

- Teacher's Guide
- Storybook (Teacher's pages)
- Funbook (Teacher's pages)
- Photocopiable material
- KIDS' PLANET! Tests (12 photocopiable tests)
- Key to KIDS' PLANET! Tests

Introduction

Kids' Planet is a three-level course for children aged from 6 to 9 who are just starting English. The course has been designed for 90 hours of teaching. The main characters are four friends, Simon, Felix, Keiko and Rashee. We also meet their animal friends – Bess the parrot, Kiki the hamster and Jack the iguana.

Aims

The central aims of the **Kids' Planet** course are to help pupils:

- start English in an easy and enjoyable way
- develop their awareness of the world
- develop social awareness
- develop their language awareness from the earliest stages in all skills: Reading, Listening, Writing and Speaking.

SYLLABUS & STRUCTURE

LANGUAGE DEVELOPMENT SYLLABUS

The language development syllabus has been carefully designed so that pupils learn basic grammar structures and vocabulary systematically in small, incremental steps. They build up their confidence as they develop skills gradually.

Listening is the first skill to be introduced at this level. Pupils start listening to the words presented for each lesson, then they listen to the illustrated dialogue. In each unit there are two dialogues (one in Lesson 1 and one in Lesson 2) which should be used for listening practice. Listening tasks have also been included in each unit so that pupils will develop their listening skills.

Repetition of words and phrases or sentences should be reinforced at this level, as it will help pupils with pronunciation and speaking. Repetition of words and phrases also helps pupils to memorise useful chunks of language for later speaking activities.

Reading is presented through dialogues at this level. Reading aloud is necessary because it will develop pupils' stress and pronunciation and, consequently, their speaking skills.

Reading comprehension skills can be developed by asking questions on the illustrated dialogues, starting with yes/no questions, then either/or questions and, finally, wh - questions.

Vocabulary is broken down into groups that are thematically related, eg – wild animals, clothes, food, etc. The new vocabulary for each lesson is shown in pictures down the left - hand margin of the first page of each lesson. Pupils will be able to listen to and identify the words before the illustrated dialogue is presented.

Apart from vocabulary, expressions or phrases are introduced in each unit to make the language more lively and realistic.

There are vocabulary tasks in each lesson to help pupils learn the new vocabulary. At first, these activities are based on recognition, but later the production of new words is introduced.

Speaking is reinforced throughout the course. Pupils can start with role-playing based on the given dialogues.

There is an interactive speaking activity in Lesson 2 of each unit in order to develop confidence and the speaking skill through a controlled task. This usually takes the form of a game.

Grammar is presented through language patterns which give a clear understanding of the function of the language. Specific tasks which are based on the language patterns are included in each lesson. Pupils will have the opportunity to practise the language patterns again in the Activity Book.

Writing at this level is kept very simple. Pupils start off with a few very easy, short sentences and gradually progress to longer texts.

COMPONENTS OF THE KIDS' PLANET 2 COURSE

KIDS' PLANET 2 - PUPIL'S BOOK

The pupil's book consists of a Let's Remember section which includes vocabulary and grammar learnt in Kids' Planet 1, 5 cross-curricular sections called 'Our Planet' (one every four units) and 5 revision sections called 'Fun Hour' (one every four units), which include sticker activities. Each unit includes vocabulary and grammar presentation and practice, and tasks to develop reading, listening, writing and speaking.

STORYBOOK AND FUNBOOK

The Storybook contains five stories in comic-strip form using grammar already learnt in the pupil's book. All new vocabulary is highlighted. The Funbook consists of projects for Christmas, Valentine's Day, Carnival and Easter, as well as playground games, classroom games, brainteasers and two plays.

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ACTIVITY BOOK

This book consists of 20 units, 5 revision units (one every four units) and a picture dictionary. Each unit presents the grammar patterns through grammar tables. Creative tasks on the grammar patterns presented in the Pupil's Book are included. There is a variety of tasks practising vocabulary and grammar learnt in the Pupil's Book.

