

**NEW**

# English Adventure

**Teacher's Book**

**STARTER A**

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# COURSE METHODOLOGY

## COURSE OBJECTIVES

The main objectives of the *New English Adventure* course are to increase pupils' motivation to learn English and to make learning fun. This is especially important, as pupils learn better when they are appropriately encouraged to work. The *New English Adventure* course focuses on the pupil himself/herself, engaging him/her emotionally, because during the learning process the feelings of a child are as important as his/her intellectual abilities and perceptions.

## MAIN CHARACTERS OF THE COURSE

### The fantasy world

*New English Adventure* features characters from Disney and Disney/Pixar studio animated films, which are very popular with children and well known to them. Apart from characters from full-length movies, in each unit pupils have a chance to meet Mickey Mouse, Minnie Mouse, Goofy and Pluto the Pup, whose funny adventures they can follow in the stories included in each lesson 4.

The presence of these characters has a particularly stimulating effect on pupils learning a foreign language. Film characters have been selected very carefully for each of the course levels. This enables pupils to identify with the characters appearing in the movies, which makes learning easier and more enjoyable.

### The real world

The *New English Adventure* course particularly emphasizes the personalization of language and gives pupils numerous chances to talk about themselves and about their own life experience. The level increases gradually and the tasks are adjusted to pupils' abilities and skills. The pupils are also exposed to a diversity of songs, chants and stories, which enables systematic development of motivation to work.

## NEW ENGLISH ADVENTURE GROWS UP ALONG WITH CHILDREN

*New English Adventure* changes along with pupil's age, maturity and learning progress. At each level the course presents material adjusted to new abilities and interests of children, gradually leading them from the fantasy world of the kindergarten to the more realistic world of the first grades of primary school.

## VOCABULARY AND LANGUAGE STRUCTURES

Each level of the *New English Adventure* course familiarizes pupils with language through a diversity of topics carefully selected to match the stage of pupils' development. At first the subject area is restricted to the pupils themselves and their closest surroundings. Along with their development, children extend their lexical areas, gradually passing from what is close and familiar to more remote, general issues, which they might not have completely explored before.

At the lower levels of the *New English Adventure* course the main emphasis is placed on language acquisition, on learning incidentally, not fully consciously. The course syllabus, appropriately adjusted to the pace pupils work at and reasonably increasing the level of difficulty, goes hand in hand with pupils' development, as it familiarizes them with lexical and grammar structures through receptive listening first, and only later requires active usage of the structures.

Pupils use language actively only when they become familiar with it and they are ready to do so. No activities are forced and every pupil works at his/her own pace. It is important to ensure pupils feel comfortable and confident both linguistically and psychologically.

## SKILLS

### Listening and speaking

At the beginning of learning, major emphasis is placed on listening comprehension and basic speaking. It is not expected that pupils will use particular linguistic structures if they have not had a chance to listen to them several times before.

### Reading and writing

*New English Adventure Starter A* does not contain any tasks concerning reading or writing. The skills are gradually introduced and developed at higher levels of the *New English Adventure* course.

## REVISING MATERIAL

- The youngest pupils, unlike any other age group, need continuous repetition of the covered material. The teacher's task is to plan the classes in such a way that it would be possible not only to introduce new material but also to do some revision exercises.
- The *New English Adventure* course is developed so as to combine new and previously taught material in attractive exercises and games. It allows continuous memory training and consolidation of words and phrases learned before. Besides, the material introduced earlier constitutes the base for the subsequent unit, and as a result allows pupils to proceed to the next learning stage easily.
- Each unit ends with a revision lesson – exercises included in the Pupil's Book and Activity Book ensure revising the entire material introduced in a given unit. The teacher may also use Review worksheets covering material from two subsequent units, available in the Teacher's Book section with photocopiable materials. Such a cumulative revision additionally stimulates pupils' memory, and at the same time makes them aware how much they have already learned.

## UNIT STRUCTURE

*New English Adventure* teaching methodology is based on the following model: presentation, practice, free production and personalization. Each unit consists of 7 lessons organized in a similar way. The first 3 lessons in a unit focus on presentation and practice of new material. Pupils should use vocabulary acquired in one lesson during the following classes and be aware of what they have learned.

### Lesson 1

This lesson presents and consolidates new vocabulary through listening comprehension exercises. At the beginning of the lesson pupils learn new words and structures by repeating a chant. All chants included in this lesson are available in karaoke versions immediately following the chant recording. In the second part of the lesson pupils consolidate learned words in an exercise with stickers.

