



Introduction

OBJECTIVES

MY FIRST ENGLISH ADVENTURE 2 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 2 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 2** 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 5-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 2** 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 2** 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 2**, 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 2**, 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 2** 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 2** that the children will recognise and assimilate at their own pace:

• Greetings:

Hello!
Goodbye!
See you soon.
Happy (Halloween).

• Instructions:

Open/close your book, please!
Show me (blue).
Look, a (butterfly).
Follow me.
Let's make a ring.
Let's sit down.
Touch (red).
Touch (the trousers).
Point to (your mouth).
Let's listen (to the song).
Listen and point.
Listen and repeat.
Listen and do.
Let's sing.
Look and listen.
Look and point.
Stand up.
Sit down.
Give me the (coat).
Put on your (hat).
Put the (bedroom) on red.
Jump on (blue).
Circle (two chairs).

Count (three chairs).
Stop!
Turn around.
Let's play a card game.
Shuffle the cards, please.

• Communication:

I'm (Mickey).
How are you?
We are fine.
Fine, thank you.
Very good!
My (skirt) is (yellow).
It's hot/cold.
This is (my bed)
Is this (cheese)?
I like (fish).
The (cat) is happy.
It's big/small.

My First
English
Adventure

LESSON 1

OBJECTIVES:

To meet Duchess, her kittens and her friends through a chant.
To recognise and name some animals. To develop the sense of hearing. To develop motor skills through TPR activities.

TARGET LANGUAGE:

Cat, dog, goose, frog.

REVISION:

Colours.

RECEPTIVE LANGUAGE:

Here's a (cat).

EXTRA MATERIAL:

The puppet. Flashcards of the cat, dog, goose, frog. Blu-tack®.
The English mat.

NOTE:

Ask the children to bring one of the following toy animals to the next class: a frog, a goose, a dog, a cat, a horse or a mouse.

**EXTRA ACTIVITY**

Play *What is it?* with the whole class. Put the lesson flashcards on your table. Ask a child to choose one and to stick it on the board. Turn around so that you can't see it. Then ask the other children: *Is it the hat? Is it the cat? Is it the frog?*, etc. They reply *yes* or *no* until you guess the correct word. Ask another child to come up to the board to pick another flashcard, 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.

Ring game

(An activity to present some animals.)

- Take the children to the play area in the classroom and ask them to sit in a circle. Sit down with them and say: *Let's sit down.*
- Ask the children if they have pets and give them a few moments to talk about them. Then tell them in L1 that you have brought pictures of a few animals to class in order to find out whether they would like to have them as pets. Invite the children to guess the animals. As they guess them, show the corresponding flashcards and present the words in English. Say: *This is a cat. This is a dog. This is a goose. This is a frog.* Encourage the children to repeat.

Chant (p. 32)

(A chant to identify animals by the sound they make.)

- Ask the children to go back to their seats. Stick the flashcards on the board and point to them one by one. Say the words again and encourage the children to repeat them. Then ask them to try and imitate the sound they make, starting with the dog and the cat. Tell them that they are going to listen to a chant in order to check if they were right.
- Present the chant using the CD/cassette and your book. Ask the children to focus on the scene and identify the sound of each animal. Say: *Let's listen!*

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Here's a cat. A cat. Miaow!
Here's a frog. A frog. Croak!
Here's a goose. A goose. Honk!
Here's a dog. A dog. Woof!

- Play the chant again in order to confirm the sounds of the animals. Pause between each line and point to the appropriate flashcard as each animal is heard: *Miaow! A cat; Croak! A frog; Honk! A goose; Woof! A dog.*
- Ask the class 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: Duchess is talking with her friends. Encourage the children to count the animals in the scene: *One, two, three, four cats. One frog, one goose and one dog.*
- 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 animals when they are named. Say: *Listen and point.* **2** Stick the animal flashcards on different walls and ask the children to point to them when they hear them named. Say: *Listen and do.* **3** Pause between each line and encourage the children to repeat. Say: *Listen and repeat.*

Action game

(A game to consolidate the lesson vocabulary.)

