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This popular series gives teachers practical advice and guidance, along with resource ideas and materials for the classroom. The tasks and activities are clearly presented, and offer teachers the information they need about level, time, preparation, materials, classroom management, monitoring, and follow-up activities. Each book offers up to 100 ideas, as well as variations that encourage teachers to adapt the activities to suite their individual classrooms.

Many primary schools across the world are introducing Content and Language Integrated Learning (CLIL). This resource book for primary teachers provides appropriate, easy-to-use resources for teaching subjects through English.

This book combines Internet resources with structured classroom activities to maximize learning potential. The activities are firmly anchored in children's experiences and include purposeful tasks with a clear language component.

Provides ideas and advice for teachers who are asked to teach English to very young children (3-6 years). Offers a wide variety of activities such as games, songs, drama, stories, and art and craft, all of which follow sound educational principles. Includes numerous photocopiable pages.

Helps teachers of young learners introduce and practise grammar in a fun and motivating way. Steers a middle course between grammar-based and communicative approaches to teaching: meaning is the main focus of all language teaching and grammar is an intrinsic part of making meaning explicit

Contains practical, tried-and-tested ideas and materials for

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planning, organizing, and carrying out project work with children aged between 5 and 13. Combines language and skills development with activities which challenge young learners and motivate them to be independent.

Teaching Young Learners to Think offers 80 activities with photocopiable worksheets and easy-to-follow teacher's notes. Herbert Puchta, author of a wide range of innovative teaching materials, and Marion Williams, well-known for her book *Psychology for Language Teachers*, have developed specifically designed tasks that develop children's foreign language competence while promoting the basic thinking skills they will need as they grow older. Teachers will enjoy using the motivating tasks that have been carefully devised to match the language level of EFL learners. Students will enjoy the fun of the thinking challenges these activities offer.

A large and growing number of students from culturally and linguistically diverse backgrounds in the US and around the world have the potential to develop bilingualism and biliteracy if supported in their immediate environment. At the forefront in focusing exclusively on biliteracy development in early childhood across a variety of languages, this book provides both findings from empirical research with young bilinguals in home and school contexts and practical applications of these findings. Each chapter is structured in a similar format to offer parallel descriptions of the research, including a brief review of related empirical studies, an overview of the methods for data collection and analysis, a description of the main findings, and specific pedagogical implications to support educators' efforts to construct meaningful, challenging, and dynamic literacy and language learning communities where one or more languages are used for communicating and learning. Pushing the field forward, this book is a valuable

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resource for helping literacy educators understand and respond to critical issues related to the development of young children's literate competencies in two languages in home and school contexts.

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