

# Exploring English Handbook



## Contents

1. The start
2. The contents of Exploring English
3. The background
  - a. World-oriented education
  - b. The *four strands* of Nation
  - c. Practice makes perfect
  - d. Prepared environment
4. The choice
  - a. The line of the child
  - b. The line of the teacher
  - c. The line of the management
5. Getting to work
  - a. Primary level
    - The line of the child
    - The line of the teacher
    - Themes
  - b. Lower elementary level
    - The line of the child
    - The line of the teacher
    - Themes
  - c. Upper elementary level
    - The line of the child
    - The line of the teacher
    - Themes
6. Bibliography
7. Appendices

## 1. The start

*The development of language is part of the development of the personality, for words are the natural means of expressing thoughts and establishing understanding between people.*

*Maria Montessori, (1937) The absorbent mind*

Exploring English is a complete, international learning method for all primary schoolchildren. It is material for learning, doing and experiencing English. Exploring English is the result of our desire to offer English as a second language in a Montessori style.

We believe that children want to learn and can learn themselves. With the right supervision and prepared environment, they can master English as a second language. That is how we help children to develop themselves, so they can find their way in the world. A world in which it is important to speak each other's language and especially: understand each other.

Following a lengthy preparation process involving discussions, reading and study, we started writing Exploring English in January 2016. The authors are all teachers sharing a wealth of knowledge and experience. The common thread is that we all have a great deal of experience with English and a big heart for children. Furthermore, right from the start we made use of the expertise of a native speaker and university teacher of English who is also a PhD student in English. We held monthly meetings to discuss the progress and test all the contents, on both a theoretical and practical level. This process of writing, testing and reassessing took around eighteen months.

We would like to thank everyone who worked on this with us: Julie Bytheway, Patrick van Laarhoven, Mila Middelberg. We are grateful to the members of the sounding board group, especially Montessori school De Pinksterbloem in Amsterdam. Thanks are also due to all the children at De Pinksterbloem, the Montessori school in Alphen aan den Rijn, De Trinoom in Wijchen and l'Ambiente in Deventer who tried out the material and gave feedback. We also thank Small Caps Bush Translations for the translations and Rinus Houkes, René Bosch and Chris Willemsen of Nienhuis Montessori for their accuracy and the beautiful publication. Thanks to these people, children all over the world can learn English.

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## 2. Contents

Exploring English has arrived and naturally, you would like to start right away. You can do that. Of course you can. Fill the cabinet, put it in your classroom and children will start working. There are three ways you can start.

1. Children choose freely from the three drawers *About me*, *Around me* and *The world around me*.
2. Children choose freely from the *Groundwork* drawers.
3. The teacher gives a presentation with an inspiration.

If you speak English yourself and want the children to speak to you in English, put the flag on your table. Always use the flag when you give an English lesson.

### What does Exploring English look like?

Exploring English comes in a wooden cabinet with five drawers. These drawers are filled with tasks that allow the children to get going independently. The drawers contain wooden boxes with plastic lids, and a box with plastic cards that show the exercise for the child. All the tasks belong to a theme with its own set colour. The colour in each drawer is shaded. The order of the drawers is:

- Groundwork
- Groundwork
- About me
- Around me
- The world around me

The primary level materials come in a special frame which can be placed in or on a language shelf.

All the material is written in English. Our motto is: the target language is the language of instruction (Kwakernaak, 2015). This immersion helps children learn a new language. The codes for the educational levels are:

|                  |      |
|------------------|------|
| Primary          | (PS) |
| Lower Elementary | (LE) |
| Upper Elementary | (UE) |

## Themes and contents

Exploring English works on themes. These themes are divided across the various drawers. You can recognise them by the colourful sides and the coloured logo on the task.

Each educational level has ten main themes:

| Primary        | Lower Elementary   | Upper Elementary |
|----------------|--------------------|------------------|
| Animals        | Animals            | Activities       |
| Wild animals   | Art                | Animals          |
| Clothes        | Body               | Creating         |
| Fruit          | Family             | Curiosity        |
| House          | Food               | Earth            |
| Instruments    | Living             | Emotions         |
| My body        | Nature             | Life             |
| Shapes         | Numbers            | People           |
| Transportation | Playing and moving | Style            |
| Vegetables     | Time               | Time             |

## The contents of the cabinet

### GROUNDWORK

Groundwork contains all the tasks a child needs to learn the English language and practise it. The two drawers consist of:

#### Word boxes

There are three word boxes which match each theme. Children use them to expand their vocabulary.

#### Picture boxes

There are three picture boxes which match each theme. At primary level, all the images also have a sound fragment by means of a QR code.

#### Variations

Variations are cards with varied exercises for learning, recognising and practising words. The variations are used in combination with the word and picture boxes.

## Explanations

Explanations are tasks with word types, conversations, grammar and sentences. Children practise and discover the patterns of the English language.

## Inspirations

The inspirations are part of the line of the teacher. There is an inspiration for every theme, and the tray also contains general cards. The cards reflect the learning content concisely and provide the teacher with inspiration for presentation lessons in small or large groups. The inspirations make considerable use of sound and image fragments from the website [www.exploring-english.nl](http://www.exploring-english.nl).

## EXPLORATIONS

Each main theme is divided into three sub themes, divided across the three drawers *About me*, *Around me* and *The world around me*. The three drawers contain the explorations. Each main theme has its own colour with shades in the three drawers. Each theme has fifteen explorations: five in each drawer. These are the boxes and cards the child can use to set to work himself or herself. The order is arbitrary. The explorations have varying levels of difficulty. The children discover the possibilities of the English language and expand their world in English by reading, writing, speaking and listening. Children expand their vocabulary naturally.

### 3. The background

#### a. World-oriented education

*More and more people have expressed a need to learn a great many languages, ... to learn a universal language so that they can communicate more effectively with people from other countries and come into closer contact with other peoples throughout the world.*

*Maria Montessori, Education and Peace*

Through Exploring English we help children throughout the world learn to speak the same language, communicate with each other and understand each other.

Exploring English invites children and teachers as well to expand their world. Using the English language helps them do this. With the right supervision and prepared environment the children learn how to discover English and to understand and learn how to express themselves in English. We also challenge the teacher. Gert Biesta speaks of world-oriented education.

*Good education is world-oriented. We need to understand the concept of world as widely as possible, as everything that is 'different' with respect to the child or student. A vision of education and teaching in which the existence of the child – an existence in and with the world – is the key element. (Biesta, 2015)*

Biesta believes that the meaning and direction of education are determined by three domains:

- qualification: acquiring knowledge and skills;
- socialisation: preparing yourself for life as a member of a community and getting to know traditions and practices (e.g. socio-political, cultural, professional);
- subjectification: formation of the individual (e.g. autonomy, responsibility).