### Lesson 2

In this lesson pupils learn more words from the given topic. In order to keep pupils interested, various exercises are used in this lesson in each unit, e.g.: 'Listen and circle/match/number'.

### Lesson 3

In this lesson pupils learn the last set of vocabulary from a given unit. Then they learn a song, in which words from previous units are repeated, but there also appear a few words from unit 3. All songs included in this lesson are available in karaoke versions immediately following the song. It is worth using the flashcards to introduce new material (see: Resource Bank, p. A21).

### Lesson 4

In this lesson pupils become acquainted with a story presenting the adventures of Mickey Mouse, Minnie Mouse, Goofy and Pluto. Pupils already know the phrases used in the story from previous lessons; new words and phrases are introduced, but they are restricted to a minimum to enable pupils to listen and play for fun. At Starter A level of the course, there are no speech bubbles in the stories, but the pictures are always accompanied by an audio recording. Once pupils listen to the story, they can act it out in the classroom.

### Lesson 5

In this lesson pupils revise the most important words and phrases from a given unit, practising various language skills, mainly listening, speaking and interaction, through listening comprehension exercises and games. In order to play the games, pupils need to cut out cards at the back of the Pupil's Book.

### Lesson 6

In this lesson, along with vocabulary and phrases practised in a given unit, there appear a few new words and phrases, which allow pupils to develop various fields of knowledge in English (according to the concept of Content and Language Integrated Learning – CLIL). At the end of the lesson pupils prepare a mini-project related to the lesson topic.

### Lesson 7

This lesson is a summary of the material pupils have learned in the course of the entire unit. It consists of listening tasks. In this lesson pupils also prepare a drawing corresponding to the topic of the unit (personalization). An important part of lesson 7 is self-assessment, i.e., the last task in the Activity Book, in which pupils become aware of the language learned. Pupils are able to say what they have learned and assess their own progress, using a sticker presenting the main characters

of the film related to a given unit. The teacher praises pupils for the effort they put into learning and for the linguistic achievement. Such motivation will undoubtedly encourage pupils to further work.

## DETAILED LESSON PLANS

In the Teacher's Book there are ready-made teacher's notes for all lessons, from warm-ups to ending procedures, so that effective lessons can be conducted even by teachers who have little time for preparation or have no access to additional teaching aids. The lesson plan includes TPR activities to be conducted in the play area of the classroom, as well as additional exercises for pupils and classes who have mastered the material faster than others. Along with hints for particular lessons, there are reduced-size pages from the Pupil's Book with correct answers to the exercises included.

## COMMON ELEMENTS WITHIN THE UNITS

### BEGINNING AND ENDING THE LESSON

Try to create a friendly atmosphere in the English classes. Begin each class with the *Hello!* song so as to introduce pupils to the world of the English language. At the end of the classes sing the *Goodbye!* song together to say goodbye in a friendly manner.

### WARM-UP

It is a regular part of the lesson, which is intended to make pupils start thinking in English. It can be a popular song, a game or an activity which the pupils like.

### SONGS AND CHANTS

In each unit of *New English Adventure* there is a song and a chant. These activities provide an extremely motivating and funny way to learn vocabulary, and additionally they make pupils sensitive to the rhythm and intonation of the language. Pupils love them and thanks to them they remember vocabulary very well.

#### Techniques of working with songs and chants

- First allow pupils to listen to the song/chant two or three times.
- Show pupils how they should clap to the rhythm of the song/chant (clapping with two fingers on the other hand will not be as loud as traditional clapping with both hands).
- Focus on the most important vocabulary which is repeated over the song/chant, as pupils will remember it first.
- Read out particular lines of the song/chant loudly and clearly (to the rhythm of the melody). Ask pupils to repeat after you in the same rhythm.
- At the end of the class encourage pupils to sing the song/chant.
- During the following lessons establish the habit of singing a song/chant as a language warm-up or during breaks between tasks.
- Use songs/chants and key vocabulary included there to help pupils remember the material covered in previous units.

### STORIES

- Children really enjoy listening to stories, as they are part of their experience of the world beyond the classroom. Stories are a motivating way to introduce new language in its natural context.

- Detailed tips concerning working with stories before, during and after listening to the recording are included in teacher's notes for each lesson 4 as well as on page A16.