- Divide the children into four groups and assign roles in the following way. Hand out the flashcard of the cat to a child in the first group and say: *Let's be cats!* Encourage the children to imitate cats by saying: *A cat! Miaow!* Follow the same procedure with the remaining groups: *A frog! Croak! A goose! Honk! A dog! Woof!* Repeat the activity several times.
- Play the chant again. The groups imitate their animal when they hear it named. Say: *Listen and do.* In order to help them know when to speak, hold up the flashcards in the correct order (Cat, frog, goose, dog).

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.

LESSON 2

OBJECTIVES:

To reinforce the vocabulary of the lesson 1. To develop observation skills. To develop fine motor skills.

TARGET LANGUAGE:

Mouse, horse.

REVISION:

Cat, dog, goose, frog, butterfly, rabbit, fish, bird. Numbers from 1 to 10. Colours.

RECEPTIVE LANGUAGE:

Here's a (cat).

EXTRA MATERIAL:

The puppet. Flashcards of the cat, dog, goose, frog, mouse and horse. Blu-tack®. The children's toy animals. A bag. Crayons. Flashcards or pictures cut out of magazines of the rabbit, butterfly, fish and bird (extra activity). Activity Book page 18.

**EXTRA ACTIVITY**

Play *What's missing?* with the whole class. Take out all the animal flashcards and pictures and show them one by one a couple of times. Say: *Bird, rabbit, fish, butterfly, goose, frog, dog, cat, horse, mouse.* Remove one flashcard from the pack and ask the children to identify it. Ask: *What's missing?* The children say the word. Shuffle all the flashcards and repeat the game.

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

(An activity to count to ten and to present **horse** and **mouse**.)

- Count to ten on your fingers while saying: *One, two, three, four, five, six, seven, eight, nine, ten*. Encourage the children to do the same. Repeat the activity several times. Ask the children to take out ten crayons and count them with you. Then say numbers at random and ask them to count out loud and show you the corresponding number of crayons.
- Stick the flashcards of the cat, dog, goose and frog on the board and elicit the words. In L1, tell the children that you have brought two new animals to class. Encourage them to guess what they are. Stick the corresponding flashcards on the board and say: *This is a mouse. This is a horse*. The children repeat the new words.
- Point to the flashcards on the board and elicit all the words: *Cat, dog, goose, frog, horse, mouse*. Do this a couple of times with the whole class.
- Finally, stick the flashcards on different walls. Ask the children to count to ten with you and then point to the animal you indicate. Say: *One, two, three, four, five, six, seven, eight, nine, ten. Point to the (frog)*. Repeat the activity several times, varying the pace of the instructions.

Flashcard game

(An activity to practise the chant and count animals.)

- Stick the flashcards of the cat, frog, goose and dog on the board. Play the chant from lesson 1 (R-17) and encourage the children to join in. Say: *Let's chant!*

- Stick the flashcards of the horse and mouse on the board. Repeat all the words and encourage the children to do the same.
- Collect the toy animals the children have brought to class and place them on your table. Call on pairs of children to help you classify and count them. Say, for example: *(Rosa and Peter), give me the dogs*. Ask them to say and count: *One, two, three dogs*. Do the same with the rest of the toy animals, choosing a different pair of children each time.

Match and say (p. 33)

(An activity to develop observation and fine motor skills and recognise animals in different positions.)

- Ask the class helpers to hand out the books. Show the children your book open at page 33, point to the pictures and elicit the names of the animals on the left-hand side. In L1, explain that they are going to join the same animals seen from the front and the back. Point to the example, trace the line with your finger and say: *Cat - cat*.
- Make sure there is a box of crayons on each table. The children draw a line to join the animals that are the same. Go round the room while they are working in order to provide any necessary help. When they finish, encourage them to 'read' the matching animals: *Cat - cat, dog - dog, goose - goose, frog - frog*.

