



# Introduction

## OBJECTIVES

**MY FIRST ENGLISH ADVENTURE 1** centres on the following objectives:

- To provide a motivating context in which learning English becomes a stimulating and enjoyable experience for children, thus meeting one of the principal aims of this level, namely fostering a positive attitude towards the new language.
- Because affectivity plays a fundamental role in the acquisition of the new language, to involve the children emotionally through the use of characters, materials and activities and music that are both attractive and appropriate for their age.
- To stimulate the development of the children's social skills by presenting experiences that reflect situations that they are familiar with and that will encourage them to participate and play actively with their classmates. This in turn will contribute to their individual development and help them integrate into the group.
- To provide a global and significant learning experience in which the acquisition of the new language becomes an integral part of the overall process rather than solely an end product. In order to achieve this, the children's psychological characteristics have been taken into account. Favourite activities, games and motor exercises are valuable educational tools which contribute to the growth of their communicative skills and physical and social development.
- To stimulate the use of non-linguistic resources to show understanding and make oneself understood, for example, physical responses, artwork, miming and acting out, etc.
- To lay the foundations for future language acquisition through the use of natural language teaching.

## STRUCTURE OF THE MATERIAL

**My First English Adventure 1** consists of six core units, each based on a centre of interest that corresponds to the children's age; three consolidation units (*Playtime*), the introductory unit (*Hello!*) and the three Festivals units.

### → THE UNIT

Each unit comprises seven lessons in which the children will:

- Meet the characters through a chant in which the new vocabulary is presented in a simple context.
- Carry out a number of activities and play a variety of games (TPR, joining, drawing and colouring, sticking) to learn and consolidate the new vocabulary and to develop their mental, psychological and social skills.
- Learn and act out the unit song.
- Listen to the new language in context through dialogues spoken by native children.
- Do personalisation activities that will allow them to relate the new language to their own familiar world and experience.
- Consolidate the vocabulary of the unit and do the self-evaluation activity with the Mickey Mouse sticker.

### → THE LESSON

Each lesson is divided into five or six steps and lasts approximately thirty minutes.

Because routines help the children feel more secure, lessons always begin with the 'Hello' routine and end with the 'Goodbye' routine. The different steps provide natural changes in the dynamics of the class, an important point when taking into account the children's limited attention span.

There is an extra activity at the end of each lesson in order to allow for greater flexibility when dealing with the learning rhythm of different groups and the organisation of each school's scheduled English classes.

## METHODOLOGY

In order to teach the new language in a natural way, **My First English Adventure 1** emphasises the global approach.

The aim of the course is to stimulate the children's mental, psychological and social growth while keeping in mind the learning characteristics of 4-year olds and their implications in the development of the lessons.

The starting point for each unit is the fantasy world and the role of the Disney characters is to present the new language. Next come the activities that will help the children relate this new language to their own experience.

The method uses different teaching procedures that are appropriate for the children's level. By means of these procedures, both the language and the activities are recycled throughout the school year.

### → SONGS AND CHANTS

Songs and chants are important for the development of oral comprehension and production because they motivate children and help create a pleasant atmosphere in class. They are repetitive, and this makes them easy to understand and memorise. They also provide good models for pronunciation practice. While the children listen to the songs and chants, they are encouraged to participate by miming and doing different actions.

### → GAMES

Along with the songs, chants and stories, games constitute a natural means of expression for the child. Games are particularly important, as children everywhere play them. In this way, they interact with their playmates, have fun and use language in a natural and uninhibited way.

The games that appear in **My First English Adventure 1** are motivating, non-competitive activities that help to create a pleasant atmosphere in class. They also help the children improve their cognitive and social skills and contribute to the development of oral comprehension and communication.

Most are TPR games (*Total Physical Response*). This is one of the most frequently used procedures at this level, since it allows the children to show that they understand by means of physical responses, without the need to use language. This in turn creates a relaxed atmosphere in the classroom, as all the children can participate in the proposed games. Moreover, these games help to develop gross motor skills.

### → POSTER STORIES

The new language in **My First English Adventure 1** is consolidated through stories that develop around the Disney characters found in the Pupil's Book. They have been written specifically for this course. The posters and corresponding cutouts of the characters provide visual support for the storytelling activities while stimulating the children's involvement.

Stories offer the children an authentic communicative context which they are already familiar with in their own language, and which they find deeply satisfying. Stories also help them assimilate the new language in a significant context and this in turn encourages them to participate in the storytelling activities.

Stories:

- Develop oral comprehension.
- Exercise the imagination.
- Help focus attention.
- Provide repetition. Children love listening to stories over and over again, thus consolidating the language.

Storytelling activities require preparation. Make sure that you are familiar with the storyline and audio material. The children will need to arrange themselves in such a way that they can see and hear clearly. It is probably best to have them sitting in a semi-circle around you.

### → DRAMATISATION

In **My First English Adventure 1**, we suggest that the children participate in the acting out of the chants, songs and stories. Dramatisation provides an enjoyable way to stimulate oral expression while respecting the different rhythms of learning. All the children can take an active part in the dramatisation activities, and they love to see that they are able to produce something in English.

After they become confident enough, they can form groups and take turns

acting out the song or story for their classmates. At the end of each performance, encourage the 'audience' to clap and say: *Very good!*

## EVALUATION AND ASSESSMENT

The teacher's guide contains a section on assessment consisting of a brief theoretical introduction and photocopiable material.

