | How do you come to school?<br>What time is it? It's ...<br>Is there ... ? Yes, there is. No, there isn't. | Classroom objects<br>Transport<br>Time<br>Days of the week | Initial /s/ + consonant: stop, school<br>/dʒ/ in George, Jane, Johnny, Joanna |
| **7 MY HOUSE** | Identify and learn the rooms of the house and some items of furniture<br>Talk and write about their house and their room<br>Locate some items of furniture<br>Talk about their pets | Where are you? I'm in the kitchen.<br>Where's the fridge? (It's) in the ...<br>(Jimmy) is in the (bedroom).<br>Let's make a ...<br>Have you got a computer?/ dog? Yes, I have./No, I haven't. | The house<br>Furniture<br>Pets | /θ/ in bathroom<br>/d/ in bedroom |

| SKILLS | ATTITUDES | CLASSROOM LANGUAGE FOR RECOGNITION | |
|---|---|---|---|
| Following oral instructions<br>Identifying and using numbers<br>identifying some English names<br>Showing understanding to questions by giving short answers | Greeting the teacher when going into the class<br>Willingness to do the task properly | Stand up<br>Walk to<br>Touch<br>Look at<br>Colour | Sit down<br>Stop<br>Open<br>Cut out<br>Write<br>Jump |
| Recognising words related to birthdays in the context of a story<br>Making crafts related to birthday presents<br>Using colours<br>Writing about names and ages | Accuracy in the work done<br>Interest in communicating in English<br>Co-operation in pair work | Draw<br>Touch<br>Make | Colour<br>Write |
| Identifying true/false sentences<br>Identifying and memorising the parts of the body<br>Identifying numbers 21 to 50<br>Listening and recognising people's descriptions<br>Writing short answers about people's name, age and height | Enjoying listening to stories in English<br>Active co-operation in group and pair work<br>Showing acceptance of one's appearance | Put your hands on your ears<br>Open/close your eyes<br>Tap your feet<br>Touch your head<br>Clap your hands<br>Fold | |
| Following oral instructions<br>Manipulating the items of clothing presented<br>Identifying and memorising them<br>Giving short answers<br>Naming their clothes | Accuracy when performing tasks<br>Co-operation with the class group<br>Co-operation in group work | Put your hands up/down<br>Put your right/left hand up/down<br>Hop on your right foot<br>Colour<br>Cut<br>Write | |
| Identifying the right picture<br>Associating a part of a picture with the whole<br>Taking part in games<br>Recognising the language presented<br>Using the language<br>Talking about their families | Positive feelings towards one and other's family<br>Interest in knowing the names of his/her relations<br>Interest in other's family<br>Correct participation in games<br>Critical view towards good/bad behaviour | It's my/your turn<br>Miss a turn<br>Throw your dice<br>Move your counter | |
| Guessing the names of tales<br>Identifying characters<br>Completing sentences orally<br>Finding what's wrong in a picture<br>Answering questions about location<br>Reproducing and acting out a dialogue | Enjoying listening to tales<br>Co-operation in acting<br>Awareness of importance of parents' advice<br>Being uninhibited about acting | Go to<br>Jump<br>Go out<br>Join<br>Copy<br>Walk | Knock at<br>Run<br>Come into<br>Number<br>Stand up<br>Sit down |
| Following oral instructions<br>Identifying people<br>Making class surveys<br>Giving short answers to show understanding<br>Showing and talking about time | Co-operation in getting to know their classroom and school better<br>Esteem and respect towards all the people at school<br>Greeting teachers and children when they meet | Start<br>Turn right/left<br>Push<br>Blow the horn<br>Stop<br>Get on<br>Get off<br>Give<br>Pick up | |
| Identifying true/false sentences<br>Identifying and memorising parts of the house and furniture<br>Following oral instructions<br>Giving information about their house, bedroom and pets<br>Showing understanding through short answers<br>Saying words and doing actions within a chant | Respect for classmates in their productions<br>Respect for parents<br>Group work<br>Interest in talking about their own houses and pets in English | Show me the (computer)<br>Put the (fridge) in the (kitchen)<br>Go to the (bedroom) | |

# INTRODUCTION

## 1 THE COURSE

### 1.1 Who the course is for ?

**Here Comes Super Bus** is a four-level English course for children in the second and third cycle of Primary Education.

**Here Comes Super Bus 1** is suitable for children in their first year of English as well as for those who have already followed an introductory course.

### 1.2 Main objectives of the course

◆ To build up children's confidence and develop their linguistic, social and emotional skills/abilities.

◆ To lay the foundations for future study in terms of language-learning skills and strategies, vocabulary, basic language functions and structures.

◆ To make learning English enjoyable and fun.

◆ To encourage children to use English as a means of real communication.