## ARTS AND CRAFTS

- Many children gain experience and knowledge through doing things. Therefore, it is very important to do various arts and crafts, as this consolidates practised vocabulary in a way which is very motivating for children. Pupils will be proud of their work and happy to show it in the classroom and at home.
- Arts and crafts in *New English Adventure* are related to lesson 6 of each unit. They are designed so that they can be done without a lot of preparation. Before pupils begin to work individually, they should see the final result of the work. Begin with commands in L1. Show pupils step by step how the poster/project etc. should be prepared. English vocabulary should be used at a further stage. When describing the way to perform the task, emphasize such words as: *fold, cut, stick, colour* and names of tools required for the task: *pencil, ruler, glue*, etc.
- When pupils are busy doing the project, quietly play the recording of the song or chant introduced recently. If it is played too loudly, pupils will consequently have to shout out the recording in order to communicate with each other.
- Pupils may collect their works in their school files or you may put them on classroom display.

## PAIRWORK AND GROUPWORK

Working in pairs and groups allows to develop additional fluency in speaking. It is not sufficient to speak English with the teacher only. It is very important that pupils have a chance to practice speaking first by collective repeating (all pupils at the same time) before they start to work in smaller groups or in pairs.

**Working in pairs and groups will be effective and not be too loud at the same time if pupils:**

- know exactly what they have to do,
- know how they are supposed to complete the exercise,
- know who starts the exercise and in what order they are supposed to do the work,
- know how the exercise is supposed to end,
- know the vocabulary required for the work to be done,
- speak in hushed voices,
- have an easy task to do.

If there is too much noise while working in pairs or in groups, stop the exercise and check if pupils know what they are supposed to do and how. Then let them proceed, but ask them not to talk so loudly.

## GAMES

- Games are part of children's everyday lives, so playing during classes may help them to use English more naturally. It provides an opportunity to practise language in its natural context, as well as to become flexible when cooperating with other pupils. Another reason for playing with pupils during the lesson is to change its pace and diversify classes. After all, pupils need diversification and physical activity. If they are tired and bored, a game can stimulate them and encourage active learning.
- Games and activities in the *New English Adventure* course are easy to prepare and conduct. They do not require special props. Many of them are TPR (*Total Physical Response*) activities, which involve following simple instructions.

- General principles of organizing educational games and activities are the same as in the case of working in pairs and in groups. Pupils who know what they are supposed to do will not make as much noise as pupils who do not know it exactly. It may happen that children who finish playing will make some noise and disturb other pupils. That is why it is important that the games do not last too long. Particular attention should be paid to hyperactive pupils and, as far as it is possible, additional tasks should be assigned to them in order to keep them busy.
- Ideas for games are included in the Resource Bank at page A21.

## PUPPET

A puppet is a symbol of playing and having fun, which is how learning English should be perceived by pupils at this stage. The puppet (best if it could be a Disney character such as Mickey Mouse, Minnie Mouse or other) should appear in particular, repetitive situations. These can be introducing pupils to the course of lesson, singing the *Hello!* song together with the class, initiating games, helping pupils realize their language achievements, playing with them and teaching them as well as singing the *Goodbye!* song. The puppet also plays the role of a friend who provides pupils with a sense of predictability and gives them a sense of linguistic confidence in classes. Therefore, when it is not possible to obtain a puppet of a Disney character, it is advisable to use it with another puppet or soft toy. The puppet may 'live' in the classroom or only 'visit' the English classes.

## WORKING WITH THE COMPONENTS OF THE COURSE

### FLASHCARDS

The set of flashcards for levels *Starter A* and *Starter B* consists of 104 cards. The cards present vocabulary for each topic area. They may be used in multiple ways, e.g. for introducing or consolidating vocabulary, as well as in games.

#### Introducing new vocabulary

- Show pupils a card and repeat the word it presents two or three times. Take breaks between subsequent repetitions, do not cover your mouth, and speak loudly and clearly. Ask pupils to repeat the word after you three times. Do the same while teaching another word. Go back to the first word and check if pupils remember it. In this way you can introduce five or six new words in one lesson.
- Ideas for games and activities with flashcards are included in the Resource Bank on pages A21–A25.

### POSTERS

For every level of the *New English Adventure* course there is a set of four posters. They can be used for introducing or consolidating vocabulary. Detailed instructions and tips for working with posters can be found on page A17.

### DVD

Children understand certain situations and events on the basis of what they see. They will begin to understand the language only when they understand the situation. Each time when children watch a DVD clip, they understand and remember more. It is advisable to return to the already viewed episodes as often as possible. Detailed instructions and tips concerning working with DVDs can be found on page A20.