The material of Exploring English is world-oriented: you work on all three domains at the same time.

## b. The four strands

Paul Nation (2001) specialises in second language acquisition. Using his research as a basis, Nation developed a framework for learning a second language in a balanced way. These are the *four strands*, the basis of learning any second language, regardless of the age of the learner. It is handy to know what the *four strands* entail, to ensure that you work as effectively as possible with Exploring English.

The *four strands* are always related to each other and ideally they should be dealt with in equal proportions. It is important that you as teacher are aware of these *four strands* and that you make the children conscious of the importance of these strands. You can decide to make these strands more explicit in your presentation.

The four lines or 'strands' are:

- Learning through *Meaning-focused input*
- Learning through *Meaning-focused output*
- Learning through *Language-focused learning*
- Learning through *Fluency development*

The *meaning-focused input* is learning by listening and reading. To a large extent this involves incidental learning, in which the focus is on understanding what is listened to and what is read. This strand is always significant.

The *meaning-focused output* is learning by speaking and writing.

Here too, mainly incidental learning is involved with the focus on producing language oneself, speaking and writing the language. This strand is always significant.

The *language-focused learning* means paying attention consciously to learning a language. This concerns spelling, pronunciation, vocabulary, grammar and conducting a dialogue.

*Fluency* is the mastery of the language, whereby versatility is more important than correctness. Fluency is about the degree to which you can understand and use the second language at a reasonable speed. This strand is always significant.

Exploring English was developed along the four strands of Paul Nation.

Ensure that all four strands are dealt with sufficiently by varying what you offer and making the children aware of what they are practising. You can do this by asking them questions,

having them express what they discover and by providing feedback on what they do. In their own registration, the children can indicate which skills they have practised in doing their tasks. In that case it is about the most important skill.

### c. Practice makes perfect

It is important to realise that the more you practise the different skills, the better you get at them. That might seem self-evident, but it is not always obvious, certainly not for children. This is called the time-on-task principle. It means, for example, that if you want to read well in English, you have to put a lot of time into reading English texts and books. To speak English well, you will need to practise speaking a great deal. Time is an important aspect in learning new things.

By assuming a learning attitude yourself and showing that you dare to speak English, you show the children how you can tackle learning a foreign language. You are a living example and model. The children can set to work independently with Exploring English and that already stimulates learning. They are challenged to push their boundaries and be open to learning a foreign language.

The *Groundwork* drawers contain a great deal of practice material. The time-on-task principle is extremely important when learning a foreign language. The children are challenged to practise much more often with the same boxes. They can do that by choosing a *variation* when they practise a box. By practising the same box in different ways, you learn that there are different ways to work on learning new words and sentences explicitly. You use different skills to do that, such as speaking, listening, reading and writing. Your vocabulary can also expand incidentally, through working with the *explorations*.

Practice and application are interwoven in Exploring English. With many tasks, the learned material must be applied immediately –the ‘transfer’, so that the learned material gains meaning for the child and the acquired knowledge is retained better. Many tasks require the child to ask for feedback from another child or show or tell another child what he/she has learned. This stimulates the consciousness-raising, makes the learned material more explicit and makes the child responsible for his/her own learning. The child thus becomes more the owner of his/her own learning process. Because children give each other feedback or simply listen, they are challenged to also set to work themselves. Working in a heterogeneous group

can be precisely the thing that has a big effect. So let children work with different children or ask them for feedback.

Since every individual learning process is different, it is important for both teacher and child to be aware of the things available at that time for the child to learn. This can become clear during a lesson, during the processing or during a reflective conversation. Each task has an objective, and the way the child works towards that objective or goes further on it is up to the child. This means that children must have an idea about their educational needs and learning preferences. The teacher is thus required in the first place to know how to ask the right questions and to understand the four strands. The teacher must also be able to make clear to the children that the objective of the task is not the actual doing of the task itself. The objective of a task is being able to apply the learned material in other situations. Furthermore, the teacher challenges the child to do more with a task than the child perhaps originally thought. By doing this, you bring the child into the zone of proximal development. You stimulate creative thinking and help children to think outside the box.

#### **d. Prepared environment**

As a teacher, you yourself form part of the prepared environment, the psychologically prepared environment. Your investigative attitude is an example for the children. You are one of the sources of knowledge for them. The materials present, the physically prepared environment, challenge the children to search for the answers for their questions. The Exploring English cabinet on its own is not enough. A good English-language learning environment can have materials for listening, speaking, reading and writing. We recommend including the following materials in the prepared environment:

- A bookcase with English books at different levels. Consider narrative, informative, picture and poetry books. At the end of this handbook there is a list of references to suitable publishers for the acquisition of these kinds of books.
- English audio books, digital or on CD.
- Computers or other devices for practising on special sites and with special programs or apps (there are suggestions at the back of the handbook).
- An interest table that always has an English task.

It is important that you as teacher take care of the prepared English environment and especially that you do this together with the children. This shared responsibility helps raise the involvement of everyone. In addition, it is very important to realise that you as teacher are also part of the prepared environment and that you are aware of being the living example of what you expect of the children. You point out and show that using English fascinates and inspires you as well. You make English language jokes, read short texts or show nice examples. By doing this you inspire the children and challenge them to expand their world. Showing an English film, without subtitles, is also one of the possibilities.

#### 4. The approach

Three lines are significant for teaching well: the line of the child, that of the teacher and the line of management. Exploring English has been made especially for the line of the child. The child chooses their work themselves. In the line of the teacher, the teacher plans the education and focuses on a theme, learning content or skill. The line of management focuses on the level of ambition.

##### a. Line of the child

This line forms the essence of Exploring English. The child chooses a task and sets to work. The tasks are not in any specific order. That means in principle that the child can start anywhere. The levels of difficulty do vary strongly. It is possible to differentiate during the processing. In practice this means that a child with a relatively small English vocabulary will preferably work with the picture and word boxes of Groundwork if he/she is working alone. It is easier for children with a more extensive vocabulary or who are working in pairs to work from the other three drawers. Each exploration states an objective, so the children know what they can learn from the task. Do not hold a child back but rather, stimulate him or her. You might think that a particular task is still too difficult. How wonderful it is when a child surprises you with what they show and say.

When a child is working in English, he/she puts the Exploring English flag on the table. Anyone who wants to talk with the child now, another child or the teacher for example, addresses the child in English. The teacher also uses English as much as possible to provide the help and explanation: target language is language of instruction. This will support the child in the view that you also learn English 'simply' by speaking it. You do that even if your English is not perfect. Errors are allowed.

Working together is an important part of Exploring English. Speaking with and listening to each other is an important exercise when learning a foreign language. Many tasks and materials thus stimulate cooperation.

