



# Introduction

## OBJECTIVES

**MY FIRST ENGLISH ADVENTURE STARTER** 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 Starter** consists of five core units, each based on a centre of interest that corresponds to the children's age; the introductory unit (*Hello!*) and the three Festivals units.

### → THE UNIT

Each unit comprises eight 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 and participate in the unit story.

### → 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 Starter** 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 Starter** 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 Starter** 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 Starter**, 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 Book 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 Starter**, 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 Starter** 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 Starter** that the children will recognise and assimilate at their own pace:

- **Greetings**

*Hello!*  
*Goodbye!*

- **Instructions**

*Listen and point.*  
*Listen and repeat.*  
*Touch (mum)!*  
*Let's chant!*  
*Stand up!*  
*Sit down!*  
*Point to (red)!*  
*Put (baby) on 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)!*  
*Turn with me / around.*  
*Give me the (apple).*

- **Communication**

*Who's this?*  
*Please!*  
*My (head).*  
*This is (red).*  
*Thank you!*

My First  
**English**  
Adventure

**LESSON 1**

(Unit 1, Activity sheet 1)

**OBJECTIVES:**

To present parts of the body through a chant. To develop motor skills through TPR activities.

**TARGET LANGUAGE:**

*Head, arms, legs.*

**RECEPTIVE LANGUAGE:**

*Rub, rub...*

**EXTRA MATERIAL:**

The puppet. Unit 1, Activity sheet 1, one per child.

**EXTRA ACTIVITY**

Point to your head and say: *Head!* Ask the children to touch their heads and repeat the word. Do the same with *arms* and *legs*. Then repeat the three words while touching the appropriate body parts. Repeat this activity several times and encourage the children to imitate you. Move slowly at first, then vary the rhythm of the instructions to make the activity like a game.



# 1 MY BODY

## LESSON 2

(Unit 1, Activity sheet 1)

### OBJECTIVES:

To present the colour *blue*. To practise the parts of the body. To develop motor skills through TPR activities. To develop fine motor skills by using round stickers to identify Winnie's head.

### TARGET LANGUAGE:

*Blue, head, arms, legs.*

### RECEPTIVE LANGUAGE:

*Rub, rub...*

### EXTRA MATERIAL:

The puppet. Round stickers. Blue objects (toys, books, tumblers, etc.) in a bag. Unit 1, Activity sheet 1, one per child.

**Note:** For the next lesson, you will need pellets of blue modelling clay on plastic plates (one per group). You can ask the class teacher to help the children prepare them before the class.



### EXTRA ACTIVITY

Ask the children to stand. In L1, explain that they have to touch something blue on their clothes or around them when you say the word *blue*. Clap your hands three times and say: *Blue!* The children look around and touch something blue. Repeat the activity several times.

## Hello Mickey!

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

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

## Ring game

(A TPR game to practise the unit vocabulary with the help of the chant and the flashcards.)

- Take the children to the play area in the classroom. Ask them to form a ring and repeat the chant until it is complete. Remind them of the picture they have seen of Winnie washing himself and tell them that they are going to imitate him. Ask them to listen to the chant again and copy your movements. Play the CD/cassette (R-4) and invite them to do the actions with you.
- Ask the children to sit down. Say: *Let's sit down!* Take the blue objects out of the bag one by one and say: *Blue!* Put the objects in the middle of the ring while you say the colour and encourage the children to repeat the word with you. Then ask different children to hand you the objects. Repeat the colour before you put them back in the bag.
- Ask the children to stand. Take one child by the hand and ask the rest to hold hands and line up as you lead them back to their tables.

## At the tables (p. 3)

(An activity with the round stickers to identify the word **head**.)

- Hand out Unit 1, Activity sheet 1 to the children. Point to the body parts Winnie is washing and say: *Head, arms, legs*. Repeat the activity and ask the children to do the same.
- Hand out one sheet of round stickers to each child. Point to the blue stickers and say: *Blue*. Ask the children to point to the appropriate stickers when they hear the word *blue*.

- Remove a blue sticker and stick it on the activity sheet to mark Winnie's head. Say: *Blue - head*. Go round the room and help the children in each group do the same, making sure that they stick the blue sticker in the correct place. When they finish, say: *Blue - head* and encourage them to point to Winnie's head and to the sticker on their page.
- Collect the activity sheets and file them in the children's folders after the class.

## Bye-bye, Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, pick up the puppet and tell the children they are going to listen to Mickey saying goodbye to them. Play the CD/cassette (R-3) and encourage them to wave Mickey goodbye.