◆ To enable children to listen and talk about themselves and the world around them.

◆ To build up an atmosphere of co-operation and collaboration in the classroom.

◆ To link English with other subjects in the school curriculum.

◆ To make children aware of their achievement and progress in terms of language as well as in terms of attitude towards learning, participation and involvement in the class activities.

### 1.3 Here Comes Super Bus and the learner

The contents and activities of **Here Comes Super Bus 1** have been carefully designed to suit the needs, interests and psychological characteristics of the children in Primary Education.

◆ Since children's interest is centred on themselves and on their immediate world, the course provides activities that offer many opportunities for them to talk and exchange information about themselves, their family, their home and their pets.

◆ Children have an (active) short-term memory but need continual revision to store items in their long-term memory. New language is constantly recycled through a wide variety of activities. These build children's confidence but avoid boring repetition.

◆ Children learn by doing. For that reason the activities in **Here Comes Super Bus** require children's active participation.

There are moving games and role-play situations in which children experience the language through physical involvement, as well as tasks that involve making things and exchanging information.

◆ Children like to play with language. **Here Comes Super Bus** includes a variety of songs, chants and puzzles related to the content of the units which children will enjoy learning.

◆ Children do not have a particular reason for learning a foreign language so there are activities related to other areas of learning. These help the children's motivation and help make their progress more obvious.

◆ Socialisation is fostered through group and pair work, encouraging the children to find out and share information.

### 1.4 Approach

**Here Comes Super Bus** is a story-based English course. Each unit is built around a central story which is linked to a topic of special interest to children.

The activities and tasks are built around the language and content of the story to suit the specific needs, interests and psychological characteristics of the young learner.

### 1.5 Syllabus

The syllabus, closely related to the language and content of the stories, has been carefully designed to meet the needs and interests of children in Primary Education. It provides a balance between topics, activities and tasks, and develops vocabulary and language functions which are relevant to the children's communication needs. This extends into cross curricular work in terms of introducing children into the foreign culture, for example the festivals of Christmas and Easter.

The linguistic aims are deliberately limited, as the emphasis of the course is on developing oral/aural skills first. Recognition of the written form

of the basic language, always linked to lively pictures, is also fostered from the very beginning. The stories (on audio CD) expose the children to a lot of new language which is for recognition only. Language for production is kept to a minimum.

The classroom language is always introduced through a series of activities which involve children physically. The pronunciation syllabus focuses on the English sounds that children may find difficult to reproduce.

All the language points which have been introduced for active use are regularly revised and recycled to ensure maximum progress for the learners.

## 1.6 The four skills

Though the main emphasis in **Here Comes Super Bus** is to develop the children's listening comprehension skills, children are also led to use a limited amount of language in carefully graded communicative activities.

The level of aural language input is deliberately higher that the children's productive competence, so that they are first encouraged to fulfil tasks which highlight the importance of getting the overall meaning of the input or picking up specific information, rather than understanding every single word. In this way children are required to show their comprehension and communicate through non-verbal responses or very simple utterances. The emphasis of the oral production is mainly put on communication. Children are, for example, encouraged to talk about their families, their house ... etc. The speaking activities and tasks have been carefully graded according to the children's abilities and interest to communicate. Reading and writing only appear after the language has been presented and experienced at oral level. Children are first encouraged to recognise the written form at word level, and then at sentence level. Finally, children are encouraged to write the key vocabulary in the story which is always accompanied by lively pictures.

## 1.7 Links with other subjects

**Here Comes Super Bus** takes advantage of all opportunities to link English with other subjects of the school curriculum such as maths, science, art and craft, music and drama. Children are therefore asked to count and measure, to draw, make masks, cards, clocks and puppets, to mime, act and sing. The educational aspects included in the curriculum of Primary Education are also taken into account. Among those, **Here Comes Super Bus** includes the importance of being respectful to others, having positive feelings towards one's and other's families, and esteem for themselves and people at school.

## 1.8 Number of units and timing

**Here Comes Super Bus 1** is divided into seven units plus an introductory unit and some special activities to celebrate Christmas and Easter. Each unit (except for the introductory one) provides enough material for 8-10 hours of teaching. Since it is very important both for the children and teachers that the material in a course book has neither too many nor too few activities, great care has been taken to get the right number of activities to cover the total amount of time allowed for English in a school year.

We suggest the following division of units through the school year:

| | |
|---|---|
| 1st term | Introductory Unit + Unit 1 + Unit 2 + Christmas activities |
| 2nd term | Unit 3 + Unit 4 + Unit 5 + Easter activities |
| 3rd term | Unit 6 + Unit 7 + time for revision |

## 1.9 Structure of the units

Each unit is divided into four clearly defined sections:

**1 Presentation of new language** (Pre-story page)
The main language in the story is pre-taught through activities in which children get physically involved: moving games, songs, simulations and games.