## b. Line of the teacher

When you work with Exploring English, you not only follow the children, you also stimulate them. You plan your teaching and sometimes you focus on a theme, a task or a *strand*. We explain all three possibilities.

### ***Focus on theme***

You can decide to focus on a theme in your group. The presentations you give in that case are all aimed at this one theme. For example, you give a presentation which concentrates on expanding the vocabulary, practising pronunciation or conducting a dialogue.

You select all the tasks concerning a specific theme from the drawers. These are the word and picture boxes, and the explorations boxes from the drawers *About me*, *Around me* and *The world around me*. The tasks which are linked to this theme become the key element; they are visible in your prepared environment. You put tasks related to this theme on the interest table. They do not have to be limited to English tasks. The English language now serves as a means for finding out more about this theme; learning English is not an aim in itself. The cosmic subjects are also perfect for the English tasks.

The teacher uses the inspirations for giving the group presentations. The presentations will preferably deal with all four strands.

Of course, all the tasks from the cabinet remain available for children who want more.

### ***Focus on task***

As teacher, you can also decide to focus on a task. You can do this with the whole group, part of the group or with individual children. You can keep various goals in the back of your mind while you are working:

- You want to inspire, stimulate and/or challenge children
- You want to explain a specific working method
- You want to highlight a task
- You want to focus on a specific goal (this week we are all going to work on this)
- You want to repeat a specific goal
- You want to achieve deepening

### ***Focus on skill***

You can also decide to focus occasionally on a skill. You plan a central moment and zoom in, for example on listening, speaking, writing or reading. You can make it more specific by zooming in on presenting, asking questions, describing an object, etcetera. According to Nation, a good presentation and activity always contain the four strands. You seek deepening and variation in the exercise.

- Meaning-focused input – listening and reading
- Meaning-focused output – speaking and writing
- Language-focused learning – spelling, pronunciation, grammar, conducting a dialogue
- Fluency development – speaking, listening, reading and writing with understanding at a good speed

Whether you work according to a theme, a task or a skill, the *inspirations* will provide inspiration when you give your lessons. The cards are written in English, thus giving the teacher not only ideas but also language, so that the lesson can be given directly in English.

There are two kinds of *inspirations*:

#### 1. Thematic inspirations

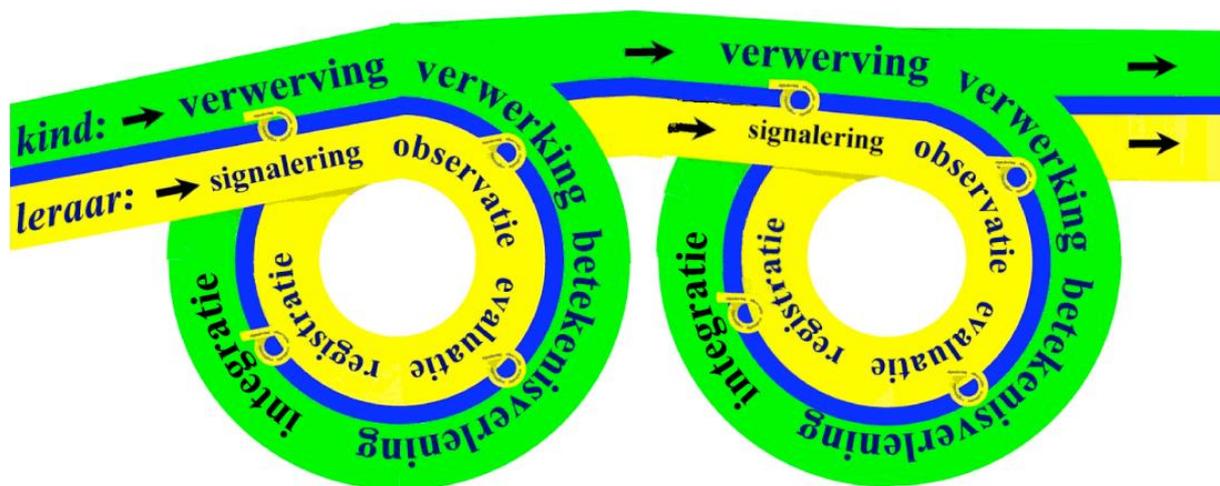
There is an *inspiration* for every theme. The card starts with the *goals* that will be worked on. Then there is a section entitled *suggested vocabulary*. This contains words, phrases and sometimes sentences which are widely used; they are worthwhile using in your lesson. Next, an *activity* is described. You do this thematic activity with the whole group or with a small group of children. Always choose a heterogeneous group of children. The set activity is followed by *variations*. You use these in any follow-up lessons or instead of the set activity. Feel free to make use of your professionalism and add your own variations. Is there a reference to our website? You will find extra suggestions there.

#### 2. General inspirations

The general *inspirations* can be used at any time during the year. They have no fixed structure. For example, you will find the description of a game or ways you can work with a book or song. You can link the general inspirations to a theme.

Working along the line of the teacher requires you to have an active attitude. Your identifications and observations form the basis for determining which activities and

interventions are required. Thus you might decide to present, stimulate, challenge or repeat, based on your observations. This will offer more control when you plan your teaching and also when you react in an unplanned way to what you see or hear. You work according to the loop model: the didactic model for the innovative Montessori education. This is always about intentional learning, in which you consciously observe how the child learns.



Legenda:

Lusbeweging van het kind

Interactie tussen leraar en kind

Afstemmende activiteit van de leraar

Besides identifying and observing, it is essential that you evaluate and provide feedback regularly. You can do that when:

- the child is working on a task
- the child has finished with a task
- the child presents his/her product
- the child tells about what he/she has learned

If a child is working on a task, you match any intervention to what you see the child doing or what you hear the child thinking. For example, you decide to express out loud what you see and thereby help the child gain insight into what he/she is doing. You can also decide to guide by asking clarifying or helpful questions. With this second method you try to find out what the child is thinking and what he/she is learning or has learned with the task.

Exploring English also demands a certain nerve from the teacher: from you. You are called on to use your own skills in English. You have to dare to do it yourself as well: speak English. Even if you are not very sure of yourself. You show that you are not afraid, that you learn through practice. Thus you model the learning process of a second language. You do not have to be afraid that you will teach the children 'Dunglish' through incorrect pronunciation or sentence structure. This is because you do not have to be a native speaker to get the children enthusiastic about speaking and understanding spoken and written English. There are enough (digital) possibilities for the children to listen to correctly spoken English; they do not need a teacher who speaks English fluently for that. What the children do need is your example that you can simply speak English. That makes your role indispensable.

### **c. The line of management**

The line of management focuses on your level of ambition. What do you want? What is your vision? Your vision of learning in general, and of learning a second language in particular.