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. Ask the children to give you their animals and put them all in a bag. Tell the children that they are going to identify them by touch. Ask a child to put his or her hand into the bag and identify an animal without looking at it. Say: *Give me a (dog), please!* The child puts his or her hand inside the bag, feels the animals and takes the dog out. Say: *There's the dog!* and show it to the class.

Repeat the activity until all the children have had a turn. Put the animals away 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)

Colour and say

- The aim of this page is for the children to identify the animals and to colour them in according to a colour code and the numbers. The children take out orange, blue, yellow, green and pink crayons. They colour the circles following your instructions. Say: *One - orange. Two - yellow. Three - green. Four - pink. Five - blue*. Ask them to colour the animals. Then, help them to 'read' the page, pointing and saying: *Cat - orange*, etc. Finally, encourage them to identify the animals according to the colours. Say: *Orange...* and the children reply: *Cat*, etc.

LESSON 3

OBJECTIVES:

To develop observation skills. To recognise animals by the sounds they make. To sing the unit song. To develop motor skills through TPR activities.

TARGET LANGUAGE:

Happy.

REVISION:

Horse, mouse, cat, dog, goose, frog, butterfly, bird, rabbit, fish, cake, face, eyes, mouth, nose.

RECEPTIVE LANGUAGE:

This is a happy face. The (horse) is happy.

EXTRA MATERIALS:

The puppet. Flashcards of the horse, mouse, cat, dog, goose, frog. Flashcards or pictures cut out from magazines of the fish, bird, butterfly and rabbit. Toy animals. Activity Book page 19.



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Look and find. Sing and do.



EXTRA ACTIVITY

Play *Red Rover* with the whole class. Take the children to the play area and hand out one toy animal to each child. Ask them to stand together at one side. Stand at the opposite side and tell them 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 (horses) come over!* The children holding horses go over to your side. Call out another animal, and keep playing until all the children are on your side. Then go over to the other side and start the game 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.

Flashcard game

(An activity to practise the animal vocabulary.)

- Play *Touch* with the whole class. Show the class the animal flashcards and pictures one by one and elicit the words: *Horse, mouse, cat, dog, goose, frog, fish, bird, butterfly, rabbit*. Ask some children to stick the flashcards on different walls. Repeat the words and ask the children to point to the corresponding flashcards.
- Next, call on a pair of children and say, for example: (*Emma and Peter*), *touch the (horse)!* The children run to the flashcard of the horse and touch it. (If you do not want them running in the classroom, ask them to walk over slowly.) Repeat the activity until all the children have had a turn. You can also say two words at once, for example: *Touch the (frog) and the (butterfly)*.

Preparation for the song

(An activity to present **happy**.)

- Draw a circle on the board to make a face. Draw two eyes and encourage the children to say: *Eyes!* Draw the nose and a smiling mouth and elicit the words: *A nose and a mouth*. Point to the face and say: *Look! A happy face*. Encourage the children to repeat: *A happy face*.
- Ask the children to put on a happy face and say: *Let's be happy!*

Pre-listening activities (p. 34)

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

- Ask the class 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 animals according to your instructions. Demonstrate the game first. Say: *Touch the dog!* as you do the action, then call out the other animals for them to touch in their books.

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

Sing and do (p. 34)

(A song to practise the lesson vocabulary.)

- Ask the children to identify the animals on the page: Horse, dog, cat, mouse. 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 them to listen and observe the order in which the animals are named. Say: *Let's listen to the song!*

18  **The horse is happy,
Neigh, neigh!**
**The mouse is happy,
Squeak, squeak!**
**The cat is happy,
Miaow, miaow!**
**The dog is happy,
Woof, woof!**

**The horse is happy,
Neigh, neigh!**
**The mouse is happy,
Squeak, squeak!**
**The cat is happy,
Miaow, miaow!**
**The dog is happy,
Woof, woof!**

[Animal sounds]

- Confirm the order in which the animals appear: *Horse, mouse, cat, dog*. Play the song twice more and ask the children to do the following activities each time. **1** They point to the animals

when they hear the sounds they make. Say: *Look and point!* **2** They put on a happy face when they hear the word *happy*. Say: *Listen and do*.