Evaluation is an integral part of the learning process and it is most successful when done through the systematic observation of pupils during the course.



## WORKING WITH SMALL CHILDREN

Small children need to learn at their own pace and they should be encouraged to apply their own learning strategies. They should listen to as much spoken English as possible, although they will naturally tend to use their own language. Remember that they understand a good deal more than they speak.

Small children need affection and security to learn and to acquire a positive attitude towards the learning process. As teachers, we can promote these aims in the following ways by:

- Guiding them in the activities (and keeping in mind that they are the protagonists).
- Helping them with the worksheets.
- Providing consistently positive feedback.
- Respecting their growing process.
- Respecting their need for periods of silence.

## SUGGESTIONS

### → ROUTINE

Routine helps to structure the lesson. Since small children have no sense of time, class routines signal the different steps and give them a notion of passing time, while organising the group and increasing its autonomy.

In **My First English Adventure 1**, you will find that all the lessons feature an established routine. The following indications can help you improve classroom organisation and thus help the children learn better.

### 1. Order in the room

Children should learn to keep their work area tidy, as this will help them become more independent. Show them where to store the different classroom materials, and organise a system of class helpers. This can be done in the following manner. Since the children are generally divided into groups identified by colours, animals, etc., name a different group each week and explain the tasks clearly to those in charge, for example: handing out and collecting the books and playing cards; passing out boxes of crayons, sheets of paper and glue-stick; watering the plants;

putting up and taking down the children's drawings, and so on.

### 2. Suggested routine to greet and say goodbye to the children

If you walk into the room and the children are already there, always greet them in the same manner. Say: *Hello*, and encourage them to reply. You can come to an agreement with their class teacher to have them sitting and waiting for you on the mat in the play area or in any other suitable spot in the room. Establish the hello routine by playing and singing the welcome song with the help of the puppet.

To end the lesson, encourage the children to sing the goodbye song with the Mickey Mouse puppet. Before doing this, make sure they put their things away and the room is tidy.

### 3. Making a ring

Take the children to the play area in the classroom. Take one child by the hand and ask the rest to hold hands and line up as you lead them to the play area while reciting the following chant:

*Follow me, follow me*

*Let's make a ring.*

Help them form a ring and repeat the chant until the ring is complete. When they have done this, sit on the floor with them while you say: *Let's sit down.*

**4. Strategies for carrying out the different activities**

Always demonstrate the activities to the class. For example, if you are playing a song or chant for the first time, point to the significant details in your book while the children look on. Then they do the same in their own books.

Make sure that all the children follow your step by step instructions to do any activity. Do not go on to the next step until they have all finished the previous one.

→ **ORGANISING THE CLASSROOM**

• **Timing**

The attention span of small children is short so there is a vital need for variety during the lesson. If they are full of energy, take advantage of the moment and do physical activities with them. If they are tired, a quiet activity is in order. Keep in mind that the younger the children and/or the larger the class, the more time you will need to carry out the activities.

• **Space**

In order to help you control the timing, activities are balanced between seated work and work in other areas of the classroom. You can put the different spaces in the room to a variety of uses, such as a display corner for the children's

work (thus enhancing its value), and other corners for specific activities.

→ **COORDINATION WITH THE CLASS TEACHER**

There are different ways of coordinating the work with the class teacher in order to foster learning, and it is especially important to follow a coherent programme. You should find out and keep in mind the following points:

- Classroom organisation.
- Routines used in class.
- Characteristics of the children and special-needs pupils.
- Available materials, and storage facilities for materials that will be used by the teacher only.

Invite the class teacher to participate in your teaching plan:

- Inform him/her of the topics you are going to present and work with.
- Plan activities with him/her for special moments of the school year.
- Share materials, for example photos, toys, cutouts, etc.
- Ask for your own English Corner in the room, where you can display the children's work.

→ **PARENTAL INVOLVEMENT**

The home and family are main sources of attention, care and support for small children and are closely associated with their life experiences. By involving

parents, we further support their children's progress.

We can keep parents informed by:

- 1) Periodically showing them their child's Pupil's Book.
- 2) Showing them the child's *Progress Sheet* after each unit.
- 3) Allowing the child to take home some of his/her work to show the family.

→ **CLASSROOM TECHNIQUES**

Presentation, practice and consolidation of the new language also contribute to the development of fine motor skills such as using modelling clay, playing with cards, using finger paints and so on. Using these additional materials requires care and organisation. In order to handle them correctly, we suggest following these simple guidelines:

- Store them in appropriate, clearly labelled containers.
- Use small, safe, easily handled containers for the children.
- Have plastic plates to catch drips, etc.
- Make sure the children understand your instructions before they start.
- Feel relaxed enough so that you can attend to each child individually, while asking the rest to wait their turn.
- Ask the class helpers to help you clear up when the activity is over.
- In the meantime, have the rest of the children sing or recite or talk

quietly among themselves, either at their tables or seated in the play area.

→ **TECHNIQUES FOR SPECIFIC MATERIALS**

• **Finger paints**

First cover the tables with newspaper. Put a plate of finger paint on each table and demonstrate the technique with a child: help him/her dip his/her fingers in the paint and dab the colour on the sheet. When the children finish, wipe their hands clean with absorbent paper. (Show them a completed page so that they know exactly what to do.)

• **Modelling clay**

First cover the tables with newspaper. Put plastic plates on each table and hand out the modelling clay. Children roll small pellets of modelling clay and put them on the plates. When they are ready to carry out the activity, they pick up the pellets and flatten them on the page where indicated.

