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PROVISIONAL PROGRAMME FOR ENGLISH AS A FIRST  
FOREIGN LANGUAGE IN THE FIRST THREE YEARS OF  
THE PRIMARY SCHOOL

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1. PROVISIONAL PROGRAMME FOR ENGLISH AS A FIRST FOREIGN  
LANGUAGE IN THE FIRST THREE YEARS OF THE PRIMARY SCHOOL

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## A. GENERAL AIMS AND OBJECTIVES

### 1. General Aims

The general aims of teaching English as a First Foreign Language should be :

- a. to contribute to the child's personality growth and general education ;
- b. to give the child a sense of achievement and the enjoyment of being able to understand and express himself in another language ;
- c. to facilitate the integration of the child in the European School system by giving him an understanding of the language and culture of other children ;
- d. to develop his sensitivity to language in general ;
- e. to attempt to meet the differing needs, abilities and previous linguistic experience of all the children.

### 2. Objectives

The overall objective of the 5-year Primary English course should be to give the child the necessary mastery of the language in its 4 aspects of understanding, speaking, reading and writing in order to enable him to follow those courses for which a knowledge of English is required, first of all at primary level and later in the secondary school.

#### a. First Year :

The objective should be to introduce the child to English by exposing him to the language in as pleasant and informal an atmosphere as possible. Basic structures should be assimilated in a natural milieu of activity and play. In this way a favourable attitude to English should be developed in the child.

#### b. Second Year :

The objective in the second year should be to build on the language already acquired but now in a somewhat more structured manner, not losing, however, the atmosphere of informality. Early and sustained use should be made of various audio-visual materials in order to ensure realistic, lively and interesting presentation and reinforcement, while

at the same time preparing the child for the use of a full audio-visual course in the third year.

c. Third Year :

Reading and writing should form an increasingly important part of the third year course. Oral skills remain, however, of paramount importance. Language structures and lexical items will be presented and learned more systematically - leading to the child's increasing mastery of the language.

B. METHODOLOGY

1. General Introduction

As teachers and classes vary, a flexible approach to the teaching of the language is recommended. The following basic principles, however, need to be consistently borne in mind.

Firstly it must be remembered that the children with whom this Programme is concerned are within the 6-9 years age-group and cannot be expected to engage in work involving maximum concentration for more than about 10 minutes in any one lesson. This needs to be taken into account when planning lessons. It also underlines the importance of employing an active audio visual approach to vitalise the work. Activity games, songs, rhymes and poems, simple stories, dance and drama can all be used to reinforce, consolidate and sometimes introduce linguistic items. This should help to make language learning pleasurable and thus probably more effective.

Since language which arises directly from the child's experience and interests is the most meaningful for him, a thematic approach is recommended in order to reinforce structures and to introduce and

practise lexical items. Themes are best introduced in an order which begins with the child himself and his immediate surroundings and progresses to the less familiar and the unknown.

Listening is a key activity in language learning and frequent opportunities must therefore be given to the child to listen to English language. Material chosen for listening practice need not consist solely of language items which the child knows and can use actively but may usefully contain a number of items he knows only passively - and, indeed, an occasional completely unknown item. This will help to develop the skill of listening with understanding. This can be done by having children listen to the teacher read or tell a story using a book with pictures which can be shown to the children to help them understand - or by letting the children listen to taped stories with accompanying illustrated material. The Language Master and tape-recorder clearly have a useful contribution to make in this area of the work.

The use of group-work in language teaching has many advantages : it allows for greater oral practice for the individual child, it helps to remove barriers of shyness and self-consciousness and, especially at the stages when reading and writing have been introduced, it enables the children to work and move forward at different levels.

The introduction of reading and writing should not necessarily happen at a pre-determined point in the course. Some classes will be more receptive than others and classroom settings and circumstances will differ greatly. Pre-reading activities can usefully take the form of training in the recognition of word and sentence patterns using name-cards, labels, captions, picture cards, picture books, etc.