Song performance

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

- Divide the class into four groups and assign roles. Group A mimes the happy horse, group B the mouse, group C the cat and group D the dog. 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 aim of this page is for the children to identify the four animals and join them with their corresponding parts. They do the task and then 'read' the page, pointing and saying: *Cat - cat*, etc.

5 ANIMALS

LESSON 4

OBJECTIVES:

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

LANGUAGE (REVISION):

Horse, mouse, cat, dog, goose, frog, butterfly, bird, rabbit, fish. Numbers from 1 to 10. Colours.

RECEPTIVE LANGUAGE:

Fly, swim, run, jump.

EXTRA MATERIAL:

The puppet. Flashcards of the frog, horse, dog, cat, mouse and goose. Flashcards or pictures cut out of magazines of the fish, bird, butterfly and rabbit. Blu-tack®. Stickers for the unit. The English mat. Toy animals. A plastic bag. Modelling clay and a large piece of card (extra activity).

Look, count and stick.

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EXTRA ACTIVITY

Hand out the modelling clay and ask the children to make a model of their favourite animal, choosing between goose, cat, dog, frog, mouse or horse. When they finish, help them identify 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 song (R-18) from lesson 3 and encourage the children to perform the actions and join in the chorus. Say: *Let's sing and do!*

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. Place the English mat in the centre of the circle and elicit the colours.
- Put the toy animals in a bag. In L1, tell the children that they are going to identify the animals by touch. Ask a child to put his or her hand into the bag and identify an animal without looking at it. Say: *Give me a cat, please!* The child takes out the cat and shows it to the rest of the class while saying: *A cat.*
- Ask the child to place the cat on one of the coloured squares. Say: *Put the cat on (yellow).* Repeat the activity until all the animals have been classified according to a colour code. Then say the colours and elicit the animals.
- When you finish, collect and count the animals with the help of the children. Say, for example: *Rosa, give me the cats. One, two, three, ...etc.*

Preparation for the look, count and stick activity

(An activity to practise counting to ten and writing the numbers.)

- Count to ten on your fingers. Say: *One, two, three, four, five, six, seven, eight, nine, ten.*

Encourage the children to do the same. Repeat the activity several times.

- Call different children to the board and ask them to write up the numbers that you dictate. Say the numbers at random.

Look, count and stick (p. 35)

(An activity to count animals.)

- Ask the class 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 say them and say what colour they are: *Seven - yellow. Two - pink. One - red. Four - green.*
- In L1, tell the children that they are going to count the animals in the illustration and stick an animal sticker in each grey circle. Count the butterflies with the whole class and confirm that there are seven. Show them the sticker page. Remove the sticker of the butterfly and ask the children to do the same. Go back to page 35 and stick it in its place. Do the same with the rest of the stickers.
- When the children have finished, encourage them to count the animals with you. Say: *One mouse. One, two cats. One, two, three, four frogs. One two, three, four, five six, seven butterflies.*

Flashcard game

(An activity to consolidate the vocabulary.)

- The aim of this activity is to classify animals according to their abilities. Show the animal flashcards or pictures one by one and elicit the words: *Goose, cat, dog, frog, mouse, horse, butterfly, bird, rabbit, fish.* Stick the flashcards on the board. In L1, ask which animals can fly. Say and mime: *Fly.* Encourage the children to reply: *Bird, goose, butterfly.* Then ask them which animals can swim, run, jump, etc.

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.

LESSON 5

OBJECTIVES:

To present children playing a guessing game about animals.
To revise the vocabulary of the unit. To develop motor skills through TPR activities.