You have chosen Exploring English. The benefits of this learning method for English are maximised if you determine the level of ambition in advance. This is decisive for the amount of time you will spend on English every week. If you spend at least one hour a week on English, your ambition level will be A2 and B1 (CEF scales). Less time per week will bring you to level A1. This level is equivalent to the attainment targets.

Knowing what the CEF scales entail can be helpful to determine the school's level of ambition. CEF stands for Common European Framework of Reference for Languages. These international scales are a guideline that indicate a person's level of proficiency of a foreign language.

The CEF scales are based on five skills: speaking, listening, reading, writing and conducting conversations. What you should be able to do for a specific skill is worked out for each scale. These scales are included in developing Exploring English, but they are not the starting point.

The scales are provided in the appendix, so you as a school can determine your target level. Using this target level as a basis, you can work out the minimum amount of time you need to spend on English per week.

Apart from the level of ambition, the line of management is also about care for the teacher. The teachers at the school have their own support needs. Your support for teachers is not limited to the level of teams and educational levels. You support each individual teacher in their own way when they work with Exploring English.

## 5. Getting to work

Since the materials and structure are different for each educational level, we have set out how you can get to work for each level. We make a clear distinction between the line of the child and the line of the teacher.

### a. Primary level

At this age phase the children practise their listening and speaking skills. All four strands are addressed here, with Language-focused learning receiving the least amount of attention. The line of the teacher is very important at primary level. By speaking English together, playing games, singing songs and reading stories out loud, the children will find their way with the material in the cabinet. Your teaching is always meaningful. Repetition is very important.

#### Line of the child

The material for the child is supplied in a frame that can be put in or on the language shelf. The material consists of ten *picture boxes* and a tray with 20 *explorations* which the children can use to get to work independently. The children can investigate and set to work on English words, songs and stories. A tablet is required for scanning the QR codes of the explorations.

#### Frame with picture boxes and explorations

- Picture boxes

The picture boxes contain cards with images that belong to this theme. There is a QR code on the back of the cards. When the child scans the QR code, they hear the word that belongs to the image. The word is then used in an English sentence, and then said again. In brief: word – sentence – word. This is how the child can practise pronouncing the English words and sentences without the assistance of the teacher. The child can do this individually or together.

The themes of the boxes are: animals, wild animals, clothes, fruit, house, instruments, my body, shapes, transportation and vegetables.

- Explorations

Every exploration has a QR code. When the child scans this code, they see a short film with words, a story or with a song. These films are always linked to one of the themes from the primary education level. The child uses these explorations to practise their listening and speaking skills. These explorations are always meaningful, because they are related to the lessons you as teacher give. In addition, the words used are also practised with the picture boxes. This expands the child's vocabulary. The child can listen, participate or repeat. He/she practises pronunciation and becomes acquainted with the English sounds.

### **Line of the teacher**

The material available for the teacher consists of:

- 1 Exploring English flag
- 20 Inspirations
- 6 Big pictures

### **Exploring English flag**

When you as teacher set this flag down, the children know that only English will be spoken from that moment onwards. You can decide yourself whether this will be on a daily basis, or less often. Put the flag at a fixed, recognisable spot next to you or hold it in your hand. Speaking English for five minutes every day has an enormous effect on the children's development. Examples are naming the colours, fruit you have brought or the parts of your body. Keep it short and simple.

### **Inspirations**

The inspirations have detailed presentations and lesson suggestions for the teacher.

#### *Thematic inspirations*

There is an inspiration for every theme. The cards have very similar structures, as follows:

- *Theme*
- *Goal*: what you are working on (listening or speaking skills)
- *Suggested vocabulary*: words, phrases and sometimes also sentences which you could learn in a lesson. They match the theme and the children's perception of the world.
- *Activity*: developed lesson idea
- *Variations*: ideas for other activities with this theme

### *Inspirations without a theme*

These are inspirations that you can use at any time. You can use them in a group, a small group or individually.

### **Big pictures**

Six big pictures have been made. You use the big picture to speak in English with a group of children about what they can see in the picture. The more often the big picture is the focal point and the larger the children's vocabulary becomes, the more they will be able to name and the more they will be able to do that in whole sentences. The titles of the pictures are:

- House items
- My body
- My family
- School
- In the neighbourhood
- The world you live in

## b. Lower elementary and upper elementary levels

At this age phase the children practise their listening, speaking, reading and writing skills. Attention is also paid to conducting dialogues. All four strands are addressed. The teaching is always meaningful.

The themes chosen for the lower elementary level are: animals, art, body, family, food, living, nature, numbers, playing and moving and time.

The themes chosen for the upper elementary level are: activities, animals, creating, curiosity, earth, emotions, life, people, style and time.

All the tasks in the drawers match these themes.

### Line of the child

The cabinet has five drawers:

- Two *Groundwork* drawers with:  
picture boxes, word boxes, conversations, grammar boxes, sentence boxes, variations and explanations
- One *About me* drawer with:  
Explorations: boxes and cards
- One *Around me* drawer with:  
Explorations: boxes and cards
- One *The world around me* drawer with:  
Explorations: boxes and cards

The Exploring English flags stand on the cabinet.

### Exploring English flags

Flags are supplied with each cabinet. When a child is working on an English task, he/she puts the flag on the table. Everyone can now see that this child speaks in English and wants to be addressed in English. When you come to the child during your round, both you and the child speak in English.

### Groundwork

There are two drawers with groundwork. By practising and working with these materials, the children expand their vocabulary, learn how to use sentences, discover that sentence structure in English is not always the same as in their own language, and get to know English grammar. The children use the material from these drawers to practise their speaking, listening, writing and reading skills and their fluency. The word and picture boxes are linked to the themes in the other drawers. A brief explanation of the materials follows below.

### *Picture boxes*

There is a picture box for every theme. These boxes contain cards with images. The children can use the picture boxes in different ways. Combining them with a word box is the most obvious way. Sorting the words into long and short words is also possible. Or they can be sorted into English words you know and pictures for which you do not know the English word.

### *Word boxes*

Each theme also has a word box. The words in the boxes are intended to increase the children's vocabulary so they can use these words when they speak or write English. The boxes also help to expand their vocabulary when they are reading and listening with understanding. The children practise their listening skills especially by working together with another child, or by using a website, for example. The variations offer possibilities for working in different ways. For example, by taking a step with each word spoken out loud. The children keep track in their registration of the skills they mainly practise when they work with the word box: speaking, listening, reading, writing or fluency.

### *Variations*

The variations have ideas for the children for working with the word boxes. The child chooses a card and the box they will practise with. The child keeps track in their registration of the skill they mainly practised. This also gives them an idea of the extent to which all skills are addressed. If the child keeps on choosing the same variation, it can be good to discuss this with them.