**NEW**

# **English Adventure**

## **Lesson notes**

	<b>Hello</b>	<b>2</b>
<b>1</b>	<b>My body</b>	<b>4</b>
<b>2</b>	<b>My family</b>	<b>12</b>
<b>3</b>	<b>My classroom</b>	<b>20</b>
<b>4</b>	<b>Animals</b>	<b>28</b>
<b>5</b>	<b>The sea</b>	<b>36</b>
<b>6</b>	<b>Toys</b>	<b>44</b>
<b>7</b>	<b>Food</b>	<b>52</b>
<b>8</b>	<b>My holiday</b>	<b>60</b>
	<b>Happy Christmas!</b>	<b>68</b>
	<b>Happy Easter!</b>	<b>70</b>
	<b>Mum and Dad's Day</b>	<b>72</b>

# 1 My body

## Lesson 1

**Lesson aims:** to learn parts of the body. To learn a chant.

**Target language:** *body, feet, hands, head; my (body).*

**Receptive language:** *A (green) (head).*

**Materials:** CD 1, flashcards with parts of the body, colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Say a colour and ask pupils to point to an item of that colour. Revise all colours and pick up speed as you play to add excitement.

### Presentation

- Stick flashcards that show relevant parts of the body on the board. Point to each item, T: *Eyes.* Pupils: *Eyes.* Encourage pupils to repeat the words after you.
- Have a volunteer pupil stand in front of the class next to you. Point to your own parts of the body and have the pupil copy you. T: *My feet, my eyes, my head etc.* Then have the pupil say the target language as he or she points to them. Have the rest of the class copy the pupil.
- Repeat the activity with more pupils.

### Pupil's Book, page 4

#### 1 Listen and chant.

- Direct pupils to Pupil's Book, page 4. Ask pupils in L1 if they recognise the characters and what film they are from. (*Monsters Inc.* For a detailed description of the film, see page A30).
- Then describe each monster. T: *Look! This is Sulley. He's blue. This is Mike. He's green. They're monsters.* Emphasize the names and colours.
- Say a colour and have pupils find it on the monsters. Point to their parts of the body. T: *A (green) (head).* Pupils: *A (green) (head).* Then say a body part and have pupils point to it.
- Point to flashcards on the board and encourage pupils to describe the parts of the body they see on their own. Pupils: *My hands, my head etc.*
- Have pupils listen to track 1.10. Have pupils point to the parts of the body as they listen.

My hands, my hands. My head, my head.  
My feet, my feet. My body, my body.

1.10

- Play the chant again. Encourage pupils to join in the chant and point to the appropriate parts of their own body.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 1.11).

#### 2 Listen and stick.

- Point to the flashcards on the board and have pupils tell you what body part they represent.
- Direct pupils to the sticker page at the end of the book and have them look at the stickers for this activity. Encourage pupils to say the parts of the body they see.
- Play track 1.12 and have pupils point to the correct stickers.

Feet, body, head, hands.

1.12

- Replay the track, pausing for pupils to place stickers in the appropriate box.
- Check answers as a class by having a volunteer pupil call out the stickers in the order they are placed.
- Ask each pupil to say the parts of the body represented in the stickers.

#### 3 Find and tick (✓).

- Ask pupils to look at their stickers from Activity 2.

- Have pupils say each part of body and then tick (✓) the corresponding body part they see in the main picture.

### TPR

Explain to pupils, in L1, that you are going to play a game. You will point to and say a body part. If it's correct, pupils clap their hands. If it's wrong, pupils stamp their feet. Pick up speed as you play to add excitement.

### Activity Book, page 4

#### 1 Look and match. Then say.

- Direct pupils to Activity Book page 4 and look at activity 1. T: *This is Boo.*
- Say each body part and have pupils repeat after you. Then have pupils draw lines to match the parts of the body to Boo. Check if they have completed this part of the activity correctly. Have pupils say each body part to you or their partners. Pupils: *My (hands).*

#### 2 Look and draw. Then say.

- Ask pupils to draw the body part that should be next in line. Have them use colour pencils or marker pens if they like. Have pupils say the parts of the body they have drawn to you or their partners.
- **Answers:** 1 – head, 2 – feet.

### Ending the lesson

- Ask pupils to draw a picture of themselves or a monster and to colour it. Then have pupils present their drawing to the class describing it. Pupils: *My head. Yellow. My feet. Blue. etc.*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 63

#### 1 Look and colour.

Have pupils look at the colour code and to tell you what colours they see. Explain they have to colour the pictures according to the colour code.