**2 Central activity** (Story pages)
The teacher tells a story in which the pre-taught language is important for comprehension. Gesture, mime, facial expression and tone of voice used by the teacher, together with the use of posters, will help children to understand the overall meaning of the story.

**3 Follow-up phases 1, 2 and 3**
Children are encouraged to actively participate in a series of enjoyable, meaningful and purposeful activities. The follow-up phase is divided into three stages that lead children from overall understanding of the story to focus on and practise specific language points.

**4 My Dictionary**
The children are encouraged to write or use stickers that illustrate the key language in the unit. The dictionary page is both a consolidation and reference page for the children.

## 2 COURSE COMPONENTS

**Here Comes Super Bus 1** consists of:

### 2.1 Pupil's Book

48 lively, full-colour pages of varied materials including presentation of new language, games, songs, chants, role-plays, board games and instructions for craft activities.
The main features of the Pupil's Book are:

- **Contents page**. This page contains the title of the units and the page where each of them begins.
- **Pre-story page**. The key language related to the story is presented here.
- **The story page**. A double page in which the content of the story is presented through illustrations. Each unit has a specific colour and a border related to the story.
- **Christmas and Easter pages**. These contain activities for Christmas and Easter.

### 2.2 Activity Book

78 pages of puzzles, surveys, making and writing activities in which children practise and demonstrate their comprehension of the new language. Specific features include:

- **My dictionary page**. There is a dictionary page at the end of each unit in which children use stickers to summarise the main language learnt.
- **The cut out pages**. These contain the pictures and activities that the children need to cut out.

### 2.3 Teacher's Guide

The Teacher's Guide is an easy-to-follow guide with general suggestions, aims and step-by-step instructions for each of the activities.
The Teacher's Guide also contains the following:

- A clear map showing the main language content of the course, the skills and strategies practised, as well as the social and learning attitudes to be developed.
- The aims for each unit, the active vocabulary and the main language children will learn.
- A clear guide to the appropriate order of the activities, indicating when the Pupil's Book and Activity Book should be used.
- A list of the classroom materials needed for each stage in the unit indicating the activity in which they are used.
- English that the teacher can use for classroom management of the activities.
- Scripts of the stories, songs and chants, and all the other listening activities on the audio CDs.
- Key to the activities.
- A grid for teachers to chart the children's progress, and an assessment sheets for children. This will encourage the children to express their reaction to the materials / activities, so they become involved in the learning process and provide useful feedback for the teacher.
- Supplementary activities for each unit. There are Assessment activities designed either for those children who may need some revision or for those who can go further into the main aspects dealt with in the unit. There are also Extra Writing Activities for each unit.

### 2.4 Audio CDs

The audio CDs feature both children and adult speakers and provide a wide variety of listening materials including the stories, songs, chants, and specific listening tasks.

### 2.5 Teacher's Resource pack

This Teacher's Resource Pack has been designed to provide teachers with visual materials and ideas on how to exploit them. These materials can be used as a supplement to **Here Comes Super Bus 1** or any course for children, or as the basic syllabus to introduce English to very young learners. **The Here Comes Super Bus Teacher's Resource Pack** contains:

- **A flashcard set** of 96 full-colour flashcards with pictures of some of the main language introduced in **Here Comes Super Bus 1**. Each flashcard has a boxed number at the top right which refers to the unit in which the card is first used. Suggestions for supplementary activities and games to be done with the flashcards are written in the inside cover of the pack.
- **Posters** in full-colour of the enlarged illustrations of the stories that appear in the Pupil's Book.
- **Booklet** with additional ideas on how to use the posters and the flashcards.

## 2.6 Here Comes Super Bus DVD

The **Here Comes Super Bus** DVD contains all the animated stories from **Here Comes Super Bus 1** and **2**, along with photocopiable worksheets and activities to be done alongside the DVD.

# 3 STORYTELLING
# The core of Here Comes Super Bus

## 3.1 Why stories?

Stories are not only an ideal way to introduce English but they also contribute to the child's whole development and can be the starting point for a wide range of activities. Stories and activities based on them are an excellent means of linking English with other subjects in the primary school curriculum and of making learning more attractive and interesting.

The stories in **Here Comes Super Bus** are a mixture of original stories and adaptations, designed to motivate the children and, at the same time, to fulfil crucial aspects of the learning process in the following ways:

u Expose children to a large amount of comprehensible input. The stories not only provide the language to engage the children in purposeful communication, but also present situations usual in stories and important to the world of children and to their social and cognitive development.

u Present the language in a meaningful context. The language that appears in the stories plays a specific role within the content which helps children to understand and memorise this language easily.

u Provide natural repetition. Each story contains patterns that are repeated through the narration to encourage children's active participation either by joining in or creating new sentences.

u Give models of behaviour to imitate. The stories lightly reinforce good patterns of behaviour e.g. following parent's advice and taking good care of animals.

u Develop the children's creativity and a liking for stories. Children who listen to, or read stories become far more creative and imaginative than those who are not familiar with stories.