LANGUAGE (REVISION):

Horse, dog, cat, mouse, frog, goose, butterfly, bird, rabbit, fish, big, small, bread, water, cheese, biscuit, milk, big, small.
Numbers from 1 to 10.

RECEPTIVE LANGUAGE:

This animal is (big). It says ('Neigh, neigh').

EXTRA MATERIAL:

The puppet. Flashcards or pictures of the animals.
Flashcards of the bread, water, cheese, biscuit, cake and milk.
Toy animals. Sheets of paper (extra activity). Activity Book page 20.

36  Listen and point.



EXTRA ACTIVITY

Hand out a sheet of paper to each child and ask the children to draw one big and one small animal. When they finish, help them to say, for example: *This is a (dog). It's big. This is a (butterfly). It's small.* Display the drawings 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 of this unit and revise food items.)

- Take the children to the play area in the classroom and ask them to stand in a circle. Place the English mat in the centre of the circle. In L1, tell the children that they are going to pass around the animal flashcards after counting to ten. Hand out the flashcards from this unit to six children and ask them to identify their animal.
- Encourage the whole class to count: *One, two, three ... ten*. While they are doing this, the children holding the flashcards pass them on until you say: *Stop!* Then say: *Put the (frog) on (red)*. The child holding the flashcard of the frog puts it down on the red square. Do the same with the rest of the flashcards so that all the animals are laid out on the mat.
- Show the children the food flashcards and elicit the words: *Bread, cheese, biscuit, cake, water, milk*. Tell them that they are going to feed the animals. Pick up the cheese flashcard and put it next to the mouse. Say: *Cheese for the mouse*. Give a flashcard to a child and ask him or her to put it next to an animal on the mat. Help him or her say: *(Milk) for the (cat)*. Do the same with the rest of the animals.

Listen and point (p. 36)

(An activity to present some children talking about animals.)

- Ask the class 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 pictures of the animals and elicit the words: *Frog, dog, horse, mouse*.

- Point to the horse and say: *This is a horse. It's big*. Point to the mouse and say: *This is a mouse. It's small*. Stress the difference between *big* and *small*.
- Use the CD/cassette and your book to present the listening. Say: *Look and listen!* Point to the different animals as they are named.

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Boy:

This animal is big. It says 'Neigh, neigh!'

Girl:

It's the horse!

This animal is small. It says 'Squeak, squeak!'

Boy:

It's the mouse!

This animal is big. It says 'Woof, woof!'

Girl:

It's the dog!

This animal is small. It says 'Croak, croak!'

Boy:

It's the frog!

[Repeat]

- Play the CD/cassette again and ask the children to point to the animals according to the text. Say: *Listen and point*. Then play the text again and pause between each line for the children to repeat.

Catch and say

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

- Tell the children that they are going to play a game to identify animals. Use all the animal flashcards and any additional pictures so that you have the following: horse, dog, cat, mouse, frog, goose, butterfly, bird, rabbit, fish. Stick them on the board one by one and elicit the words. Scrunch up a sheet of paper into a ball, name an animal and throw the ball to a child. He or she names another animal and throws the ball to a classmate. The game ends when the children have named all the animals without repeating any of them. To help them, you can remove the

flashcards of the animals from the board as they name them.

- Play again so that all the children have a turn.

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

- The aim of this page is for the children to identify the animals and to differentiate them according to their size. Ask them to take out red and green crayons. Point to the horse and say: *Horse. Big or small?* Encourage the children to say: *Big*. Do the same with the other animals. Then, ask them to draw a circle around the animals, following your instructions. Say: *Circle the big animals red. Circle the small animals green*. The children do the task and then 'read' the page, pointing and saying: *Big horse - small mouse, etc.*

5 ANIMALS

LESSON 6

OBJECTIVES:

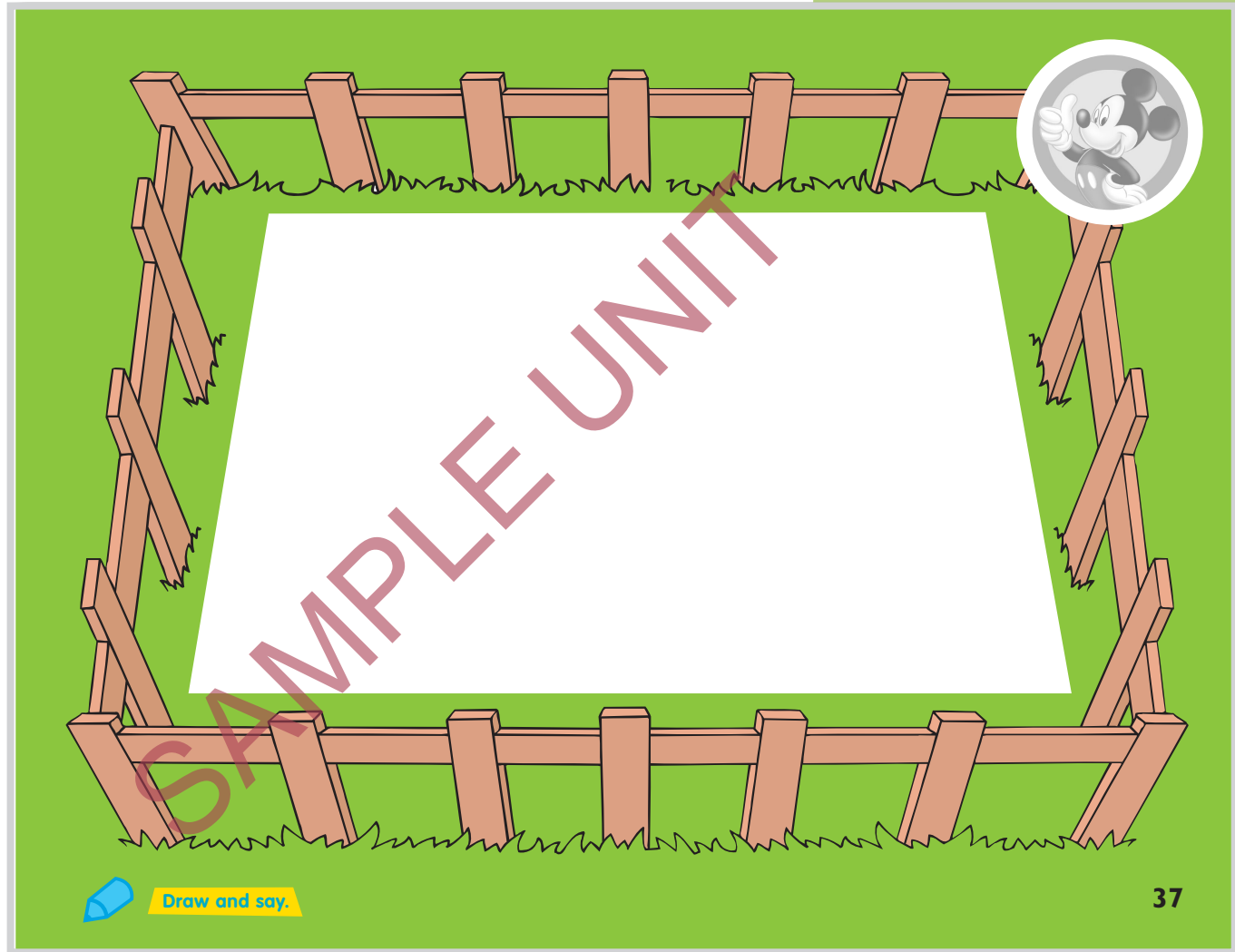
To consolidate the vocabulary of the unit. To develop fine motor skills. To develop motor skills through TPR activities.

LANGUAGE (REVISION):

The key vocabulary of the unit.
Bread, fish, chicken, cake, water, cheese, door, window, table, chair, bed, picture, hat, coat, T-shirt, trousers, skirt, shoes.