• **Realia**

These are objects that you or the children bring to class. They can include photos, plastic food, toys and so on.

WARNING: Be very careful when dealing with food. Make sure that the children in the class have no food



# Introduction

allergies before you use it and avoid using any foods that could contain nuts or gluten. Do not let the children either eat the foods, or touch them without your express permission. Keep foods other than fruits in their packaging. For this reason we suggest using plastic replicas or photos.

Systematic use of realia in class will ensure that the children have more fun and learn more. It will also foster cooperation, group work and solidarity. You can either ask the children to bring the objects from home or ask the class teacher to help them prepare what you need.

You will also need the following materials on a regular basis: chalk, Blu-tack® and crayons or colour pencils. Children should be taught how to use each item, no matter how simple, and you should explain the norms of acceptable classroom behaviour to them from the very beginning in order to avoid accidents.

## → LANGUAGE IN THE CLASSROOM

From the very beginning, the children should listen to as much spoken English as possible. **My First English Adventure 1** presents clear and short sentences and there is a great deal of repetition throughout the course to help them assimilate this new input little by little. The gradual introduction of new expressions enriches this language. The children won't immediately understand everything being said, but with time

they will become familiar with the sounds and patterns of the new language, and this will help them improve their general level of comprehension.

Below is the list of expressions used in **My First English Adventure 1** that the children will recognise and assimilate at their own pace:

### • Greetings

*Hello!*  
*Goodbye!*

### • Instructions

*Open your book, please!*  
*Listen and point.*  
*Listen and repeat.*  
*Touch (mum)!*  
*Let's chant!*  
*Stand up!*  
*Sit down!*  
*Point to (red)!*  
*Follow me.*  
*Let's make a ring.*  
*Let's sit down.*  
*Look at me!*  
*Let's listen to the song.*  
*Look and listen!*  
*Show me (dad).*  
*Touch your (arms)!*  
*Shake your arms!*  
*Point to his / her head.*  
*Mickey, touch your (legs).*  
*Jump with me / up and down.*  
*Turn with me / around.*  
*Hop with me / up and down.*  
*Look at (my mum)!*  
*Mickey, point to the (banana).*  
*Give me the (apple).*

*Let's be (a fish).*  
*Look at the (rabbit).*  
*Put the (big drum) on red.*  
*Catch the ball.*  
*Play with me.*  
*Find a (rabbit).*

### • Games

*Let's play Bingo!*  
*Put your cards on the table, please.*  
*Shuffle the cards, please.*  
*Count! One, two, three!*  
*Turn one card over.*

### • Communication

*Who's this?*  
*Like me!*  
*This is my (family).*  
*Very good.*  
*Please!*  
*This is my (doll's house).*  
*My (head).*  
*There's the (apple)!*  
*What's this? It's a (butterfly).*  
*Look, a (train) for me!*  
*This is (red).*

My First  
**English**  
Adventure

## NOTES

SAMPLE UNIT

## LESSON 1

**OBJECTIVES:**

To meet Bambi and his friend Thumper through a chant. To recognise and name some animals. To develop motor skills through TPR activities.

**TARGET LANGUAGE:**

*Fish, butterfly.*

**REVISION:**

Colours.

**RECEPTIVE LANGUAGE:**

*What's this?; Look at this!; It's (a butterfly).*

**EXTRA MATERIAL:**

The puppet. Flashcards of the butterfly and fish. Blu-tack®. The English mat.

**NOTE:**

Ask the children to bring one of the following toy animals to the next class: a rabbit, a fish, a butterfly, a bird.

**EXTRA ACTIVITY**

Take the children to the play area in the classroom and ask them to sit in a circle. Say: *Let's sit down.* Place the English mat in the centre of the circle. Hand out the animal flashcards to two children and ask them to identify their flashcard. Ask: *Fish? Butterfly?* Tell them to follow your instructions. Say: *Show me the (fish).* The child with this flashcard holds it up and repeats the word. Say: *Put the fish on blue.* He or she puts the flashcard down on the appropriate square. Say: *Fish - blue.* Do the same with the rest of the flashcards. Repeat the game until all the children have had a turn.



## Hello Mickey!

(A TPR song to greet the children with the puppet.)

- Start the class with the puppet and the Welcome song (R-2).
- Leave the puppet sitting on his box so he can participate in the class.

## Ring game

(An activity to present some animals.)

- Take the children to the play area in the classroom. Ask them to stand in a circle and repeat the chant until the ring is complete. When they have done this, sit on the floor with them while you say: *Let's sit down.*
- In L1, ask the children if they have pets and give them some time to talk about them. Tell them you have brought the pictures of two animals to class. Invite them to guess what they are. When they guess correctly, show them the flashcards and ask the children if they would like to have them as pets. Present them in English and stick the cards on the board. Say: *This is a (fish). This is a (butterfly).* The children repeat each word.

## Chant (p. 32)

(A chant to present **fish** and **butterfly**.)