### *Sentence box*

The sentence box contains a large collection of sentences. The child can practise speaking the sentences out loud and translate the sentences. He/she can also sort them according to singular or plural, or to different tenses. A number of variations can also be used with these sentences. These sentences are also very suitable for practising fluency. Use a sentence as the starting point for a story or a dialogue.

### *Conversations*

The drawer in the upper elementary level contains 15 conversation boxes. The conversation box contains sentences intended for holding a conversation. This means you can also use this box with two people. The conversations are always about a theme. They give the child insight into the use of sentences in a specific context. The given conversations are the starting point for the children's own conversation.

### *Grammar boxes*

There are seven grammar boxes for the lower elementary level and 15 grammar boxes for the upper elementary level. The children use these boxes to learn more about the use of 'a' and 'an', for instance, or about singular and plural.

### *Explanations*

The explanations go with the grammar. A booklet contains an explanation of the most important rules of grammar. One part of this is the explanation of the use of the different tenses. Children at lower elementary level will not use this booklet very often. It is a reference work that can also help when checking the grammar boxes.

### *Word classes*

This box contains the language symbols and cards with words in colour. Children can put the words in order according to word class. The *symbolic sentences* tray contains the language symbols in relation to sentences. Children experience the word order in English as being different to that in their own language.

**The three drawers: *About me*, *Around me* and *The world around me***

The ten main themes are represented in each drawer by ten sub themes. Five tasks and explorations (boxes and cards) are given for each sub theme. Each drawer therefore has a total of 50 tasks.

*Explorations*

The boxes and cards can be done in random order. The words learned from groundwork gain meaning. And of course, this also expands the vocabulary. It works the other way round as well. By starting with the explorations, the children practise their vocabulary and use the word boxes to expand it. The word boxes are therefore not a precondition of the explorations. The colour of the log and the box shows which theme the task belongs to. The colour becomes slightly darker with each drawer. *About me* has the lightest colour and *The world around me* is the darkest. The themes build up from tasks with a direct relationship with the child to themes which are related to the world in which the child lives. The latter tasks make different demands on the children's imaginations.

The last part of each task often calls on the transfer: the ability of the child to apply what he/she has learned or display it in another way.

Each task calls on the child's creative thinking ability.

## Line of the teacher

The material available for the teacher consists of:

- 31 Inspirations
- 6 Big pictures
- Explanations

## Inspirations

The inspirations have detailed presentations and lesson suggestions for the teacher. The inspirations are in English so that the teacher has language to use in the presentation of the lessons. It is certainly not the idea that the inspirations are followed unthinkingly. They inspire and challenge the teacher to think for themselves what a good lesson should look like for a particular group of children at a particular moment.

### *Thematic inspirations*

All the themes have one or several inspirations. These cards have similar structures:

- *Theme*
- *Goal*: what you are working on
- *Suggested vocabulary*: words, phrases and sometimes also sentences which you could learn in a lesson. They match the theme and the children's perception of the world.
- *Activity*: developed lesson idea
- *Variations*: ideas for other activities with this theme

### *Inspirations without a theme*

You can use inspirations without a theme at any time. They can be linked to all themes and used at any other time as well. Most of them are intended for doing with a group. Each inspiration comes with suggested vocabulary. This can be words, phrases and entire sentences. Next, an activity is described.

## Big pictures

There are six big pictures for lower elementary level. These big pictures are for discussing in English with a larger or smaller group. The big pictures are linked to a theme and can provide inspiration for practising speaking and listening. They are also good for practising fluency.

- The titles of the pictures are: family tree
- my house
- the city
- the animal kingdom
- the plant kingdom
- story cubes.

There are no big pictures on upper elementary level.

## Explanations grammar

This booklet contains the explanation for a large number of grammar rules. This booklet is a reference work for the teacher and the children. It can help you to check work and look up how things should be. Of course, the children can use it too. The booklet is in the groundwork drawer.

## Themes

The table below shows the themes and sub themes. The appendix contains all the titles of the tasks for each theme.

### Lower elementary level

| <b>About me</b>                    | <b>Around me</b>                       | <b>The world around me</b>              |
|------------------------------------|--|---|
| Body:<br><i>My body</i>            | Body:<br><i>Clothes</i>                | Body:<br><i>Sports</i>                  |
| Art:<br><i>Colours</i>             | Art:<br><i>Music</i>                   | Art:<br><i>Shapes</i>                   |
| Numbers:<br><i>Numbers</i>         | Numbers:<br><i>New numbers</i>         | Numbers:<br><i>Amount</i>               |
| Family:<br><i>My family</i>        | Family:<br><i>Families and friends</i> | Family:<br><i>Emotions</i>              |
| Animals:<br><i>Pets</i>            | Animals:<br><i>Farm and zoo</i>        | Animals:<br><i>Wild animals</i>         |
| Living:<br><i>My house</i>         | Living:<br><i>School</i>               | Living:<br><i>Countries</i>             |
| Food:<br><i>Food</i>               | Food:<br><i>Food &amp; drinks</i>      | Food:<br><i>Celebration</i>             |
| Playing and moving:<br><i>Toys</i> | Playing and moving:<br><i>Hobbies</i>  | Playing and moving:<br><i>Transport</i> |
| Nature:<br><i>Weather</i>          | Nature:<br><i>Earth</i>                | Nature:<br><i>Geography</i>             |
| Time:<br><i>Time</i>               | Time:<br><i>The year</i>               | Time:<br><i>The past</i>                |

**Upper elementary level**

| <b>About me</b>                      | <b>Around me</b>            | <b>The world around me</b>  |
|--------------------------------------|-----------------------------|-----------------------------|
| Activities<br><i>Hobbies</i>         | Activities<br><i>Sports</i> | Activities<br><i>Jobs</i>   |
| Animals<br><i>Insects</i>            | Animals<br><i>Nature</i>    | Animals<br><i>Wildlife</i>  |
| Creating<br><i>My creations</i>      | Creating<br><i>Lab work</i> | Creating<br><i>Geometry</i> |
| Curiosity<br><i>Food and drinks</i>  | Curiosity<br><i>Taste</i>   | Curiosity<br><i>Culture</i> |
| Earth<br><i>Surroundings</i>         | Earth<br><i>Climate</i>     | Earth<br><i>Geography</i>   |
| Emotions<br><i>Feelings</i>          | Emotions<br><i>Music</i>    | Emotions<br><i>Arts</i>     |
| Life<br><i>Transportation</i>        | Life<br><i>Living</i>       | Life<br><i>Countries</i>    |
| People<br><i>People in the world</i> | People<br><i>My house</i>   | People<br><i>Wardrobe</i>   |
| Style<br><i>My house</i>             | Style<br><i>Wardrobe</i>    | Style<br><i>Shopping</i>    |
| Time<br><i>Time</i>                  | Time<br><i>Celebrations</i> | Time<br><i>History</i>      |

## **Material for the prepared environment**

It is good to have extra material available to support Exploring English and the Four Strands. Suggestions are given below for the acquisition and use of various materials. Much of the material can be found on the Internet, while other materials will have to be purchased.