## 3.2 Characters and content

The stories help the children to link fantasy and imagination with real life.

The stories present different types of characters: children in imaginary and real situations, a bus, a wild animal and pets that speak, act and behave like human beings. The content of the stories is amusing and relevant to the children's interests and has been carefully written to satisfy their social, emotional and linguistic needs.

## 3.3 How to tell stories

As storytelling is the main core of **Here Comes Super Bus**, it is extremely important to tell the stories in a way that the children enjoy, whilst understanding the overall content. If you want to get the children really involved in the story, it is advisable that you tell it yourself. There is also the option of using the recorded version of the story.

Each level of **Here Comes Super Bus** provides two audio CDs with the recordings of all the stories featuring the characters. Children, adults and animals speak, accompanied by special sound effects that convey the meaning of the language. These recordings are intended as a guide on how to tell stories for experienced teachers with a good command of English, and a resource for those teachers who think that they need to improve their pronunciation and fluency.

The posters provide a blown-up version of the story pages. The Teacher's Guide contains the scripts of all the stories with precise and clear suggestions for the gestures, mime and facial expressions to make when telling each story, as well as the specific pictures to point to on the poster.

If you decide to tell the story yourself, here are some suggestions that can help you:

u Read and listen to the story several times until you have learnt it by heart. You can also record your own voice after listening to the story to make sure you get the exact intonation, and your voice conveys the right feelings.

Once you have mastered the content of the story, rehearse it, in front of a mirror if possible, making all the gestures, and mime it as if you were in front of the young audience.

u Prepare the materials you want to use in advance e.g. poster, other visuals.

u **Before you start telling the story:**

**1** Fix the poster at the front of the class.

**2** Ask the children to sit comfortably in a semicircle around you. It is very important that the children can see all the gestures and facial expressions you make.

u **While telling the story:**

**1** Point to the appropriate pictures on the poster as you tell the story.

**2** Speak with a clear voice.

**3** Tell the story at the right pace, not too slowly and not too fast.

**4** Use gestures, change of voice and mime to help the children to understand the story better.

**5** Encourage the children to participate in the story by asking them questions, encouraging them to join in when there is a repeated pattern, or to predict what comes next. Do not forget to give them time.

**6** Ensure the children follow and understand the story, paraphrase any sentence that you feel the children do not understand, and stop and retell any part if you think they have got lost.

## 4 ACTIVITIES AROUND THE STORIES

### 4.1 Warm up activities

It is advisable to start each session with a short activity that focuses the children's attention on English and creates a positive attitude towards the lesson at the same time. The Teacher's Guide provides a different type of warm up activity for each part of the unit. While the warm up activity designed for the pre-story presents or creates a context for the main language to be pre-taught, the others included in the unit help to link one part with the following part.

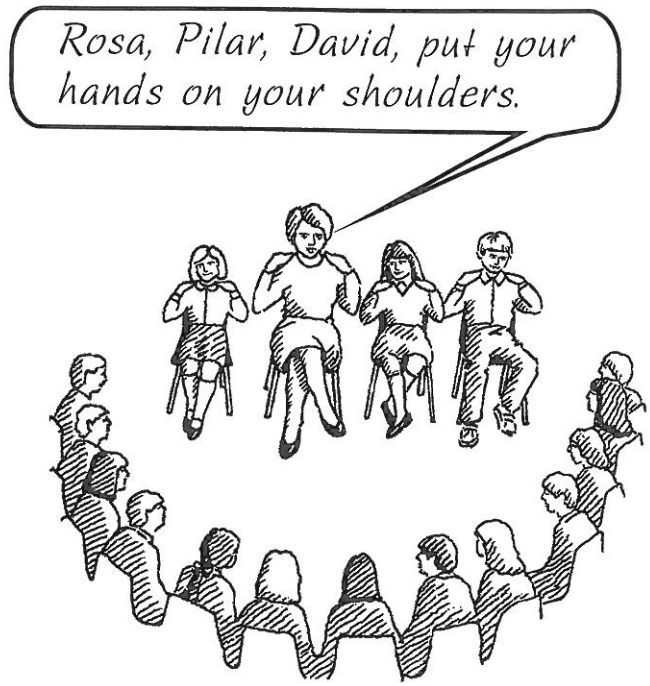
However, since the parts in the units will last more than one teaching session, it is important to use the song, chant or game learnt previously as a warm up activity.