- Ask the children to go back to their seats. Show them the flashcards of the fish and the butterfly, say the words again and encourage the children to repeat.
- Present the chant using the CD/cassette and your book. Encourage the children to listen and focus on the scene. Say: *Let's listen!*



**17** **What's this?**  
**Look at this!**  
**What's this?**  
**It's a butterfly**  
**A butterfly, a butterfly**  
**It's a butterfly**

**What's this?**  
**Look at this!**  
**What's this?**

**It's a fish**  
**A fish, a fish**  
**It's a fish**

**A fish and a butterfly.**  
**A butterfly and a fish.**  
**A fish and a butterfly.**  
**A butterfly and a fish.**

- Ask the helpers to hand out the books. Say: *Open your book, please!* while you do the action and show the children page 32 in your book. Explain the scene in L1: Thumper is teaching Bambi the names of some animals. Encourage the children to identify them.
- Play the chant three more times and do one of the following activities each time: **1** The children follow in their books and point to the butterfly and the fish when they hear the words. Say: *Listen and point.* **2** Stick the flashcards in different parts of the classroom. The children point to them when they hear the corresponding words. Say: *Listen and do.* **3** Stop after the chorus and encourage them to repeat the words. Say: *Listen and repeat.*

## Action game

(A game to consolidate the vocabulary.)

- Ask the children to mime being butterflies, moving their arms up and down and pretending they're flying. Demonstrate the activity and say: *One, two, three. Let's be a butterfly.* Do the same with the fish, telling the children to move their arms as if they were swimming. Say: *One, two, three. Let's be a fish.* Repeat the activity several times.
- Finally, divide the class into two groups and assign a role to each one. Group A is a butterfly and group B a fish. Play the chant again and ask the children to do the actions when their animal is named. Say: *Listen and do.*

## Goodbye Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, play the Goodbye song (R-3) and encourage the children to sing along.



# 5 ANIMALS

## LESSON 2

### OBJECTIVES:

To reinforce the vocabulary of lesson 1. To recognise and name two more animals. To count to three. To develop fine motor skills.

### TARGET LANGUAGE:

*Bird, rabbit.*

### REVISION:

*Fish, butterfly, one, two, three.*  
Colours.

### RECEPTIVE LANGUAGE:

*What's this?; Look at this!; It's (a butterfly).*

### EXTRA MATERIAL:

The puppet. Flashcards of the fish, butterfly, rabbit and bird. Blu-tack®. Toy animals: a fish, a butterfly, a rabbit and a bird. A bag. Crayons. Activity Book page 18.

Circle, count and trace.

33



### EXTRA ACTIVITY

Show the lesson flashcards to the children one by one. Do this a couple of times while saying: *Bird, rabbit, fish, butterfly*. Remove one and ask the children to tell you which one is missing. Then shuffle the four cards and play again.



## Hello Mickey!

(A TPR song to greet the children with the puppet.)

- Start the class with the puppet and the Welcome song (R-2).
- Leave the puppet sitting on his box so he can participate in the class.

## Let's count

(A TPR activity to practise counting to three.)

- Show the children three crayons and encourage them to count with you. Say: *One, two, three!* Show them three books and do the same. Then count different classroom objects to three with them, for example, chairs, windows, etc.
- Collect the toy animals the children have brought to class. Form groups of three butterflies and three fishes. Place them on your table and ask the children to identify and count them. Say: *Fishes: one, two, three. Butterflies; one, two, three.* Finally, call on different children to come up to your table and count groups of toy animals.

## Flashcard game

(An activity to practise the chant and present **bird** and **rabbit**.)

- Play the chant from Lesson 1 (R-17) and encourage the children to join in and act it out. Say: *Let's chant!*
- Stick the flashcards of the fish and butterfly on the board and elicit the words. In L1, tell the children that you have brought two more animals to class and ask them to guess what they are. When they guess, show them the flashcards, stick them on the board and say the words: *This is a rabbit. This is a bird.* Ask the children to repeat.
- Finally, they repeat each word as you point to the corresponding flashcard. Repeat the activity a couple of times with the whole class.

- Stick the flashcards on different walls in the classroom. Ask the children to count to three with you and then point to the flashcard you indicate. Say: *One, two, three. Point to the (fish).* Repeat the activity several times, varying the pace of the instructions.

## Circle, count and trace (p. 33)

(An activity to develop fine motor skills and count to three.)

- Ask the helpers to hand out the books. Show the children your book open at page 33, point to the animals and elicit the words.
- Make sure there is a box of crayons on each table. The children will need blue and green. Name the colours and ask them to show you the crayons. Say: *Show me (blue).*
- Point to the butterfly and in L1, explain why there is a circle around it. Point to the red box with the butterfly and the number 1. This box shows how many butterflies there are in the picture.
- Tell the children that they are going to do the same with the birds, drawing a blue circle around the ones they see, counting them and tracing over the number 2 in blue in the appropriate box. Use the same procedure with the rabbits using the green crayon. Show the children the completed page, point to the scene and say: *Look! One butterfly, One, two birds. One, two, three rabbits.* Encourage them to repeat as they point in their books.

## Ring game

(An activity to consolidate the vocabulary.)

- Take the children to the play area in the classroom and ask them to form a circle. Place the toy animals in the bag. In L1, tell them they are going to play a game. They will identify different animals by touch and without looking. Ask a child to put his or her hand into the bag. Say: *Give me a rabbit, please!* The child touches the toys and takes out the rabbit. Say: *There's*

*the rabbit!* and show it to the rest of the class. Repeat the activity several times so that all the children can have a turn. Store the toys for use in the next class.

## Goodbye Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, play the Goodbye song (R-3) and encourage the children to sing along.