### ***Reading***

There are various suitable publishers for books in English to read. Some publishers are given below which sell books for different levels. Children will have most success practising reading if the book contains many familiar words. It is also sensible to have the child read books more than once. Repeated reading is more beneficial.

#### *Books:*

The Oxford reading tree

<https://www.oxfordowl.co.uk/for-home/starting-school/oxford-reading-tree-explained/>

Little tiger press

<http://littletigerpress.com/>

Digital books with stories from around the world

<http://en.childrenslibrary.org/>

Penguin readers

<http://www.penguinreaders.com/>

National Geographic readers

<https://shop.nationalgeographic.com/category/kids>

Foundation readers

<https://www.logicofenglish.com/foundations/readers>

### ***Internet and apps***

You can find a lot on Internet that will help with practising English. A number of suitable sites and apps are given below that offer practice material for learning the English language. You can buy expensive programs for practising pronunciation, but you can also make use of existing websites. We give a few examples here.

Text-to-speech websites

<http://www.acapela-group.com/>

[http://www.oddcast.com/home/demos/tts/tts\\_example.php?sitepal](http://www.oddcast.com/home/demos/tts/tts_example.php?sitepal)

<http://text-to-speech.imtranslator.net/>

Suitable sites with a great deal of practice material for speaking, listening, writing and reading:

<http://learnenglishkids.britishcouncil.org/en/>

<http://learnenglishteens.britishcouncil.org/>

Podcasts, such as:

<https://www.podcastsinenglish.com/>

<https://learnenglish.britishcouncil.org/en/learnenglish-podcasts>

<https://esl.culips.com/>

<http://www.bbc.co.uk/programmes/p02pc9zn/episodes/downloads>

Suggestions for apps:

The cat in the hat – Dr. Seuss

ABC Galaxy

British Council apps

### ***Films and series***

Select films and series with care. The spoken language of the characters must match the knowledge the child already has. If too many unknown words are used, watching will not achieve much. Many short films which are linked to a theme can be found on Internet. In Exploring English, some tasks and cards refer to these films.

At upper elementary level, it can be useful to work with subtitles as well. There are several options you can choose:

Only spoken English language, without subtitles. The child can recognise practised sentences and phrases faster.

Subtitles in English while the spoken language is also English. The child learns the sounds of the English language and reads together with the spoken text.

Watching the film in your own language, with English subtitles.

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## 7. Appendices

Primary level themes

Lower elementary level themes and tasks

Upper elementary level themes and tasks

CEF scales

**Primary level themes**

Animals

Wild

Animals

Clothes

Fruit

House

Instruments

My body

Shapes

Transportation

Vegetables

Lower elementary level themes in explorations

| About me   | Around me  | The world around me  |
|--|--|--|
| <p><b>Theme animals</b><br/><b>Pets</b></p> <ol style="list-style-type: none"> <li>1. BOX Pet questions</li> <li>2. BOX Animal sounds</li> <li>3. The animal shelter</li> <li>4. A pet poster</li> <li>5. A pet song</li> </ol>          | <p><b>Theme animals</b><br/><b>Farm and zoo</b></p> <ol style="list-style-type: none"> <li>1. BOX Animal family</li> <li>2. BOX Zoo</li> <li>3. An ABC animal song</li> <li>4. An animal mind map</li> <li>5. An extinct animal</li> </ol>     | <p><b>Theme animals</b><br/><b>Wild animals</b></p> <ol style="list-style-type: none"> <li>1. BOX Continents</li> <li>2. BOX Environment</li> <li>3. The magic Mesozoic numbers</li> <li>4. Classification</li> <li>5. Passport</li> </ol> |
| <p><b>Theme art</b><br/><b>Colours</b></p> <ol style="list-style-type: none"> <li>1. BOX Colour circle</li> <li>2. BOX Colours and objects</li> <li>3. A colourful gift</li> <li>4. A graphic</li> <li>5. Different colours</li> </ol>   | <p><b>Theme art</b><br/><b>Music</b></p> <ol style="list-style-type: none"> <li>1. BOX Instruments</li> <li>2. Lullaby</li> <li>3. Musicians</li> <li>4. Singing</li> <li>5. The sound of silence</li> </ol>                                   | <p><b>Theme art</b><br/><b>Shapes</b></p> <ol style="list-style-type: none"> <li>1. BOX Shape poem</li> <li>2. Stone</li> <li>3. Monologue</li> <li>4. Shape song</li> <li>5. Shape hunt</li> </ol>  |
| <p><b>Theme body</b><br/><b>My body</b></p> <ol style="list-style-type: none"> <li>1. BOX Present yourself</li> <li>2. BOX Big body</li> <li>3. BOX Listen and act</li> <li>4. Body parts</li> <li>5. Me and myself</li> </ol>           | <p><b>Theme body</b><br/><b>Clothes</b></p> <ol style="list-style-type: none"> <li>1. BOX Body parts</li> <li>2. BOX Summer and winter</li> <li>3. Carl</li> <li>4. Features</li> <li>5. Weather and clothes</li> </ol>                        | <p><b>Theme body</b><br/><b>Sports</b></p> <ol style="list-style-type: none"> <li>1. BOX Inside and outside</li> <li>2. BOX Sport song</li> <li>3. Your favourite sport</li> <li>4. Sport presentation</li> <li>5. Interview</li> </ol>    |
| <p><b>Theme family</b><br/><b>My family</b></p> <ol style="list-style-type: none"> <li>1. BOX Family words</li> <li>2. BOX A Japanese lantern poem</li> <li>3. Family tree</li> <li>4. Me and myself</li> <li>5. Conversation</li> </ol> | <p><b>Theme family</b><br/><b>Families and friends</b></p> <ol style="list-style-type: none"> <li>1. BOX Family questions</li> <li>2. BOX Characteristics</li> <li>3. People</li> <li>4. Friendship flower</li> <li>5. Top ten list</li> </ol> | <p><b>Theme family</b><br/><b>Emotions</b></p> <ol style="list-style-type: none"> <li>1. BOX Degrees of comparison</li> <li>2. Time capsule</li> <li>3. Glossary</li> <li>4. My feelings</li> <li>5. Making friends</li> </ol>             |
| <p><b>Theme food</b><br/><b>Food</b></p> <ol style="list-style-type: none"> <li>1. BOX Likes and dislikes</li> <li>2. BOX Fast food</li> <li>3. Favourite food</li> <li>4. Fruit</li> <li>5. Colours</li> </ol>                          | <p><b>Theme food</b><br/><b>Food &amp; drinks</b></p> <ol style="list-style-type: none"> <li>1. BOX Hot and cold</li> <li>2. BOX Fruit and vegetables</li> <li>3. Short food stories</li> <li>4. Fruit facts</li> <li>5. Menu card</li> </ol>  | <p><b>Theme food</b><br/><b>Celebration</b></p> <ol style="list-style-type: none"> <li>1. BOX Spices</li> <li>2. BOX Party</li> <li>3. Beautiful words</li> <li>4. Christmas</li> <li>5. Birthday</li> </ol>                               |