Reading should be introduced and developed through :

- flash-card work (in association with the course chosen)
- themes
- work-books and structured readers
- supplementary readers.

Additional readers have to be chosen with care ensuring that the language they use is related to the oral language and interest level of the class. Some early training in sound correspondences (listening to how pairs of words begin and end) will be necessary, leading to more specific phonic training later.

Writing -- in the early stages needs to be closely linked with the language the children can use orally with confidence and understanding. The children will progress from elementary copying -- eg names, labels and captions for pictures, etc to writing of work-book exercises -- to writing closely linked with readers -- to expressive writing.

The children will not be expected to change the style of handwriting which they have mastered in their mother tongue. The teacher's writing must always be in clear script.

## 2. The Third Year

It is recommended that the work of the third year be based on the audio-visual course :

LOOK, LISTEN AND LEARN -- G. Alexander. Set One.

Most teachers will prefer to start at the beginning of this Set One and use the earlier lessons as a revision of the material taught during the first 2 years. The rate of progress will vary from class to class depending largely on the amount of language already mastered and on the existing class situation. In the case where the children progress rapidly, supplementary work in the form of additional readers and work-books can be introduced.

Flexibility, above all, is recommended in dealing with Set One of the course.



### 3. Teaching Unit

Duration of lessons :

1st and 2nd year -- maximum 30 minutes

3rd year -- possibly 45 minutes

The Basic composition of each unit might usefully follow this outline :

- a. Material (linguistic unit) -- listening and passive comprehension.
- b. Material -- oral repetition by children.
- c. Active comprehension and use of the material.
- d. Application of the linguistic unit to new situations.

Breakdown of the above elements :

- a. Present the material, preferably in the form of dialogue, although in the very early stages structural sentence patterns of a very simple nature will be found essential.

Explain the situation or material. Much of this 'explanation' can be done visually and actively using materials which appeal to all the senses eg pictures, / felt figurines, natural objects, etc.

Comprehension is very important as an aid to retaining language.

The teacher should therefore try by all means to ensure that the situation is clearly presented. Simple questions in the second language should make it clear whether or not the material is understood.

- b. Repetition of the material or dialogue by the pupils, section by section. Correction of pronunciation with care for the rhythm, stress and intonation of the language. Good speech must always be encouraged. Correction should be done in a positive manner with encouragement for good effort : negative correction may discourage the child from active participation in the work.

Pronunciation exercises can be practised either by individuals or, for the less extrovert, in small groups.

c. Active comprehension and use of the material by applying it to different situations. The teacher's task here is to consolidate the new material using a variety of stimuli so that the children do not become bored by too much repetition. For example, if the teacher wishes the children to consolidate their use of the pattern "He is drinking a glass of milk" .. originally encountered as the reply to the question and stimulus "What is John doing ?" .. he must elicit the same response by changing the situation and varying the question and stimulus .. "What is father .. the boy .. uncle doing ?"

d. Application of the material to new situations. This is where the new item needs to be extended and rearranged by applying it to new situations eg patterns in the original item can be substituted -- the action can be substituted ; the person or object can be substituted --

"John is drinking a glass of milk "

"John is eating a slice of bread"

"Mary is ....., etc

The new item or items can be used in a creative way by dramatising dialogues or playlets in which the new pattern is integrated with patterns already known. An excessively free use of language must be avoided however.

This necessitates the planning of a course in which each unit builds upon and makes active use of material taught in the previous units. One way of doing this would be to begin each lesson with a brief session of controlled revision. This also has the advantage of 'tuning-in' the children's ears to the unfamiliar language and, by beginning with material they are likely to know well, of establishing their confidence before they are asked to attempt new and unknown work.

This type of approach should not be rigidly adhered to. Where circumstances require, the teacher should use considerable flexibility.



C. CONTENT OF LESSONS FOR FIRST THREE YEARS OF ENGLISH AS A FIRST FOREIGN LANGUAGE

1. Introduction

The structures listed on pages 130/19-130/23 should be introduced during the first 3 years. Some are intended for the child's understanding only ; others are intended for the child's active use and must be thoroughly and confidently mastered. The latter are underlined in the list.