## Activity Book (p. 18)

### Circle

- The purpose of this page is for the children to identify three animals on the page. They take out red, blue and yellow crayons and circle the animals according to your instructions. Say: *Circle the butterfly red. Circle the fish yellow. Circle the rabbit blue.* Then help them 'read' the page by pointing and saying: *Butterfly – red. Fish – yellow. Rabbit – blue.* Finally, elicit the names of the animals by saying the colour: *Red ...* and the children reply: *Butterfly, etc.*

## LESSON 3

**OBJECTIVES:**

To develop observation skills. To revise the vocabulary of the unit. To sing the unit song. To develop motor skills through TPR activities.

**TARGET LANGUAGE/ REVISION:**

*Butterfly, bird, rabbit, fish, arms, head, legs, one, two, three. Colours.*

**RECEPTIVE LANGUAGE:**

*I can fly, round and round; I can jump, up and down.*

**EXTRA MATERIAL:**

The puppet. Flashcards of the fish, bird, butterfly and rabbit. Toy animals. Crayons. Activity Book page 19.

**EXTRA ACTIVITY**

Ask the children to close their eyes, listen to the song again very carefully and tap on their table when they hear the words *butterfly*, *rabbit* and *bird*. Encourage them to join in the chorus.

## Hello Mickey!

(A TPR song to greet the children with the puppet.)

- Start the class with the puppet and the Welcome song (R-2).
- Leave the puppet sitting on his box so he can participate in the class.

## Red Rover Game

(A traditional game to practise the names of the animals.)

- Hand out a toy animal to each child. Take the children to the play area in the classroom and ask them to stand together on one side. Stand on the opposite side and tell them in L1 that you are going to name an animal. Those holding that animal run (or walk) over to your side. Demonstrate the action while saying: *Red Rover, Red Rover, let the (rabbits) come over.* The children holding rabbits go over to your side. Call out another animal, and keep playing until all the children are on your side. Then switch sides and start the game again.

## Preparation for the song

(A TPR game to practise some actions and parts of the body.)

- In L1, tell the children they are going to play a game. Ask them to stand and tell them to follow your instructions. Say: *Move your (arms), up and down. Move your (arms) round and round.* Do the same with *legs* and *head*.

## Pre-listening activities (p. 34)

(Activities to practise the unit vocabulary and develop observation skills.)

- Ask the helpers to hand out the books. Say: *Open your book, please!* while you do the action and show the children page 34 in your book. Tell the children that they are going to play a game. In L1, explain that they have to look at the page and touch the flowers according to your instructions.


Demonstrate the game first. Say: *Touch the red flowers!* as you touch them. Then ask the children to count the clump of red flowers with you. Do the same with the blue and the yellow flowers.

- In L1, ask the children to look at the page carefully in order to find a green butterfly. Give them a few moments to look at the picture and confirm their answer by drawing a circle around the butterfly with your finger. The children then circle it with a crayon.

## Sing and do (p. 34)

(A song to practise some actions and the animals.)

- Encourage the children to identify the animals in the picture: *Butterfly, bird, rabbit.* Tell them that they are going to listen to a song about these animals.
- Present the song using the CD/cassette and your book. Encourage the children to listen and find out the order in which the animals appear. Say: *Let's listen to the song!*

18  I'm a butterfly,  
I can fly.  
I can fly,  
Round and round,  
Round and round.

[Chorus]

Round and round,  
Round and round.  
Round and round,  
Round and round and round.

I'm a rabbit,  
I can jump.  
I can jump,  
Up and down,  
Up and down.

[Chorus]

Up and down,  
Up and down.  
Up and down,  
Up and down, up and down.

I'm a bird,

I can fly.  
I can fly,  
Round and round,  
Round and round.  
[Chorus]  
Round and round,  
Round and round.  
Round and round,  
Round and round and round.

- Confirm that the order is: *Butterfly, rabbit, bird.* Play the song twice more and do one of the following activities each time: **1** The children follow in their books and point to the animals when they hear them. Say: *Look and point.* **2** They perform the actions when they hear the words. Say: *Listen and do.*

## Song performance

(An opportunity for the children to act out the song.)

- Divide the class into three groups and assign the roles. Group A is the rabbit jumping up and down, Group B is the butterfly flying around and Group C is the bird flying around. Play the song again and encourage the children to do the actions with you. If there is enough time, change the roles and play the song again.

## Goodbye Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, play the Goodbye song (R-3) and encourage the children to sing along.

## Activity Book (p. 19)

### Match

- The purpose of this page is for the children to identify the four animals and their silhouettes. They do the joining task and then help them 'read' the page by pointing and saying: *Fish – fish, etc.*

**LESSON 4****OBJECTIVES:**

To sing the unit song. To revise the unit vocabulary. To develop observation and fine motor skills. To count to four.

**TARGET LANGUAGE:**

*Four.*

**REVISION:**

*One, two, three, fish, rabbit, bird, butterfly. Colours.*

**RECEPTIVE LANGUAGE:**

*I can fly, round and round; I can jump, up and down.*

**EXTRA MATERIAL:**

The puppet. Flashcards of the fish, bird, butterfly and rabbit. Blu-tack®. Stickers of the unit. The English mat. Toy animals. A plastic bag. Modelling clay and a large piece of card (extra activity).

**EXTRA ACTIVITY**

Hand out the modelling clay and ask the children to make a model of their favourite animal (fish, rabbit, butterfly, bird). When they finish, help them name their animals, place them on the piece of card and display them in the classroom.