# 1 MY BODY

## LESSON 3

(Unit 1, Activity sheet 2)

### OBJECTIVES:

To revise the parts of the body and the colour blue. To develop fine motor skills by completing a path with modelling clay. To develop pre-reading and pre-writing skills.

### REVISION:

*Head, arms, legs, blue.*

### EXTRA MATERIAL:

The puppet. Blue modelling clay pellets (one plate per group). Flashcards of *head, arms, legs, blue*. Blu-tack®. Unit 1, Activity sheet 2, one per child.



### EXTRA ACTIVITY

Stick the four lesson flashcards on different walls of the room. Ask the children to stand up. Say the words and encourage the children to point to the corresponding flashcards. Demonstrate the activity first.



## Hello Mickey!

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

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

## At the tables (p. 5)

(An activity to practise the unit vocabulary.)

- Show the children the lesson flashcards and say: *Head, arms, legs, blue*. Stick the flashcards on the board one by one and say the words again. Encourage the children to repeat them.
- Call different children to the board and ask them to point to the flashcards according to your instructions. Say: *Head! Blue!* etc. Demonstrate the activity first and repeat it until all the children have had a chance to participate.
- Hand out Unit 1, Activity sheet 2 to the children. In L1, explain that the dad is playing with his little girl in the garden, washing the mud off her legs. Point to her arms and say: *Arms*. Do the same with her head and legs.
- Point to the puddle and say: *Blue*. Tell the children that they are going to colour the water coming from the hose with blue modelling clay or crayons. Put the plates of modelling clay or the boxes of crayons on the tables and demonstrate the task. The children pick up the pellets and flatten them on the water jet in order to cover it completely. (Show them a completed activity sheet so that they know exactly what to do.)
- Go round the room in order to provide any necessary help. When they finish, point to the water jet and say: *Blue!* Point to the girl's legs and say: *Legs!* Say the words again and encourage the children to repeat.
- You can then display the activity sheets in the room for all the children to see. When you collect them, file them in the children's folders.

## Bye-bye, Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, pick up the puppet and tell the children they are going to listen to Mickey saying goodbye to them. Play the CD/cassette (R-3) and encourage them to wave Mickey goodbye.

# 1 MY BODY

## LESSON 4

(Unit 1, Activity sheet 3)

### OBJECTIVES:

To revise the parts of the body and the colour *blue*. To develop motor skills through TPR activities. To develop fine motor skills by tracing over a broken line.

### REVISION:

*Head, arms, legs, blue.*

### RECEPTIVE LANGUAGE:

*My arms are blue!*

### EXTRA MATERIAL:

The puppet. Crayons. Flashcards of *head, arms and legs*. The English mat (to make the English mat see pages 103 and 117). Unit 1, Activity sheet 3, one per child. Blue chalk (extra activity).



### EXTRA ACTIVITY

Dot the children's arms with blue chalk. Play the song again and encourage them to act it 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). Encourage the children to wave to Mickey. Leave the puppet sitting on his box so he can participate in the class.

## Ring game

(Activities to present the English mat and work with the lesson flashcards.)

- Take the children to the play area in the classroom. Ask them to form a ring and repeat the chant until it is complete. Then ask them to sit down, and sit down with them. Say: *Let's sit down!*
- Place the English mat in the middle of the ring, point to Mickey and ask: *Who's this?* Elicit: *Mickey* and encourage them to greet him by saying: *Hello!*
- Say: *Blue* and point to the blue segment on the mat. Ask the children to point and repeat the word. Then ask different children to touch the colour according to your instructions. Say: *(Ken), touch blue!* Repeat the activity with more children.
- Show the children the flashcards of the body one by one and elicit the words. Choose a flashcard and place it on the blue segment. Say, for example: *Head - blue*. Ask the children to repeat the words while they point to the flashcard. Pick it up and repeat the procedure for the remaining two flashcards.
- Ask the children to stand. Take one child by the hand and ask the rest to hold hands and line up as you lead them back to their tables.

## At the tables (p. 7)

(A song to practise **blue** and **arms** and develop observation skills.)

Step one:

- Hand out Unit 1, Activity sheet 3 to the children. Tell them that they are going to play a game. In L1, explain that they have to look at the page and touch something blue when you say the word. Demonstrate the game first. Say: *Touch blue!* and touch the paint on Winnie's head. Then play with the whole class. Tell the children to touch different parts of the picture every time.
- In L1, ask the children to look at the page carefully in order to find the rabbit. Point to the broken line of the rabbit's trail and tell them they are going to trace it over with a crayon. Make sure there is a box of crayons on each table and demonstrate the activity first. The children then do the task, using any colour they like. Go round the room while they are working in order to provide any necessary help.