|  |  |   |
|--|--|---|
| <p><b>Theme living<br/>My house</b></p> <ol style="list-style-type: none"> <li>1. BOX Rooms</li> <li>2. BOX Different houses</li> <li>3. My dream house</li> <li>4. Map</li> <li>5. My own room</li> </ol>   | <p><b>Theme living<br/>School</b></p> <ol style="list-style-type: none"> <li>1. BOX School places</li> <li>2. BOX Objects</li> <li>3. School supplies</li> <li>4. Pink tower</li> <li>5. English book</li> </ol>             | <p><b>Theme living<br/>Countries</b></p> <ol style="list-style-type: none"> <li>1. BOX Continents and countries</li> <li>2. BOX Country questions</li> <li>3. BOX Legend</li> <li>4. Flags</li> <li>5. Geography puzzle</li> </ol>            |
| <p><b>Theme nature<br/>Weather</b></p> <ol style="list-style-type: none"> <li>1. BOX Weather words</li> <li>2. BOX Weather conversation</li> <li>3. Weather forecast</li> <li>4. Weather vocabulary</li> <li>5. Weather and clothes</li> </ol>     | <p><b>Theme nature<br/>Earth</b></p> <ol style="list-style-type: none"> <li>1. BOX Flowers and trees</li> <li>2. BOX Floating and sinking</li> <li>3. Nature box</li> <li>4. Photo album</li> <li>5. Nature facts</li> </ol> | <p><b>Theme nature<br/>Geography</b></p> <ol style="list-style-type: none"> <li>1. BOX Land and water forms</li> <li>2. BOX Landscape</li> <li>3. BOX Circle of life</li> <li>4. Planets</li> <li>5. Zoom</li> </ol>                          |
| <p><b>Theme numbers<br/>Numbers</b></p> <ol style="list-style-type: none"> <li>1. BOX Ordinal and cardinal</li> <li>2. BOX Hundred square</li> <li>3. BOX Numbers in words</li> <li>4. The big numbers song</li> <li>5. Walking numbers</li> </ol> | <p><b>Theme numbers<br/>New numbers</b></p> <ol style="list-style-type: none"> <li>1. BOX Big numbers</li> <li>2. BOX Hundred together</li> <li>3. Higher or lower</li> <li>4. Phone numbers</li> <li>5. Date</li> </ol>     | <p><b>Theme numbers<br/>Measuring</b></p> <ol style="list-style-type: none"> <li>1. BOX Contradiction</li> <li>2. BOX Word puzzles</li> <li>3. BOX Many and few</li> <li>4. More and fewer</li> <li>5. Break a record</li> </ol>              |
| <p><b>Theme playing and moving<br/>Toys</b></p> <ol style="list-style-type: none"> <li>1. BOX Different toys</li> <li>2. BOX A toy book</li> <li>3. Toy interview</li> <li>4. Future</li> <li>5. Messy or tidy</li> </ol>                          | <p><b>Theme playing and moving<br/>Hobbies</b></p> <ol style="list-style-type: none"> <li>1. BOX W questions</li> <li>2. BOX I</li> <li>3. Mind map</li> <li>4. Top to bottom</li> <li>5. Moving</li> </ol>                  | <p><b>Theme playing and moving<br/>Transport</b></p> <ol style="list-style-type: none"> <li>1. BOX Motorized and not motorized</li> <li>2. X Places</li> <li>3. Cartoon</li> <li>4. Transportation</li> <li>5. Land, water and air</li> </ol> |
| <p><b>Theme time<br/>Time</b></p> <ol style="list-style-type: none"> <li>1. BOX Daily routines</li> <li>2. BOX Digital and analogue time</li> <li>3. Clock stamps</li> <li>4. Invitation</li> <li>5. Week</li> </ol>                               | <p><b>Theme time<br/>The year</b></p> <ol style="list-style-type: none"> <li>1. BOX Date of birth</li> <li>2. BOX Around and around</li> <li>3. AM and PM</li> <li>4. Names of the months</li> <li>5. Clock book</li> </ol>  | <p><b>Theme time<br/>The past</b></p> <ol style="list-style-type: none"> <li>1. BOX Long and short</li> <li>2. BOX Past and future</li> <li>3. Dinosaurs</li> <li>4. Stars</li> <li>5. Word laboratory</li> </ol>                             |