### 4.2 Moving games

Moving game activities are sequences of instructions used to pre-teach some of the key language in **Here Comes Super Bus.** Through these activities children understand and perform the instructions given without speaking. Moving Game activities are based on Total Physical Response (TPR), a method developed by Dr. James Asher, in which children experience the language through physical involvement. In our experience this method has proved to be an excellent tool to approach the new language especially when teaching young learners. In Total Physical Response activities children show comprehension of the language through body movements, in the same way as a baby learns his/her mother tongue.

**Steps to follow in moving game activities:**

**1** The teacher and three/four volunteers sitting in front of the class model a sequence of two or three actions: the teacher says a command and performs



the corresponding action. The volunteers also perform the action without saying anything. The class observes.

**2** The teacher repeats the command/s but does not perform it/them. The volunteers perform the actions as a group or individually without speaking. The class observes.

**3** The teacher addresses a child, a group of children or the class and repeats the same command/s. The child/children addressed perform the action/s without speaking. The rest of the class observes.

**Important points to remember:**

**1** It is not advisable to introduce more than three commands in a sequence.

Example:

*Put your hands on your head.*
*Put you hands on your shoulders.*
*Put your hands on your knees.*

***2*** Make sure the children recognise a sequence of commands before introducing a new one. In **Here Comes Super Bus** the language to be introduced through Total Physical Response in one session is not always grouped in sequences. This will allow the teacher to group the different commands in the best way to suit his/her class.

**3** Do not always give the commands in the same order. For example in the sequence above, after some children have performed the actions, say:

*Put your hands on your knees.*
*Put you hands on your head.*
*Put your hands on your shoulders.*

**4** Recombine commands which have previously been presented in isolation. For example,:

*Stand up and put your hands on your head.*
*Stand up, jump and put your hands on your shoulders.*

***5*** It is advisable to have an empty space in the classroom to allow the children to move. In large classes this can be done by arranging tables and chairs in a semicircle.

**6** It is a good idea to begin a class reviewing the TPR language introduced in previous sessions.

For more information about TPR, refer to J Asher, *Learning Another Language Through Actions: the Complete Teacher's Guide Book* Los Gatos, California: Sky Oaks Productions, 1977.

## 4.3 Games

There are a wide range of games included in the Pupil's Book which are relevant to the overall structure of the unit.

The aim of the games is to get the children to practise the main language in a motivating and enjoyable way. The course contains games that vary from close controlled games to freer games. They include guessing games, mime games, moving games, team games, pair games and a board game. Since some of the games imply moving and even running, it is important to keep good control of the class while playing. Give clear instructions and demonstrate how to play the games by playing them yourself the first time. Make sure the children feel confident with the language they need and encourage them to use it while playing. Do not worry if it is noisy as long as it is controlled and the children are engaged in a purposeful communication activity. However, stop the game and start another activity whenever you feel that children are out of control.

The Teacher's Guide lists the steps to follow for each game and provides the language needed for setting the game, the instructions to give, as well as the specific language to be used by the children.

It is advisable to repeat those games that have been successful as a warm up activity at the beginning of another session or as a closing activity.

## 4.4 Songs and chants

Most of the chants and some of the songs in **Here Comes Super Bus 1** have been specially made up for the course. However, traditional songs have also been included to provide an element of authenticity and to help children as some of the tunes may already be familiar to them e.g. *Happy Birthday.* Songs and chants provide additional listening practice, but at the same time they are an enjoyable way of learning intonation and rhythm.

There are precise notes for the teacher in the Teacher's Guide on how to proceed. There are also suggestions for the specific actions and movements to be made by the children to illustrate the meaning of the words and to keep to the rhythm. Once the children have practised a new song or chant, it is

advisable to repeat it as a warm up or as a closing activity both within the unit and in the following units to make sure that children remember it and have learnt it properly.

## 4.5 Class surveys

Children are first asked to exchange and record information relevant to them and then to write that information on a chart to show the result of the survey. In **Here Comes Super Bus 1** the surveys are related to children's height, pets and means of transport.

## 4.6 Arts and crafts

**Here Comes Super Bus 1** includes activities in which the children are encouraged to make objects related to the content of the units and to the characters that appear in the stories. Arts and crafts involve children in activities they like, help them to become skillful with their hands and, at the same time, help them to learn useful language in a natural, realistic way.

Throughout the course, the children will draw, colour, cut out, fold paper, make a badge, cards, a clock and a mask. If you think that some of these activities will take your group too long to finish, it may be advisable to start the activity in class and ask the children to finish it at home.

## 4.7 Act-out activities

There are a number of role-play activities in **Here Comes Super Bus** in which children, either in groups or in pairs, reproduce the main dialogues that appear in the stories.