Step two:

- In L1, establish what is happening in the scene: Winnie has just finished painting the door and now he's got paint all over himself. Present the song with the CD/cassette and your book. Encourage the children to listen and focus on the details of the scene as you point to them. Say: *Let's listen to the song!*



**5** | **My arms, my arms,  
My arms are blue!  
Blue, blue, blue!  
My arms, my arms,  
My arms are blue.  
Blue, blue!**

/repeat/

- Play the song again and do one of the following activities each time: **1** The children follow on their activity sheets and point to the blue paint on Winnie's arms. **2** They touch their own arms when they hear the word *arms*.

- Collect the activity sheets and file them in the children's folders after the class.

## Bye-bye, Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, pick up the puppet and tell the children they are going to listen to Mickey saying goodbye to them. Play the CD/cassette (R-3) and encourage them to wave Mickey goodbye.

# 1 MY BODY

## LESSON 5

(Unit 1, Activity sheet 4)

### OBJECTIVES:

To know one's body. To revise the parts of the body. To revise the colour *blue*. To develop fine motor skills by completing a puppet with stickers.

### REVISION:

*Head, arms, legs, blue.*

### RECEPTIVE LANGUAGE:

*My arms are blue.*

### EXTRA MATERIAL:

The puppet. Unit 1, Activity sheet 4, one per child. Stickers of the lesson. Lively music (extra activity).

**Note:** Prepare copies of Progress sheet 1 (page 112), one per child, for the next class.



### EXTRA ACTIVITY

(Note: Demonstrate the activity beforehand so that all the children know what to do.)

Play the music and encourage the children to dance. Stop the music and say: *Head!* The children touch their heads and 'freeze'. Start the music again and play with a different part of the body.



## Hello Mickey!

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

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

## Song performance

### Song performance

(An activity to revise the unit song.)

- Play the unit song (R-5) and encourage the children to act it out and repeat the word *blue*. Say: *Let's sing!*

## At the tables (p. 9)

(An activity to develop fine motor skills and practise the word **legs**.)

- Hand out Unit 1, Activity sheet 4 to the children. In L1, invite them to identify the scene: a puppet on a stage. Point to the curtains and say the colour: *Blue*. Ask the children to do the same.
- Next, point to the puppet's head and say: *Head*. Point to the arms and say: *Arms*. Ask the children what is missing and elicit: *Legs*.
- Hand out one sheet of stickers to each child. Point to the puppet's legs and say: *Legs*. Ask the children to do the same.
- Remove a leg and stick it on the activity sheet in the appropriate place. The children follow the same procedure: first they point to the sticker they are going to use and then to the spot on the page where they are going to stick it. Go round the room in order to provide any necessary help. When they finish, they repeat the procedure for the second leg.
- When they finish, encourage them to point to the puppet and say: *Head, arms, legs*.
- Collect the activity sheets and file them in the children's folders after the class.

## Bye-bye, Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, pick up the puppet and tell the children they are going to listen to Mickey saying goodbye to them. Play the CD/cassette (R-3) and encourage them to wave Mickey goodbye.

# 1 MY BODY

## LESSON 6

(Progress sheet 1)

### OBJECTIVES:

To know one's body. To revise the parts of the body. To revise the colour *blue*. To develop fine motor skills by colouring the puppet's clothes. To assess progress.

### REVISION:

*Head, arms, legs, blue.*

### EXTRA MATERIAL:

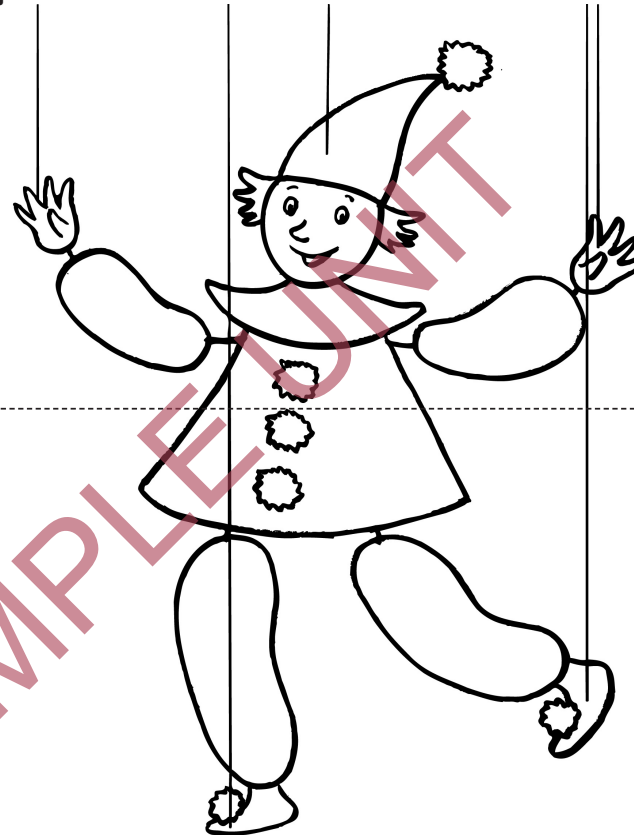
The puppet. Blue finger paint. Plastic plates. Crayons. Photocopies of Progress sheet 1 (page 112). The English mat. Flashcards of *head, arms, legs*.

