

# Suggested Readings

## **The Grammar Activity Book: A Resource Book of Grammar Games for Young Students**

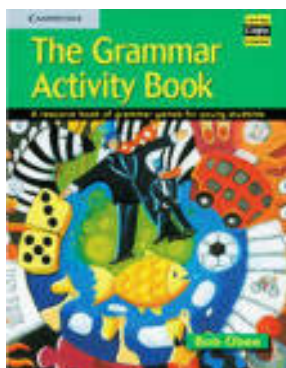
By Bob Obee

Cambridge University Press

First published: 1999

Current Issue: 2011

ISBN: HB: 978-0-521-57579-9



Games are a fascinating way of learning for children. *The Grammar Activity Book* is a resource book for teaching grammar to young adults using games. Games can provide purposeful contexts for language use by stimulating interaction, promoting focus, and inspiring enthusiasm for learning. This book is meant for teachers of English whose students are in the age group 12-16 years. It provides a range of activities for learners, from elementary to upper-intermediate level of language learners. The activities are designed to encourage learners to observe new aspects of the structure and use of language, to manipulate new forms and integrate them with the linguistic skills that they already have. They also help the learners to use their skills in meaningful tasks in order to experience the interplay of the language complexities with a view to achieve communicative competence.

There are 15 units in this book. Each unit focuses on one language area, and has 4-5 activities covering different aspects of that language area. The book is organized on the basis of the various aspects of language rather than activity type. The activities include board

games, puzzles, card games, racing games, deduction games, question games, etc. These activities utilize various types of classroom procedures such as working in pairs, groups, mingling in larger groups, collecting things around the room, finding partners, etc. The units include topics such as present tense, questions, past tense, comparisons, describing things, future tense, perfect aspect, things we can count, conditional meanings, obligation and possibility, indicating time, movement and place, passive voice, functional exchanges and what someone said. The last unit consists of revision games that review the previous 14 units.

*Vandana Puri*

## **Emergent Literacy: Children's books from 0-3. Studies in Written Language and Literacy 13**

Edited by Bettina Kümmerling-Meibauer

Amsterdam/  
Philadelphia

First published: 2011



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There are very few studies on the impact of books and picture books on children under the age of 3 years. Picture books and stories have a great influence on young minds in terms of developing a sense of literacy and a love for reading. *Emergent Literacy* looks at how we know what very young children between the

ages of 10 months and 3 years learn by looking at pictures in a picture book with someone or by listening to a story from a children's book? What are the mental prerequisites that enable such learning processes? These are also the main questions in the emergent literacy research today. The chapters in this book are revised versions of papers presented at an international conference held at the Picture book museum Burg Wissem in Troisdorf near Cologne, Germany in March 2009.

This book has a total of 14 chapters divided into 3 sections. The first section "Premises of early literacy" consists of 3 chapters on textual representations of fictional and everyday events by children under three; colour perception in young children and basic designs in picture books and modern art. The second section entitled, "Picture books for children under three" consists of 6 chapters on how literary appreciation begins; acquiring nominal and verbal concepts; reading as playing; metaphors in picture books from 0-3; paths to literacy in young children; and linking behavioural training and scientific thinking. The third section entitled "Child-book interactions: case studies" consists of 4 chapters—early object and action concepts during picture book reading by the mother; reading without any accompanying descriptions; developing literacy and a sense of self through play, talk and stories; and how response to picture books reflects and supports the emotional development of young bilingual children.

There are many books on the pragmatic aspects of emergent literacy and early literacy. However, this book has a multidisciplinary approach (art history, children's literature research, picture book theory, linguistics, cognitive psychology and pedagogy) and stresses on the strong relationship between early literacy and children's books for young readers under the age of 3.

*Vandana Puri*

## **Assessing Young Language Learners**

By Penny McKay

Cambridge University Press

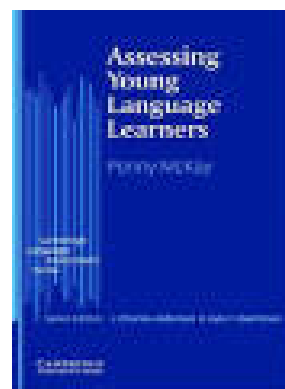
Cambridge Language

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*Assessing Young Language Learners* provides a framework for assessment of language learning in the early years of formal education (5-13 years), in both foreign language (language rarely heard outside the classroom) and second language (learning a language to communicate with the community at large) learning situations. It comprises of 10 chapters. The first chapter introduces the readers to the importance of assessment in the case of young language learners. In terms of cognitive growth, the author suggests that children between the ages of 5-7 years learn by direct experience; from 8 to 10 years students can manipulate ideas, but direct experience is still important; and from the ages of 11 to 13 years, they are able to talk about recent events, plans for the future and career aspirations. It is important to take into account all these cognitive stages of development for appropriate assessment. Moreover, effective assessment should also take into account the child's likes and interests, the impact of peer influence, and his / her physical growth and culture. In chapter 2, the author discusses the theoretical background for 'language use ability'. She also discusses the ideas of social language, academic language and the concept of linguistic interdependence. Chapter 3 outlines the current research in the assessment of young language learners. Chapter 4 is about the