It is important that the children practise the dialogues by listening to them on the audio CD and repeating the sentences with accurate pronunciation and intonation. Once the children feel confident, ask them to rehearse the dialogue in groups or in pairs. Then ask some volunteers to act it out for the rest of the class. Encourage them to make the appropriate gestures, mime and facial expressions. Young children usually enjoy acting in front of the class. However, do not insist if some of them are not confident or willing to participate. Using the puppets or wearing the masks stimulates children and makes the act-out activities more enjoyable.

## 4.8 Unit picture borders

The colour picture borders around the pages provide a good means of introducing the topic of the unit and revising the main vocabulary. Although the Teacher's Guide does not include specific notes for exploiting the borders, it is advisable for the teacher to do so at different stages of the unit through activities or games, depending on the class' needs and level. The following are some ideas on how the borders could be exploited:

**When you are about to start the unit:**
Tell the children to look at the border in the pre-story and ask them to try to guess the topic of the unit. At this stage the children will use L1.

**Throughout the unit:**

- Ask the children questions about what is in the border.
- Ask the children *Yes/No* questions about the items in the border.
- Play guessing games such as *Mime the item* in which the teacher or a child mimes an item and the class tries to guess it. You can do this in teams.

**At the end of the unit:**

- Ask the class how many items in the borders they can name.

# 5 CLASSROOM MANAGEMENT IN Here Comes Super Bus

## 5.1 Classroom organisation

The organisation of the classroom will depend very much on the number of children and on the physical characteristics of the room. However there are different ways of organising the class so that all the children can observe the teacher and their class mates easily at all stages during the lesson.

Different activities will require a different distribution of the class. The children should be in a semi-circle around the teacher when listening to stories, presenting new materials or TPR activities (figure 1). Get the children seated in a circle with the tables at the back and an empty space in the middle when playing games and acting out (figure 2). Arrange the tables into rows of two when doing pair work or dialogue practice (figure 3). For group work just ask the children to move the tables to groups of four.

It is important to show the children how to move the furniture silently in order to do different activities, such as listening to the stories, moving games, pair work or group work, and to practise this right from the beginning. For this practice the teacher will probably need to use L1 at the

beginning, but little by little only English should be used for these instructions. It would be a good idea to introduce these instructions in English following the indications given in 4.2 Moving games.

## 5.2 Classroom English

A lot of English can be used in the class in a very natural context. Greeting the children, calling the register, giving them instructions and praising the work done provide the teacher with wonderful opportunities to use English meaningfully in class. If the teacher uses the same language again and again in similar contexts, the children will get familiar with a lot of useful language. Lots of gesture and mime will be necessary, especially at the beginning, in order to make this language comprehensible. The list below is just a very simple example of classroom English:

*Good morning/afternoon.*
*Hello/How are you?/I'm fine.*
*You're late today.*
*Goodbye/Bye-bye.*
*See you tomorrow/on Monday, etc.*
*Is (Marta) here?*
*Open/close the door/the window/your books. Come here, please.*
*Look at this picture/the blackboard ...*
*Listen to the audio CD/to Daniel ...*
*Draw.*
*Colour.*
*Cut out.*
*Glue.*
*Write.*
*Work in pairs/groups of three/four ...*
*Repeat.*
*Please.*
*Thank you.*
*Good/Very good/Very nice/Well done. Finished?*
*Be quiet.*
*Sit down.*
*I understand/I don't understand.*
*I don't know.*
*Can I go to the toilet, please?*
*Go/come to the blackboard. Look at/point to/touch the ...*
*Take your books/your pencils/scissors/glue ...*
*Put your hands/your right hand/the flashcard up/down.*

## 5.3 Use of L1

In the average teaching/learning situation, the amount of time in which the children are in contact with English is very limited. Therefore English should be used all the time in class in order to expose the children to the largest possible amount of comprehensible input. Gesture, mime and visuals are excellent tools to accompany the teacher's talk in order to make input comprehensible.

However, in a class of young learners, there are important aspects to be taken into account in addition to what is actually taught. Sometimes these aspects require immediate treatment that cannot be easily done in English. To a certain extent, the use of L1 becomes inevitable in the following situations:

- Very first contact with the children and the need to create a relaxed atmosphere in the class.
- Building up effective links, so important at this age.
- Discipline.
- Enquiries about personal and family situations.
- Contact with other teachers and staff inside the class.