The list is not an exhaustive one and the choice with regard to order of presentation and grading is to be left to the individual teacher.

The social organisation and interaction of the class - classroom business in short - gives rise to a fair amount of incidental language which the children can be encouraged to acquire and use. The use of this language by the teacher and eventually by the child should be appropriate and occur naturally in the normal active life of the classroom. A basic list of words and phrases associated with this language is provided on page 130/23.

Much structured vocabulary should be presented in the form of themes ; this will of course be individually supplemented in the varying classroom situations. A selection of suitable themes with their associated vocabulary is provided on pages 130/25-130/29. The order of presentation of these themes is left to the individual teacher to decide (but see Division B. METHODOLOGY - 1. General Introduction - paragraph 3.)

Learning through traditional songs, games and rhymes is an integral part of the 3 years' work and should be given an important place in the programme. Intonation and natural emphasis are both helped by these learning methods. As much use of the natural dialogue pattern of speech as possible should be employed by the teacher. This needs to be integrated with centres of interest and traditional dramatisation.

During the third year most of the previous 2 years' grammatical structures and vocabulary will be revised, renewed and strengthened through the introduction of a complete audio-visual course.

## 2. List of Structures

What's your name ?

My name's .....

It's .....

His name's .....

Her name's .....

What's this ?

It's a .....

This is a .....

This is) a, an, my,

That is) his, her, your

Yes, it's my .....

Is this a ..... ?

No, it isn't my .....

Is this your ..... ?

It's his, her, my, etc,

Whose pencil is this ?

Tom's

Are you a ..... ?

No, I'm not a .....

Yes, I'm a .....

Yes, he's a .....

No, he isn't ...

Is he a ..... ?

It's .....

It's not Tom ....

Who's this ..... ?

Who's that ..... ?

You're not / You aren't

Where's your ..... ?

Here it is

It's here

Where are your .... ?

Here they are

What colour's ..... ?

He's, she's, you're,

they're, we're

There's, they are, here's

My books are/aren't

Your books are/aren't

His books are/aren't

Their books are/aren't

Where's Mary ?

She's there/here

These are / those are/aren't

Whose is this ? / Are these ?

What's the time ?

It's nine o'clock

That's all

How many books are there .. ?

There are/aren't

Are there any ?

There aren't any

There are some

I've got a / I've got two

He's got / she's got

We've got

I haven't got

He/she hasn't got

They haven't got

We haven't got

On/in/under/next to/to

Above/our of/at/in front of,  
behind/between/across/round/  
from/along/with/near

Where is .../are ..... ?

Let's play/sing/dance

I can see/I can't see

I can see it/him, her/them

Let me see

What are you doing ?

What's he doing ?

What are we doing ?

What are they doing ?

What am I doing ?

Where are you going ?

How old are you ?

What's he looking at ?

What's she reading ?

She's putting her coat on

He's taking his coat off

He's taking it off

Is there ..... ?

Are there ..... ?

It's behind, they're on/under, etc

He can see/can't see

We can/can't

I'm playing/singing

He's playing/jumping etc

She's talking/running

You're sitting/standing

They're holding/coming

It's rolling

We're writing

I'm seven (years old)



Is there any milk for me ?

Yes, there is .. No, there isn't

Please give me some .....

Please pass me some .....

Please may I have some .....

There are some .....

There isn't much time

There aren't many apples

There is a lot of noise

There's very little

There are a few

I like / I don't like

Do you like .....

Do you want .....

What's your favourite ?

Does he like football ?

What does he/she want ?

What do they want ?

I want / I don't want

It's .... / My favourite is .....

Yes, he likes / No, he doesn't like

He wants/he doesn't want

They want / they don't want

How many cakes do you want

How much milk does he want ?

Do you play / watch, etc

Does he/she

I want / I don't want any

He wants / he doesn't want

Yes, I do / no, I don't

Yes he does / no, he doesn't

I'm Italian

I come from Italy

He's French/Dutch/German, etc

He comes from France/Holland/  
Germany

What languages do you speak ?