UNIT  
1 My body

1 Listen and chant. CD 1.10

2 Listen and stick. CD 1.12

3 Find and tick (✓).

feet ✓ body ✓ head ✓ hands ✓

Lesson 1: body, feet, hands, head, My (body)

4

# Lesson 2

**Lesson aims:** to learn body movements.  
**Target language:** *clap your hands, move your body, touch your head, stamp your feet.*  
**Revision:** *body, feet, hands, head.*  
**Materials:** CD 1, self-made flashcards with parts of the body.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place flashcards from previous lesson on the board and quickly revise them.
- Ask pupils in L1 what they can do with their feet, hands and so forth. With the pupils, mime as many actions as you can.

## Presentation

- Have pupils form a line. Stand in front of them and mime *clap your hands* as you say the action.
- Walk around the class with pupils following you and repeating what you say, as you continue the activity with all the target language. Then have different pupils take your place and have the class follow their actions.

## Pupil's Book, page 5

### 1 Listen and say. Then listen and circle.

- Direct pupils to Pupil's Book, page 5, activity 4. In L1, ask them to describe what they see.
- Say each action in the order that they appear and have pupils repeat after you. Explain to pupils that they will listen to the CD and circle the action they hear.
- Play track 1.13 and have pupils complete the activity.

**Part 1**  
 Move your body.  
 Clap your hands.  
 Touch your head.  
 Stamp your feet.

**Part 2**  
 Move your body.  
 Touch your head.  
 Stamp your feet.  
 Clap your hands.

1.13

- Repeat the track for pupils to check answers.
- Check answers as a class.
- Have pupils form a circle. Play track 1.13 again and have them say and mime each action.

### 5 Match. Then say.

- Direct pupils to activity 5. Explain that you will say an action and they will have to point to it. Mime each action as you say it to ensure pupils point to the correct action.
- Have pupils look at the picture again and ask them to match the similar pairs. Then have pupils compare their answers with their partners.
- Check answers as a class, asking a pupil to say the answers.
- Place pupils in pairs and have them point to an action in the activity. Their partner has to say what it is. Ensure that pairs swap roles.

### TPR

Divide the class into four small groups and give each group a colour, e.g. red (*Red group*). In L1, explain to pupils that you are going to mime an action to each group and they have to tell you what it is. Then you are going to say an action and they have to mime it. T: (*Red group*), (*clap your hands*). On the board make a score board. Every time a group is correct, add a point to it.

## Activity Book, page 5

### 3 Look and match. Then say.

- Have pupils look at the activity and explain that the shadows show an action which they have to match to the colour picture by drawing a line.
- Ask pupils to complete the activity and check answers.
- **Answers:** 1 – *touch your head*, 2 – *clap your hands*, 3 – *stamp your feet*, 4 – *move your body*.

### 4 Find and colour. Then say.

- Have pupils tell you what colours they see. With their fingers, ask them to trace the dots to their frames and to tell you what action is being shown.
- In L1, explain to pupils that they have to colour the pictures they have traced with their fingers.
- Ask pupils to say the actions the dots formed to their partners. Pupils: (*Red*) – (*Touch your head*).
- **Answers:** red – *touch your head*, blue – *clap your hands*, green – *stamp your feet*, yellow – *move your body*.