Fig. 1

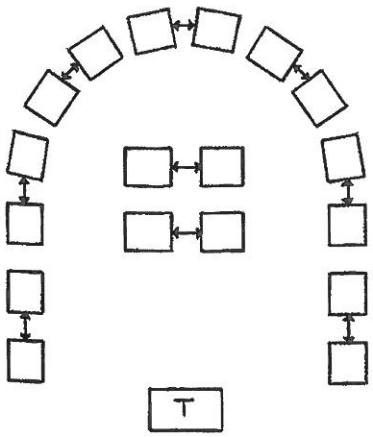



Fig. 2

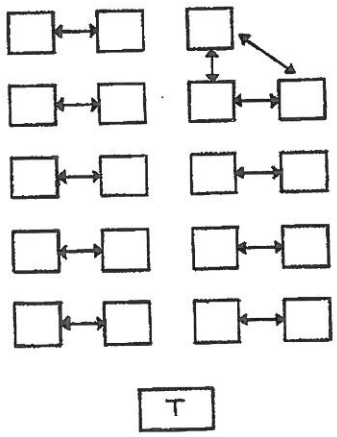
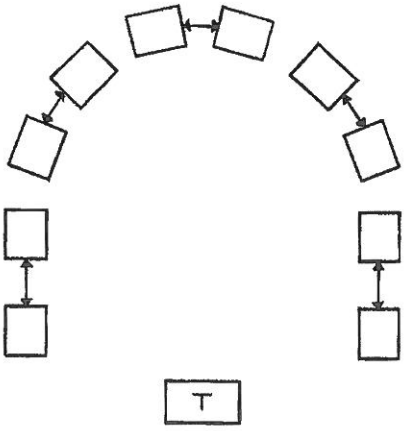



Fig. 3




Different ways of organising the classroom

Probably the only golden rule as to when to use L1 in the class is a very simple one: common sense. Bearing in mind that we are teaching young learners (with everything that this implies) and that we want them to learn English, it seems clear that if you feel confident about addressing these concerns successfully using only English in the class, then English should be the only language you use. If, on the other hand, you feel that some L1 is needed, especially at the beginning, then this is just a different way of achieving the same objectives. In this case, for the general management of the classroom we propose that you try and move through the following stages:

1. Use L1.
2. Use L1 + some English.
3. Use English + some L1.
4. Use English.

In any case, by the end of the school year with at least two or three classes per week, the children should be able to follow the whole lesson in English. Remember that it is preferable to begin the course speaking a little English in the class and finish the course speaking in English all the time, than begin by speaking in English and end the school year saying almost everything in L1 .

Needless to say, the children will tend to use L1 in the class. They do not have the tools yet to express things in English easily and very often non verbal language is insufficient. By following the detailed Teacher's Guide in **Here Comes Super Bus**, you will provide activities and situations in the class that will encourage the children to use English more and more. At this very early stage of learning English, most of the activities are guided or semi-guided. It is very important to give short clear instructions and make it clear what the children have to say in English in each activity so that they know exactly what is expected from them. Before the children begin working on their own, make sure that they have understood the instructions. You can ask a child to translate what you have said or show the class how to perform the activity with a child or group of children.

## 5.4 Classroom displays

It is very rewarding for the children to see their work displayed around the classroom or in any other suitable part of the school. If possible, find a place in which the materials produced by the children can easily be fixed. Decorate it nicely using cardboard of different colours, cut outs with English motifs and props that the children bring to a class. Change the decoration from time to time.

## 5.5 Keeping record of the work done

**Here Comes Super Bus** has been designed bearing in mind the characteristics, abilities and development stage of young children. Encourage children to stick an envelope in the back of their Activity Book. It should be used to keep cut outs and small items in.

## 5.6 The role of the teacher

Children of this age are developing their personality. You can contribute to this development while teaching English.

For most children this is probably their first contact with English. They come to class very motivated because children are naturally curious about anything that is new for them. Your main role is therefore to maintain and foster this motivation as a contribution to personal development. **Here Comes Super Bus** has been designed to help achieve this aim. The activities presented are enjoyable and motivating and children get easily involved in them. The way they are carried out also helps the teacher to create a sound basis for the future learning stages by:

- Creating a relaxed atmosphere.
- Building up the children's self-confidence.
- Getting the children familiarised with ways of working: pair work, group work, sharing knowledge, finding information, etc.
- Fostering positive attitudes within the class: sharing materials and classroom equipment with others.
- Making the children aware of their achievements.
- Allowing the children to work at their own pace.
- Encouraging the children to use English as real communicative tool, without being afraid of making mistakes.

## 5.7 Discipline

The most carefully planned lesson can be a total failure if there is no discipline in the class.

Bearing in mind that young learners are physically active, **Here Comes Super Bus** includes activities which may involve a certain degree of noise at some stages. However, experienced teachers know that in a class of young learners, lack of control and noise are not always synonymous. They also know that children can do activities that require physical movement and moving furniture in silence. Children only need to be trained to do it. If the teacher insists on this training he/she is saving time for the future. It is crucial to make the children aware right from the first day of class of the importance of doing activities quietly in order to follow and enjoy them and not to disturb other classes.