I speak/he speaks

What's the weather like today ? It's sunny/it's cold, etc

.. in spring/in winter, etc

When is it cold, foggy, etc ?

What's it like in summer ?

When's your birthday ?

It's on .....

Every day I go to school

In the morning/in the  
afternoon

In the evening/at night

I'm going to/he's going to/

She's going to/it's going to

you're going to/they're going to

We're going to

By bus/train/car, etc

What's the time ?

It's quarter to/past

It's half past

Five, ten, twenty, twenty-five past/to

Tomorrow I'm going to go by  
car, etc

I'm not going to

He's going to /he's not going to

You're not going to/they're not

going to/we're not going to

I'll go by car/he'll go by car

they'll go by car

you'll/we'll/it'll

Comparison

Small/smaller/smallest

Good/better/best

Bad/worse/worst

When do you get up/go to bed etc ?

Does he get up at ..... ?

I get up at / he gets up at

Yes, he does / no, he doesn't

What did you do yesterday/at the weekend ?

Where did you go ?

When did you have ..... ?

I went/we went

I had/he had/they had/we had

I didn't have

Did you ..... ?

Yes, I did / No, I didn't

Who did ..... ?

What happened ?

It was/he was/I was.

We were/you were/they were

We weren't/you weren't/they weren't

What were you doing ?

What was he doing ?

What were they doing ?

During the third year most of the previous 2 years' grammatical structures and vocabulary will be revised, renewed and strengthened, through the introduction of a complete course entailing reading, writing and audio-visual material.

### 3. Incidental Vocabulary

Good morning/good afternoon

All together

Come in, close the door

Put your hands up

Open the window/sit down

Put your books away

Close your books/put your pencils down

Have you forgotten your books

Look at me / at the blackboard, etc

Sit next to X

Show me /give me

Switch the light on/off

It's raining today/it's sunny today  
(snowy, stormy)

Clean the blackboard

Don't push

Good boy/girl, naughty boy/girl

Speak English please, not ....



Listen to me

Right

Touch, point to, hold up

Draw a, paint a, colour a, cut out, fold

Hold hands, make a circle

Stop talking, be quiet

Good

Goodbye, see you tomorrow, have a nice weekend

Now then

Excuse me, I'm sorry I'm late, may I go to the toilet ?

Off you go

Thank you, all right

Quickly, hurry-up

Be good, etc

That's very nice, that's lovely, that's funny

Leave Tom alone

Wake up, turn round, left, right

that's right

Oh, sorry, just a moment/minute please

How are you ? Fine thanks

What's the matter ? It doesn't matter

Who's finished ? Have you finished ?

Put your hands up

That's correct

Line up

Wash your hands

Of course you can

Pick it up

On Saturday/on Sunday, etc

Go to Mr X

It's your turn now

Stop work

Leave it alone

Clear up

Oh dear, never mind

Mix

Are you/we all ready ?

#### 4. Structured Vocabulary Within Themes

##### The classroom and school

boy, girl, teacher, class, story, work  
table, chair, desk, cupboard, blackboard  
book, pencil, pencil-case, rubber,  
scissors, glue  
chalk, bag, wastepaper-basket  
window, floor, door, playground  
team, paints, paint-brush, pot  
numerals 1-10

red, blue, green, yellow, orange  
black, white, grey, pink  
pink, brown, big, little  
thin, thick  
right, wrong  
lazy, clever

##### House and Garden

flat, wall, garden-gate, grass, flower,  
tree, gate, fence  
bedroom, bathroom, toilet, hall  
kitchen, living room  
various items of furniture, TV, etc  
garage, car, bicycle

nice, lovely, pretty

##### All about child

head, face, eyes, nose, ears  
mouth, hair, arms, legs  
hands, feet, "tummy", body, knee

clean, dirty  
wet, dry

##### Clothes

coat, hat, gloves, shoes, boots  
pullover/jumper, trousers, shirt  
dress, skirt, socks, pyjamas, pocket  
handkerchief, umbrella, glasses

new, old

##### Family

mother, father, brother, sister  
grandmother, grandfather  
parents, grandparents  
cousin, aunt, uncle, baby, friend

old, young

## Toys

train, doll, soldier, drums, trumpet	wooden
teddy bear, rabbit, elephant	soft, woolly, furry