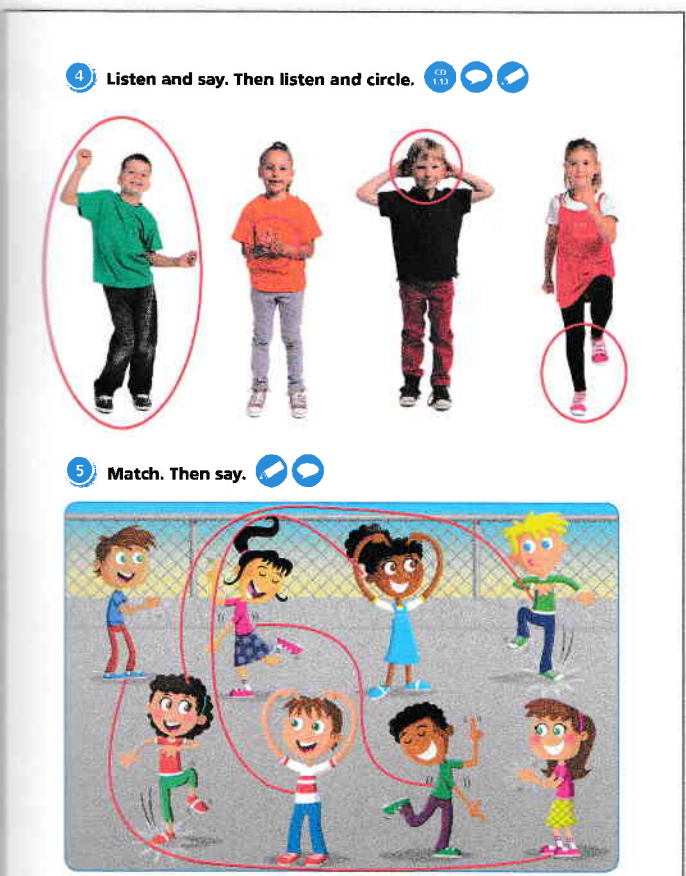
## Ending the lesson

- Bring four pupils to the front of the class and give each one a self-made flashcard with the body movements. Tell them not to show it to the rest of the class.
- Divide the class into four groups. The pupils with the self-made flashcards have to go to each group and mime the action for the group to guess. If the group makes a mistake, the flashcard holders move to the next group. The group that finishes first, wins.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity, Activity Book, page 63

### 2 Trace and say.

Explain to pupils they have find what body part is missing and then to trace it. Have the pupil tell you or a partner what part of the body it is.



# Lesson 3

**Lesson aims:** to learn to count, to revise the colours and to sing a song.

**Target language:** numbers 1–5.

**Revision:** parts of the body; colours.

**Receptive language:** *How many (children/teachers/monsters)? What colour?*

**Materials:** CD 1, self-made flashcards with numbers and colours, colour pencils or marker pens.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Play track 1.10 from lesson 1 again and have pupils repeat it as they point to the appropriate parts of the body.

## Presentation

- On the board draw five boxes. In each one draw 1–5 items, e.g. in box one draw two stars.
- Point to each box. T: *How many?* Pupils: *Two.*
- Continue with all the numbers. Then write the numbers 1–5 above the appropriate numbers.

## Pupil's Book, page 6

### 6 Listen and chant. Then match.

- Direct pupils to page 6, activity 6. Ask pupils what colour each number is.
- On the board, draw the dice exactly as they are in the activity. Point to each one and have pupils tell you the number represented.
- Explain to pupils that they will listen to a chant. Play track 1.14. Encourage them to point to the numbers as they listen.

One... two... three... four... five...

1.14

One, two, three, four, five.  
(x2)

- Play the chant again. Encourage pupils to join in the chant.
- Play the chant again for pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 1.15).

### 7 Listen and sing.

- Direct pupils to the Pupil's Book, pages 6–7 and have them look at the monsters. T: *How many monsters?* Pupils: *Five.* Ask pupils in L1 to look at the monsters only on page 6. T: *How many feet?* Pupils: *Four.* Continue in this manner with all the monsters.
- Tell pupils that they will listen to a song. Play track 1.16 and mime the actions. Encourage pupils to copy you.

One head, one head

Touch your head.

One, two, three, four, five!

Two hands, two hands

Clap your hands.

One [clap x1] two [x2] three [x3] four [x4] five [x5]!

One body, one body

Move your body.

One, two, three, four, five!

Two feet, two feet

Stamp your feet.

One [clap x1] two [x2] three [x3] four [x4] five [x5]!

One, two, three, four, five!

1.16

- Repeat and encourage all pupils to sing along and mime the actions.
- Once the pupils have learnt the song, ask them to chant to the karaoke version (Track 1.17).

### 8 Look and say. Then count and draw.

- Draw pupils' attention to pages 6 and 7. Have them tell you what they see. Have pupils look at each monster and ask how many heads, hands and feet each one has. Then ask what colour numbers three and four are.
- Point to pupil monsters and ask: *How many pupil monsters?* Pupils: *Four.* T: *How many teacher monsters?* Pupils: *One.* T: *How many monsters?* Pupils: *Five.*
- With the pupils count all the monsters and have them draw five dots in the box.

## TPR

Quickly revise body movements by saying each one and having pupils mime and say it. Explain to pupils that you will say an action and a number and they will do it. T: *Three – Clap your hands – Three.* Mime clapping your hands three times. Continue with all the body movements taught and numbers. To make the activity a little more challenging, assign each number two activities.

**6 Listen and chant. Then match.**

1 2 3 4 5

2 5 1 3 4

**7 Listen and sing.**

Lesson 3 Song: 1-5 (two) (ten); Body Colours Imperatives