TEACHER'S BOOK

This consists of the Pupil's Book with overprinted answers and a Teacher's Guide.

The Teacher's Guide contains detailed step-by-step instructions on how to present each part of the course, and suggestions and guidelines for each unit. Extra activities and methodology tips on how to make teaching more interesting and effective are also included. At the back of the Teacher's Book there is photocopiable material as well as photocopiable quizzes and tests (one quiz for every two units).

Teachers should feel free to make any adjustments necessary for their pupils.

Each unit includes:

- the aim of the unit (objectives).
- guidelines on the teaching procedure.
- suggestions for each task.
- extra activities or expansion of the given activities.
- instructions for playing the games.
- a transcript of the listening activity.

CASSETTES/CDs

Kids' Planet 2 is accompanied by cassettes/CDs which contain:

- the words presented in each lesson
- the two presentation texts
- songs
- listening tasks

FLASHCARDS

There are flashcards available for use in the classroom.

PUPIL'S BOOK

Structure of each unit

Each unit is divided into two lessons: Lesson 1 and Lesson 2. Each lesson begins with the presentation of the vocabulary, which is shown in pictures in the left-hand margin. The pictures enable the pupils to relate the words to their meaning. The words are on cassettes/CDs.

Dialogues are presented in comic-strip form. Short texts are also included from the beginning of the course in Kids' Planet 2. The pupils first listen to and read the dialogue, then repeat in chorus and finally take it in turns to read aloud individually.

Each lesson also contains the presentation of the language pattern, carefully designed vocabulary and grammar tasks.

Lesson 2 of each unit also contains an interactive speaking activity, usually in the form of a game, and a listening task. There is a song every second unit.

Every four units there is a section called Our Planet, which includes cross-curricular activities based on material and facts taken from the real world and develops multicultural awareness. This section includes project work and a writing task. Every four units there is also a revision section called Fun Hour, in which pupils use stickers to 'test' their knowledge.

Educational process

How much and what pupils learn is important, but so is how they learn and how they will develop the skills necessary for learning English. We want pupils to be involved in the process of learning, to participate actively and have fun. Teachers should have these principles in mind, especially when they teach young children.

Study skills

It is important to remember that teaching children is more than just teaching literacy skills. Teachers should also teach them social skills, such as how to co-operate, how to listen to others, how to participate, etc. What pupils need at this age is security, which means that teachers should follow a routine teaching procedure. Teachers should show pupils how to use their books and notebooks. Pupils need to know what to write and where. Most importantly, pupils should learn how to study, eg - how to learn spelling, how to practise reading, etc.

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Cognitive development

Teachers should try to be clear, simple and specific when teaching young children. At this age they are not able to absorb abstract meanings, so when teachers present the language patterns they should write examples, draw arrows and clarify the patterns in a simple way, rather than use terminology. At this level, 'the simpler, the better' is the golden rule.

Concentration spans

Children at this age have a short concentration span, so activities should be changed every 10 minutes. If pupils become restless, teachers should give them something different to do for a short time, or create a competition or game atmosphere for a specific task. Since children have an enormous amount of physical energy, teachers should be flexible when pupils want to move around, and build movement into the lesson, for example by asking pupils to come out to the front to perform a speaking activity, or to write an answer on the board.

Learning pace

Each pupil has his/her own pace and teachers should respect that. Some pupils need a lot of time to understand and absorb new knowledge. Teachers should give them ample time, together with continual revision and recycling. During that time, more confident pupils should be given extra work to do.

Assessment

Teachers should be very careful when they evaluate pupils' progress. Pupils at this age shouldn't experience the feeling of failure. Instead, they should be encouraged, no matter how many and what type of mistakes they make. Teachers should avoid giving young pupils specific marks. The best way is to assess pupils according to the scale 'good', 'very good', 'excellent', and mainly to comment on their progress, focusing more on what the pupil *can* do and less on what the pupil *cannot* do.