EXTRA MATERIAL:

The puppet. Page 37 with the drawing completed of a horse. Flashcards of the animals from this unit. Flashcards of the food, furniture and clothes from previous units. Crayons. Glue-stick. Small pieces of green paper. Activity Book page 21.



EXTRA ACTIVITY

Play *Odd one out* with the whole class. Choose five flashcards from one lexical set and add one that doesn't belong. Show them to the children one by one and say the six words slowly. The children put their hands up to indicate which flashcard is the odd one out.

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 Mickey sitting on his box so that he can participate in the lesson.

Ring game

(An activity to classify lexical sets.)

- 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 elicit the colours.
- Shuffle the flashcards of the four lexical sets (animals, furniture, food and clothes). Show the children the first flashcard and ask them to say the word, for example: *Goose*. Hand the flashcard to a child and say: *Put the goose on red*. Show them more flashcards. As the children identify them, give them instructions to place them on different areas of the mat until all the sets have been classified according to a colour code, for example:

Red - animals: *goose, frog, horse, mouse, cat, dog*.

Yellow - furniture: *door, window, table, chair, bed, picture*.

Blue - food: *bread, fish, chicken, cake, water, cheese*.

Green - clothes: *hat, coat, T-shirt, trousers, skirt, shoes*.

Draw and say (p. 37)

(A personalisation activity for the children to draw their favourite animal.)

- Ask the class helpers to hand out the books. Say: *Open your book, please!* while you do the action and show the children page 37 with the drawing completed of a horse in your book. Tell them that they are going to complete it by drawing their favourite animal, choosing from horse, dog, cat, frog or goose.

- Make sure there is a box of crayons on each table. Go round the room while they are working in order to provide any necessary help. Show them the finished page in your book and say: *This is my (horse)*.
- Hand out the little pieces of green paper and tell the children they are going to stick them on the page to make grass. When they have finished, divide them into pairs and ask them to show each other their drawings. Encourage them to point and say: *This is my (cat)*. Demonstrate the activity with a pair of children first.

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)**Colour the pairs**

- The aim of this page is for the children to identify all the animals in the pictures and find the ones that are the same. They take out red, blue, orange and green crayons and colour each pair of identical animals the same colour. Finally, they point to them and say, for example: *Mouse - mouse - red*, etc

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.

LANGUAGE (REVISION):

The vocabulary of the unit.

EXTRA MATERIAL:

The puppet. Pushouts of the unit. Envelopes. Toy animals and English mat (extra activity). Photocopies of Progress sheet 5 (page 158).

**EXTRA ACTIVITY**

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 elicit the colours. Hand out the toy animals and ask them to identify each one. Tell them that they are going to roll their animal towards the mat to see which colour it lands on. Encourage each child to say both the animal and the colour, for example: *Horse - green*.

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 Mickey sitting on his box so he can participate in the lesson.

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. Take out the animal flashcards for this unit and hand a flashcard to the first child without the others seeing it. The child whispers the word to the next child and this child whispers it to the next, and so on. The last child in the circle calls out the word and the first child reveals the flashcard to check their answer. Repeat the game, starting with a different child each time.

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 them 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 frog! Point to the horse!*, etc.
- Show the children how to push the cards out. Make sure all the sets are complete by saying: *Show me the (goose)*, 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!* Tell them that the aim of the game is to make pairs of cards. Divide the class into pairs and ask the children to shuffle their own cards

and put them face down on the table without looking at them.

- They take it in turns to turn a card over and say the corresponding word. If they both turn over the same card, they leave them on the table face up to make a pair. Otherwise, they turn them face down again. The game is over when they have paired up all the cards. Demonstrate the game first with a pair of children. Go round the room while they are playing in order to provide any necessary help.
- When the game is over, the class helpers hand out the envelopes. Help the children put the cards in the envelopes. 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 class 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.