**Upper elementary level themes in explorations**

| <b>About me</b>   | <b>Around me</b>   | <b>The world around me</b>   |
|---|--|--|
| <b>Theme activities</b><br><b>Hobbies</b> <ol style="list-style-type: none"> <li>1. BOX Haiku</li> <li>2. BOX Advertising brochure</li> <li>3. Guessing game</li> <li>4. The giving tree</li> <li>5. Guided tour</li> </ol>     | <b>Theme activities</b><br><b>Sports</b> <ol style="list-style-type: none"> <li>1. BOX Interview yourself</li> <li>2. BOX Sport ABC</li> <li>3. Big adventure</li> <li>4. Olympics</li> <li>5. Top athlete</li> </ol>      | <b>Theme activities</b><br><b>Jobs</b> <ol style="list-style-type: none"> <li>1. BOX Occupations</li> <li>2. BOX Equipment</li> <li>3. Future jobs</li> <li>4. Questionnaire</li> <li>5. Letter by letter</li> </ol> |
| <b>Theme animals</b><br><b>Insects</b> <ol style="list-style-type: none"> <li>1. BOX Likes and dislikes</li> <li>2. BOX Tongue twisters</li> <li>3. Mayfly</li> <li>4. Insects</li> <li>5. Flight of the bumblebee</li> </ol>   | <b>Theme animals</b><br><b>Nature</b> <ol style="list-style-type: none"> <li>1. BOX Food</li> <li>2. BOX Habitat</li> <li>3. Instructional video</li> <li>4. Saving nature</li> <li>5. Nature rap</li> </ol>               | <b>Theme animals</b><br><b>Wildlife</b> <ol style="list-style-type: none"> <li>1. BOX Diet</li> <li>2. BOX Vertebrates</li> <li>3. Extinct animals</li> <li>4. Circus</li> <li>5. Food chain</li> </ol>              |
| <b>Theme creating</b><br><b>My creations</b> <ol style="list-style-type: none"> <li>1. BOX Reading order</li> <li>2. BOX Constructing a car</li> <li>3. Letter</li> <li>4. Acrostic poem</li> <li>5. Procedural text</li> </ol> | <b>Theme creating</b><br><b>Lab work</b> <ol style="list-style-type: none"> <li>1. BOX Metals</li> <li>2. Experiment</li> <li>3. Origami</li> <li>4. Explaining</li> <li>5. Description</li> </ol>                         | <b>Theme creating</b><br><b>Geometry</b> <ol style="list-style-type: none"> <li>1. BOX Angles and lines</li> <li>2. BOX Polygon names</li> <li>3. 3D</li> <li>4. Shapes in nature</li> <li>5. Shapes</li> </ol>      |
| <b>Theme curiosity</b><br><b>Food and drinks</b> <ol style="list-style-type: none"> <li>1. BOX Recipe</li> <li>2. BOX Measurements</li> <li>3. Commercial</li> <li>4. Recipe book</li> <li>5. Design a logo</li> </ol>          | <b>Theme curiosity</b><br><b>Taste</b> <ol style="list-style-type: none"> <li>1. BOX Taste buds</li> <li>2. BOX Dishes</li> <li>3. First food</li> <li>4. Dialogue box</li> <li>5. Favourite menu</li> </ol>               | <b>Theme curiosity</b><br><b>Culture</b> <ol style="list-style-type: none"> <li>1. BOX Culture and nature</li> <li>2. Amazing facts</li> <li>3. Art</li> <li>4. Customs</li> <li>5. Typical things</li> </ol>        |
| <b>Theme earth</b><br><b>Surroundings</b> <ol style="list-style-type: none"> <li>1. BOX Weather forecast</li> <li>2. BOX Calculating</li> <li>3. Materials box</li> <li>4. Weather poster</li> <li>5. Conversation</li> </ol>   | <b>Theme earth</b><br><b>Climate</b> <ol style="list-style-type: none"> <li>1. BOX Climates</li> <li>2. BOX Celsius and Fahrenheit</li> <li>3. Vivaldi</li> <li>4. Water cycle</li> <li>5. Vegetation world map</li> </ol> | <b>Theme earth</b><br><b>Geography</b> <ol style="list-style-type: none"> <li>1. BOX Capitals</li> <li>2. BOX Solar system</li> <li>3. BOX Volcanos</li> <li>4. Pangea</li> <li>5. Natural resources</li> </ol>      |

|  |  |   |
|--|--|---|
| <p><b>Theme emotions</b><br/><b>Feelings</b></p> <ol style="list-style-type: none"> <li>1. BOX Emotions</li> <li>2. BOX Questions</li> <li>3. Exhibition</li> <li>4. Feeling presentation</li> <li>5. Songs</li> </ol>         | <p><b>Theme emotions</b><br/><b>Music</b></p> <ol style="list-style-type: none"> <li>1. BOX Music genres</li> <li>2. BOX Top 40</li> <li>3. Translate a song</li> <li>4. Life of a musician</li> <li>5. Sing a song</li> </ol>                 | <p><b>Theme emotions</b><br/><b>Arts</b></p> <ol style="list-style-type: none"> <li>1. BOX Biography</li> <li>2. BOX Peter and the wolf</li> <li>3. BOX Rembrandt</li> <li>4. Graffiti</li> <li>5. A painting</li> </ol>                    |
| <p><b>Theme life</b><br/><b>Transportation</b></p> <ol style="list-style-type: none"> <li>1. BOX Getting lost</li> <li>2. Public transport</li> <li>3. Vehicles</li> <li>4. Car brands</li> <li>5. My way to school</li> </ol> | <p><b>Theme life</b><br/><b>Living</b></p> <ol style="list-style-type: none"> <li>1. BOX Traditional clothes</li> <li>2. Clean and green</li> <li>3. Gardens</li> <li>4. Vlog</li> <li>5. Different schools</li> </ol>                         | <p><b>Theme life</b><br/><b>Countries</b></p> <ol style="list-style-type: none"> <li>1. BOX Languages</li> <li>2. BOX Country research</li> <li>3. Travel magazine</li> <li>4. One small world</li> <li>5. World map</li> </ol>             |
| <p><b>Theme people</b><br/><b>My body</b></p> <ol style="list-style-type: none"> <li>1. BOX Organs</li> <li>2. BOX Digestion</li> <li>3. Body poem</li> <li>4. The five senses</li> <li>5. Hospital</li> </ol>                 | <p><b>Theme people</b><br/><b>Family</b></p> <ol style="list-style-type: none"> <li>1. BOX Characteristics</li> <li>2. Family story</li> <li>3. Generations</li> <li>4. Finger song</li> <li>5. Article</li> </ol>                             | <p><b>Theme people</b><br/><b>People in the world</b></p> <ol style="list-style-type: none"> <li>1. BOX Religions</li> <li>2. BOX National sports</li> <li>3. BOX Inhabitants</li> <li>4. Dreams</li> <li>5. Countries and flags</li> </ol> |
| <p><b>Theme style</b><br/><b>My house</b></p> <ol style="list-style-type: none"> <li>1. BOX Different houses</li> <li>2. BOX Construction</li> <li>3. Future houses</li> <li>4. Blueprint</li> <li>5. Fact booklet</li> </ol>  | <p><b>Theme style</b><br/><b>Wardrobe</b></p> <ol style="list-style-type: none"> <li>1. BOX British and American</li> <li>2. BOX Sheep's clothing</li> <li>3. BOX Likes and dislikes</li> <li>4. Clothing line</li> <li>5. Wardrobe</li> </ol> | <p><b>Theme style</b><br/><b>Shopping</b></p> <ol style="list-style-type: none"> <li>1. BOX Shops</li> <li>2. BOX Dialogue</li> <li>3. Review</li> <li>4. Collage</li> <li>5. Marketing plan</li> </ol>                                     |
| <p><b>Theme time</b><br/><b>Time</b></p> <ol style="list-style-type: none"> <li>1. BOX Millennium</li> <li>2. BOX Twelve months</li> <li>3. BOX Dividing time</li> <li>4. Date of birth</li> <li>5. Time poem</li> </ol>       | <p><b>Theme time</b><br/><b>Celebrations</b></p> <ol style="list-style-type: none"> <li>1. BOX Weddings</li> <li>2. BOX Olympic Games</li> <li>3. World celebration</li> <li>4. Fact file</li> <li>5. Chinese New Year</li> </ol>              | <p><b>Theme time</b><br/><b>History</b></p> <ol style="list-style-type: none"> <li>1. BOX World explorers</li> <li>2. BOX World history</li> <li>3. Important person</li> <li>4. Zodiac</li> <li>5. Evolution</li> </ol>                    |

## **CEF-scales**

<https://rm.coe.int/168045b15e>