## Hello Mickey!

(A TPR song to greet the children with the puppet.)

- Start the class with the puppet and the Welcome song (R-2).
- Leave the puppet sitting on his box so he can participate in the class.

## Song performance

(A TPR activity to revise the unit song.)

- Play the CD/cassette from lesson 3 (R-18) and encourage the children to perform the actions. Say: *Sing and do!*

## Ring game

(A game to consolidate the vocabulary.)

- Take the children to the play area in the classroom and ask them to sit in a circle. Place the English mat in the centre of the circle and encourage them to identify the four colours.
- Place the toy animals in a bag. In L1, tell them they are going to play a game. They will identify different animals by touch and without looking. Ask a child to put his or her hand into the bag. Say: *Give me a rabbit, please!* The child touches the toys and takes out the rabbit. He or she says: *A rabbit!* and shows it to the rest of the class.
- Invite the child to put the rabbit on the mat. Say: *Put the rabbit on red.* Do the same with *bird – blue*, etc. Repeat the activity until all the animals have been classified on the different areas of the mat.

## Preparation for the count and stick

(A TPR activity to count to four.)

- In L1, tell the children that they are going to count to four on their fingers. Say: *One, two, three, four!* while counting on your own fingers. Do this several times and encourage them to

repeat and count on their fingers. Then count different classroom objects to four with them, for example, crayons, chairs, books, etc.

## Count and stick (p. 35)

(An activity to count animals.)

- Ask the helpers to hand out the books. Say: *Open your book, please!* while you do the action and show the children page 35 in your book. Point to the numbers and encourage the children to identify them and say the colour: *One – yellow, two – blue, three – red, four – green.* Ask them to count the grey circles next to the numbers and help them say: *One: One, two, One, two, three; One, two, three, four.*
- In L1, tell the children that they are going to complete the page with stickers. Show them the sticker page. Remove the sticker of the fish and ask them to do the same. Go back to page 35 and stick it in the appropriate space. Do the same with the rest of the stickers
- When the children finish, point to the fish, the rabbits, the birds and the butterflies and say: *One fish. One, two rabbits. One, two, three birds. One, two, three, four butterflies.* Ask the children to point to the animals and count them aloud.

## Flashcard game

(An activity to consolidate the vocabulary.)

- The aim of this game is to have the children remember sequences of words. Take out the animal flashcards, show them one by one and elicit the words. Repeat the words in the same order several times, then ask the children to repeat them in the order in which you said them without looking at the flashcards. Show them the flashcards in order to confirm their answers.
- Collect the flashcards, shuffle them and play again.

## Goodbye Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, play the Goodbye song (R-3) and encourage the children to sing along.

# 5 ANIMALS

## LESSON 5

### OBJECTIVES:

To present some children talking about their drawings. To revise the vocabulary of the unit. To develop motor skills through TPR activities.

### TARGET LANGUAGE/ REVISION:

*Butterfly, bird, rabbit, fish, one, two, three, four. Colours.*

### RECEPTIVE LANGUAGE:

*Look at the (rabbit); A green and blue butterfly.*

### EXTRA MATERIAL:

The puppet. Flashcards of the animals. Toy animals. Sheets of paper (extra activity). Activity Book page 20.



A photograph of two children, a girl with curly hair in a light blue shirt and a boy in a red shirt, sitting on the floor. They are surrounded by four flashcards pinned to a white surface. The flashcards show: a pink rabbit, a yellow duck, a group of four colorful fish (blue, green, yellow, red), and a blue butterfly with green spots. A large, diagonal watermark reading 'SAMPLE UNIT' is overlaid on the image. In the bottom left corner of the image area, there is a small icon of a cassette player and the number '36'. In the bottom right corner, there is a yellow box with the text 'Listen and point.'



### EXTRA ACTIVITY

Hand out a sheet of paper to each child and ask the children to draw one of the animals they have seen in the unit. When they finish, collect their drawings and display them in the classroom.

## Hello Mickey!

(A TPR song to greet the children with the puppet.)

- Start the class with the puppet and the Welcome song (R-2).
- Leave the puppet sitting on his box so he can participate in the class.

## Ring game

(An activity to consolidate the vocabulary.)

- Take the children to the play area in the classroom and ask them to sit in a circle. Put the English mat in the middle of the circle. In L1, tell them they are going to play a game: they will pass around the animal flashcards on the count of four. Hand out the flashcards to four children and encourage them to name the animal as you give it to them.
- Ask the whole class to count: *One, two, three, four.* The children holding the flashcards pass them on and everyone counts again until you say: *Stop!* Then say: *Put the (rabbit) on (red).* The child holding the appropriate flashcard puts it down on the red square. Do the same with the rest of the flashcards so that each animal ends up on a different square. Collect the flashcards and repeat the game until all the children have had a turn.

## Listen and point (p. 36)

(An activity to present some children talking about their drawings.)

- Ask the helpers to hand out the books. Say: *Open your book, please!* while you do the action and show the children page 36 in your book. Point to the animals and elicit the words: *Rabbit, bird, fish, butterfly.* Point to the fishes and elicit the colour. Encourage them to say: *A blue fish, a green fish, a yellow fish, a red fish.*
- Invite the children to listen to the children in the picture talking about their drawings. Use the CD/cassette and your book to present the

listening. Say: *Look and listen!* Point to the different animals as they are named.