**Note:** For the next class, fold the children's photocopies in half so that the doll's head and arms are on one half of the sheet and the legs on the other.

## UNIT 1 MY BODY



Colour.



Progress sheet

Photocopiable © Pearson Education Limited, 2005

• Identifies and recognises the parts of the body: *Head, arms, legs.* 😊 😊

• Identifies and recognises the colour *blue.* 😊 😊

• Understands the following greetings: *Hello! Bye, bye!* 😊 😊

• Is well integrated into the group. 😊 😊

• Participates actively in the proposed tasks. 😊 😊

112 My First English Adventure Starter • Resource Bank



### EXTRA ACTIVITY

Show the children the unit flashcards and elicit the words. Cover one flashcard with a piece of paper and move the paper around slowly while you ask: *Head? Arms? Legs?* When the children recognise the picture, they say the word. Play again with different flashcards.



## Hello Mickey!

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

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

## Ring game

(Activities to work with the English mat and the lesson flashcards.)

- Take the children to the play area in the classroom. Ask them to form a ring and repeat the chant until it is complete. Then ask them to sit down, and sit down with them. Say: *Let's sit down!*
- Place the English mat in the middle of the ring, point to Mickey and encourage the children to greet him by saying: *Hello, Mickey!*
- Show the flashcards of the body one by one and say: *Head, arms, legs*. Show them again and ask the children to say the words. Give the flashcards to three children and tell them that you are going to say one word. The child holding the corresponding flashcard holds it up and says the word again, then the whole class repeats it. When you finish saying the three words, collect the flashcards and hand them out again. Repeat the activity until all the children have had a chance to participate.
- Ask the children to stand. Take one child by the hand and ask the rest to hold hands and line up as you lead them back to their tables.

## At the tables (Progress sheet 1)

(An activity to develop fine motor skills and practise the words **head, arms, legs** and **blue**.)

- Hand out the photocopies of Progress sheet 1 to the children. (Remember to write the children's names on them.) In L1, ask the to identify the character (a pierrot doll). Point to the head and say: *Head*. Ask the children to point to their

picture and repeat the word. Do the same with the arms and legs.

- Tell the children that they are going to colour the doll's clothes blue. Show them the finger paint or the crayons they are going to use.
- To work with the finger paint, follow these steps. First cover the tables with newspaper. Put a plate of finger paint on each table and demonstrate the technique with a child. Help him dip his 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 photocopy so that they know exactly what to do.
- Go round the room in order to provide any necessary help. When the children finish, show them where to lay out their pictures so they can dry. These sheets will be used again in the next class.

## Bye-bye, Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, pick up the puppet and tell the children they are going to listen to Mickey saying goodbye to them. Play the CD/cassette (R-3) and encourage them to wave Mickey goodbye.



## LESSON 7

(Progress sheet 1)

### OBJECTIVES:

To know one's body. To revise the parts of the body by singing a traditional TPR song. To develop gross motor skills.

### REVISION:

Head, arms, legs, blue.

### RECEPTIVE LANGUAGE:

Let's listen to the song!

### EXTRA MATERIAL:

The puppet. The folded photocopies. Flashcards of head, arms, legs and lively music (extra activity).

### EXTRA ACTIVITY

(Note: Demonstrate the activity beforehand so that all the children know what to do.)

Tell the children they are going to dance. Show them the unit flashcards and elicit the words. Hand out the flashcards to three children and explain that they have to pass them on to other children when the music starts playing. Play the music and say: *Let's dance!* The children dance and pass the flashcards around. Stop the music and say: *Show me (legs).* The child who is holding this flashcard holds it up for everyone to see. Start the music again and play with 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). Encourage the children to wave to Mickey. Leave the puppet sitting on his box so he can participate in the class.