## Animals

dog, cat, mouse, bird, (various zoo animals)	noisy, smelly
lion, tigers, etc	
noise, smell, cage	

## Going to the doctor

sick, hospital, nurse,  
operation, injection,  
dentist, tooth, teeth

## A railway station

engine, steam-engine/electric  
platform, guard, whistle, flag  
luggage, suitcase, seat,  
smoke, dirt, excitement, holiday,  
weekend

## Going on holiday

names of certain countries	getting ready, packing
France, Italy, Holland, England	by train, by boat, etc
Scotland, Ireland, Wales	English, French, Italian, German, etc
sea-side, beach, swimming	
sand, pyjamas, towels, ice-cream,	
film, money, exciting, mountains	
on a farm, farm animals, tractor	
forest	

## Telling the time

clock, watch, breakfast	quickly, at once, immediately
dinner-time, tea-time, bed-time	it's early, it's late
play time	suddenly



# Town

street, shop, cinema, church	busy
bus, bus-stop, traffic-lights,	
policeman, police-car, crossing, lorry	
fireman, fire-engine, people	
man, woman, men, women	hot, cold
picture, park, bridge, double-decker	

## Food and associated vocabulary

breakfast	hot, cold
bread, butter, jam, milk, rolls	
eggs, cocoa, tea and coffee, orange-juice	
toast, jam, marmelade	sticky
potatoes, fish and meat	hungry, ready
vegetables, etc	thirsty, empty, full
cup, saucer, teapot, saucepan	half, I'm starving
frying pan, sink, water, cooker	
knife, fork, spoon	
a bottle of	
a cup of	
a slice of	
a piece of	
various fruits eg	
banana, apple, orange, pineapple	sweet and sour
a bunch of grapes, lemon, pear	favourite

## numerals 1-100

### Season/weather

summer, autumn, winter, spring	It's raining, it's pouring
leaves, gold	freezing
rain, wind, sun, snow, fog, snow, ice	
skiing, skating, snowman	
scarf	

Seasonal festivities

Christmas, Father Christmas, Saint Nicholas      happy, sad  
surprise, chimney, presents, toys  
reindeer, sledge, cards  
Easter, ribbon, party, firework  
holiday-times, etc

D. MATERIALS AND AIDS

1. Introduction

The teacher of English must endeavour to build up resources which will prove stimulating and helpful to his teaching. Firstly, an evocative atmosphere must be created in the classroom by the use of techniques such as labelling and captioning of pictures and objects, providing interesting work-books for the children and, in general supplying the stimulus from which language will naturally arise. By building up a store of appropriate aural and visual aids such as are listed here, the teacher can overcome many of the limitations of the classroom situation in language teaching. His task will be easier if his language teaching can take place in a classroom used solely for this purpose - or, if that is not possible, in his own classroom, or in an English classroom.

2. For use by Children

Scrap books for drawing and sticking in pictures  
Glue, scissors, etc  
Picture book  
Personal toys  
Course material plus additional Readers (3rd Year onwards)

3. For use by Teacher

Flannelgraph, teazlegraph, magnet-boards  
White board - for use with felt pens, as a screen or blackboard  
Wall charts (eg Dolphin and Nursery Rhyme Charts)  
Pictures and Picture-cards

Equipment for making large size pictures and for photocopying  
Material for making games such as "lotto". Models and puppets  
Overhead projector and tape-recorder  
Record-player and  
Picture dictionary  
Songs and rhyme books

4. For General Use

Expendable materials

A class library

English games and puzzles

Anything of visual impact (which is of English origin, with which to decorate the class).

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