19



Girl

**Look at the rabbit. Look! Look at the rabbit.**

Boy

**Look at the bird. A yellow bird.**

Girl

**Look! A blue fish, a green fish, a yellow fish and a red fish!**

Boy

**Look! A butterfly! A blue and green butterfly.**

[Repeat]

- Play the CD/cassette again and ask the children to point to the animals on the page as they hear them. Say: *Listen and point!* Then play the text again and pause for the children to repeat.

## Please game

(A TPR game to consolidate the vocabulary of the unit.)

- Tell the children that they are going to play a game. Remind them of the magic word *please*. In order to play the game, they will do the actions only if Mickey says *please*. Demonstrate the game with the puppet. Put the toy animals on your table. Say: *Mickey, give me two rabbits.* He doesn't move. Repeat: *Mickey, give me two rabbits, please.* Mickey does the action.
- Play the game with the whole class, giving your instructions to different children.

## Goodbye Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, play the Goodbye song (R-3) and encourage the children to sing along.

## Activity Book (p. 20)

### Circle and count

- The purpose of this page is for the children to identify the animals on the page and count them. They circle the rabbits, count them and trace over the 2 in the box containing the key. They do the same with the birds and the number 3. Ask the children to point to the key with you and help them 'read' the number and the animal: *One fish. Two rabbits. Three birds.*



# 5 ANIMALS

## LESSON 6

### OBJECTIVES:

To consolidate the vocabulary of the unit. To develop fine motor skills. To develop motor skills through TPR activities.

### TARGET LANGUAGE/ REVISION:

The vocabulary of the unit.

### RECEPTIVE LANGUAGE:

*Tail, cotton.*

### EXTRA MATERIAL:

The puppet. Page 37 with the drawing completed. Flashcards of the animals. Toy animals. Cotton wool and glue-stick. Crayons. Bits of green paper. Activity Book page 21.



### EXTRA ACTIVITY

Hand out bits of green paper so they can stick them under the rabbit to make the grass. Finally, divide the children into pairs and encourage them to show each other their finished drawings. They take it in turns to point and say: *Look, my rabbit!* First demonstrate the activity with one pair of children.

## Hello Mickey!

(A TPR song to greet the children with the puppet.)

- Start the class with the puppet and the Welcome song (R-2).
- Leave the puppet sitting on his box so he can participate in the class.

## Ring game

(A TPR game to consolidate the vocabulary of the unit.)

- Take the children to the play area in the classroom and ask them to sit in a circle. Place the English mat in the centre of the circle and encourage them to identify the four colours.
- Hand out the toy animals to the children and ask them to show you the one they have according to your instructions. Say: *Show me the (birds)*. Then put a toy bird on the yellow square and say: *Bird –yellow*. All the children holding birds place them on the yellow square while repeating the animal and the colour.
- Do the same with the rest of the animals until they are all classified according to the colour code. Finally, call out colours so that the children can name the animals on the corresponding area of the mat.

## Trace, stick and say (p. 37)

(A personalisation activity for the children to complete the picture of a rabbit.)

- Ask the helpers to hand out the books. Say *Open your book, please!* while you do the action and show the children page 37 in your book. Point to the rabbit and tell them they are going to complete it and then show them the finished page in your book. In L1, explain that they are going to do the head first. Say: *Head!* while tracing the outline with your finger. Make sure there is a box of crayons on each table. Go round the classroom while the children are working in order to provide any necessary help.

- Show your page again and point to the tail. Tell the children that you have glued cotton wool there to complete the tail: *Cotton on the tail*. Hand out the cotton wool and ask the children to prepare tufts of cotton to fill in their rabbit's tail. When they have done this, show them how to put glue-stick on the rabbit's tail and stick the tufts onto it. Go round the classroom while the children are working in order to provide any necessary help.
- The children finish colouring their rabbit any colour they like.

## Goodbye Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, play the Goodbye song (R-3) and encourage the children to sing along.

## Activity Book (p. 21)

### Trace and count

- The purpose of this page is for the children to identify the animals and numbers on the page. They trace over the outline of the bird, then of the butterfly and then of the two fish to complete the series. Finally, they point and count: *One rabbit. One, two birds. One, two, three butterflies. One, two, three, four fish.*