Establish a simple behavioural code. For example put your hands on your head when you want total silence; children must stop talking and imitate you by putting their hands on their heads. Or agree with the class on a magic word. Whenever they hear it they must go back to their seats and keep quiet.

## 6 OTHER IMPORTANT ASPECTS IN Here Comes Super Bus

### 6.1 Error correction

The ultimate aim when teaching a language is that the learner can communicate using the language correctly. Teachers using **Here Comes Super Bus** should always bear in mind that it would be too ambitious to expect correct production from all the children at this stage. Errors should be considered as part of the learning process. As golden rules when using **Here Comes Super Bus** we suggest the following:

**1** Never interfere with communication: when a child is saying something (probably using English plus non verbal language plus L1) do not interrupt. Let him/her finish. After he/she has finished, use correct English to paraphrase in a gentle manner what he/she was trying to say.

**2** Encourage children to risk saying things in English even if their production is far from accurate. Do not forget to praise their attempts.

**3** Be patient. Take the example of babies learning their L1. They are exposed to an incredible amount of input for a long time before they are able to produce any language. When they begin producing, they still make mistakes for a long time.

### 6.2 Assessment

It would be a great mistake to think of assessment at this very early stage in terms of a written exam given at the end of each term. Assessment must be looked upon as a means to improve the teaching/learning process. In **Here Comes Super Bus** it is assumed that assessment at this stage will be mainly based on daily observation. Children's feedback and the assessment sheets are intended to confirm the teacher's observation.

**1 Daily observation**

The work done in class each day allows the teacher to observe each child and assess his/her progress. This Teacher's Guide includes a photocopiable assessment grid to be used at the end of each unit to keep a record of this observation. (See page 17)

**2 Individual children's feedback**

This can be obtained through "My Star Page" (self-Assessment Sheet) (See page 16). This page has been designed to be photocopied by the teacher and given to each child periodically. The children will complete their Star Page either by ticking one of the stars or writing their comments in L1. This feedback will complement the teacher's observation and will help to reveal possible problems and solve them by giving individual remedial work, changing the pace of activities or recycling some of the language. It is also a good idea to talk to the children at different stages of the course about the achievements they think they have made and the difficulties they may find (use L1).

**3 Assessment sheets**

This Teacher's Guide includes three orientative assessment sheets and teaching notes to be used after units 2, 5 and 7 respectively (see pages 106 to 119). These pages are photocopiable and given to the children if the teacher thinks that they are suitable for his/her group. The way the children mark their sheets will be a useful contribution to your own observations and together these will help define your general assessment.

# SELF-ASSESSMENT SHEET

Name Class

## MY ☆ PAGE

| | ☆ | ☆ | ☆ | COMMENTS |
|---|---|---|---|---|
| INTRODUCTION TO ENGLISH | | | | |
| 1 MY BIRTHDAY | | | | |
| 2 MY BODY | | | | |
| 3 MY CLOTHES | | | | |
| 4 MY FAMILY | | | | |
| 5 MY FAVOURITE STORY | | | | |
| 6 MY SCHOOL | | | | |
| 7 MY HOUSE | | | | |



© María José Lobo Pepita Subirà 2005 Published by Macmillan Publishers Limited.
This page may be photocopied and used within the class

# TEACHER'S ASSESSMENT SHEET

**Name** **Unit** **Story**

To be photocopied by the teacher for each child when each unit has been completed

| OBSERVATION GUIDELINES | YES | NO | COMMENTS |
|---|---|---|---|
| Recognises the key language and uses it within a context | | | |
| Recognises the key language but does not use it | | | |
| Shows difficulty in understanding the key language | | | |
| Shows difficulty in understanding the instructions for physical response | | | |
| Follows the instructions with no difficulty | | | |
| Presents the work neatly | | | |
| Finishes the work correctly | | | |
| Gets on with peers | | | |
| Works well in group and pair work | | | |

© María José Lobo Pepita Subirà 2005 Published by Macmillan Publishers Limited.
This page may be photocopied and used within the class.

## 7 ABBREVIATIONS AND SYMBOLS USED IN HERE COMES SUPER BUS

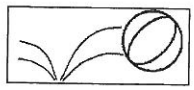
**L1:** Language 1, mother tongue

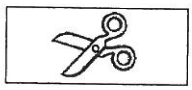
**TG:** Teacher's Guide

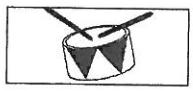
**PB:** Pupil's Book

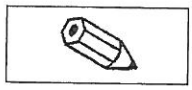
Act out

Song

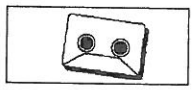

Game


Cut out

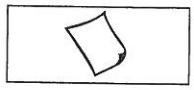

Chant


Draw and colour

Write



Listen


Stick