## Ring game

(An activity to present the TPR song and practise the words **head, arms, legs.**)

- Take the children to the play area in the classroom. Ask them to form a ring and repeat the chant until it is complete. Touch your head and say: *Head.* Cross your arms and say: *Arms.* Finally, touch both legs and say: *Legs.* Repeat the actions and encourage the children to do the same. Move slowly at first, then speed up the rhythm of the activity.
- Tell the children that they are going to listen to a song and do the same actions. Present the song with the CD/cassette and do the actions. Encourage the children to listen and focus on what you are doing. Say: *Let's listen to the song!*

6



**Head, arms and legs,  
Arms and legs,  
Head, arms and legs,  
Arms and legs.  
Head, arms and legs  
Arms and legs.  
Head and arms and legs!**

/repeat/

- Play the song again and ask the children to do the actions like you.

Make sure they can all follow the song and perform at the same time.

- When you finish, take one child by the hand and ask the rest to hold hands and line up as you lead them back to their tables.

## At the tables (Progress sheet 1)

(An activity to listen to the song with the Progress sheet.)

- Hand out the folded photocopies and tell the children that they are going to follow the song with the help of the Progress sheet. Demonstrate what they have to do first. Without playing the song, say: *Arms and head* while you show them the appropriate side of the sheet. Then say: *Legs* and turn the sheet around to show the doll's legs. Repeat the words in the same order so that the children can manipulate their sheets and point to the appropriate parts of the doll's body.
- Play the CD/cassette and encourage the children to turn their sheets around and point while following the rhythm of the song. Repeat the activity a couple of times.
- Collect the photocopies and file them in the children's folders after the class.

## Bye-bye, Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, pick up the puppet and tell the children they are going to listen to Mickey saying goodbye to them. Play the CD/cassette (R-3) and

encourage them to wave Mickey goodbye.

# 1 MY BODY

## → → → → → → → → → → STEP-BY-STEP

### LESSON 8

(Pooh poster)

#### OBJECTIVES:

To consolidate the language of unit 1. To enjoy and participate in a story. To develop hearing comprehension.

#### REVISION:

Legs, head, arms, hello.

#### RECEPTIVE LANGUAGE:

Look, it's (Pooh bear), up, down, bye-bye everyone.

#### EXTRA MATERIAL:

The Mickey Mouse puppet. Cut-outs from the poster, Winnie the Pooh poster. Photocopies of Poster worksheet 1 (page 105). Blu-Tack®. Crayons.



### Hello Mickey!

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

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

### Before the story

- Put the poster in a visible place. Have the children sit in a semi-circle facing the poster. Ask the children to sit quietly. In L1, explain that they are going to hear a story about Winnie the Pooh. Point to the poster and talk about what the children can see, who it is, who lives in a wood like this, what colours there are on the poster, who is in the scene and where his friends could be. Show them the cut-outs from the poster and go over the vocabulary of the body. Show the leg and say: *leg*. Do the same with *head* and *arm*.

### Telling the story

- In L1, ask for silence and get the children's attention. Have the cut-outs prepared and begin to tell the story. Move the cut-outs as the story develops.

7 \*St. (Narrator): **Hello, everyone.**

**Look. It's Pooh Bear. Hello, Pooh.**

Point to Winnie the Pooh.

**Arms. Arms up! Arms down!  
Arms up! Arms down!  
Arms up! Arms down!**

Point to Pooh's arms, up and down.

**Good!**

**Oh, here's Tigger. Hello Tigger.**

Put Tigger on the poster.

**Legs. Legs up! Legs down!**

**Legs up! Legs down!**

**Legs up! Legs down!**

Point to Tigger's legs, up and down.

**Good!**

**Now here's Eeyore.**

Put Eeyore on the poster.

**Head. Head up! Head down!**

**Head up! Head down!**

**Head up! Head down!**

Point to Eeyore's head, up and down.

**Good!**

**Here's Rabbit.**

Put Rabbit on the poster.

**Arms. Arms up! Arms down!**

**Legs. Legs up! Legs down!**

**Head. Head up! Head down!**

Point to Rabbit's arms, legs and head, up and down.

**Bye-bye everyone, bye-bye.**

Take the characters off the poster.

\*St.: *Storyteller*

- Tell the story a second time, this time encouraging the children's participation, by asking them to help you. Ask them to repeat after you, as you name the parts of the body.
- If you wish, you can ask them to act out the story while you help them.

### After the story

- Ask the helpers to hand out the photocopies of Poster worksheet 1

(page 105). As you show them the page, say: *Look at the worksheets, please!* In L1, talk about the picture. It is a hand, which the children can colour.

### Bye-bye, Mickey!

(A TPR song to say goodbye to Mickey.)

- To end the class, pick up the puppet and tell the children they are going to listen to Mickey saying goodbye to them. Play the CD/cassette (R-3) and encourage them to wave Mickey goodbye.