## LESSON 7

**OBJECTIVES:**

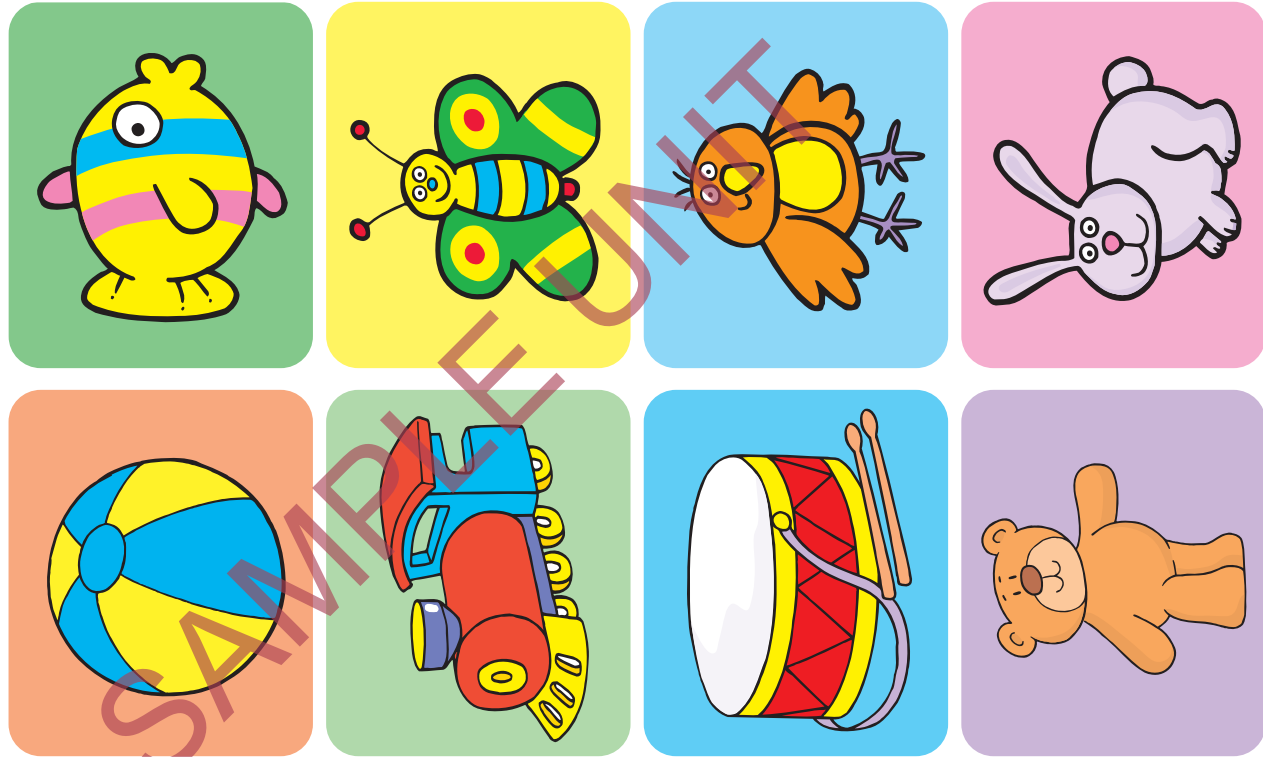
To consolidate the key vocabulary of the unit. To play a card game with the children. To develop motor skills through TPR activities. To assess progress.

**TARGET LANGUAGE/ REVISION:**

The vocabulary of the unit.

**EXTRA MATERIAL:**

The puppet. Pushouts of the unit. Envelopes. Sheets of paper. Toy animals. Music and flashcards of the unit (extra activity). Photocopies of Progress sheet 5 (page 158).

**EXTRA ACTIVITY**

Tell the children they are going to dance. Hand out the four unit flashcards (rabbit, fish, butterfly, bird) to four children and explain that they have to pass them on to other children when the music starts. Play the music and say: *Let's dance!* The children dance and pass the flashcards around. Stop the music and say: *Show me the (bird).* The child with this flashcard holds it up. Encourage the children to say what it is and pretend to be the animal. Start the music again and repeat the game, calling out a different flashcard.



## Hello Mickey!

(A TPR song to greet the children with the puppet.)

- Start the class with the puppet and the Welcome song (R-2).
- Leave the puppet sitting on his box so he can participate in the class.

## Ring game

(An activity to revise animals.)

- Take the children to the play area in the classroom and ask them to sit in a circle. Say: *Let's sit down.* Place the English mat in the centre of the circle and encourage them to identify the four colours.
- Hand out the toy animals to the children and ask them to identify them one by one. Then they take it in turns to roll their animal onto the mat to see which coloured square it lands on. Encourage them to say the animal and the colour, for example: *Rabbit – red.* Repeat the activity until all the children have had a turn.

## Preparation for the card game

(An activity to consolidate the vocabulary and prepare the cards.)

- Ask the children to go back to their seats. Show the children the pushouts of the unit and make sure that every child has them. Ask them to point to each card according to your instructions. Say: *Point to the fish! Point to the bird!* etc.
- Show the children how to push the cards out. Make sure all the sets are complete by saying: *Show me the (butterfly),* etc. The children hold up the corresponding card. Do the same with all the cards.

## Card game

(A game to consolidate the vocabulary of the unit.)

- In L1, explain to the children that they are going to play a new card game. Say: *Let's play a card*

*game!* Ask them to place the four cards face up on the table. Hand out sheets of paper, one to each child. Help the children fold them twice in order to make four squares. Ask them to open up the piece of paper again and help them number the squares while saying: *One, two, three, four.*

- Tell the children to put the paper next to their cards and ask them to follow your instructions. Say: *Rabbit – three!* and explain that they have to place the rabbit card on square number three. Do the same with all the cards. Finally, say one animal and elicit the corresponding number. Repeat the game several times.
- When the game is over, the helpers hand out the envelopes. Help the children put the cards in the envelope. When they finish, collect all the envelopes and store them.

## Progress sheet 5

- To assess the children's progress in this unit see pages 153 and 158.

## Round up

(An opportunity for the children to show that they have successfully finished the unit.)

- Ask the helpers to hand out the books. Say: *Open your book, please!* while you do the action and show the children page 37 in your book. Point to Mickey and tell the children in L1 that he is happy because they have finished the unit. Tell them that they are going to stick a sticker there to celebrate this.
- Show the children the sticker page and remove one Mickey sticker. Ask them to do the same. Go back to page 37 and stick the sticker in the appropriate space.
- Give the thumbs-up signal and exclaim: *Very good!* Invite them to do the same.

## Goodbye Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, play the Goodbye song (R-3) and encourage the children to sing along.