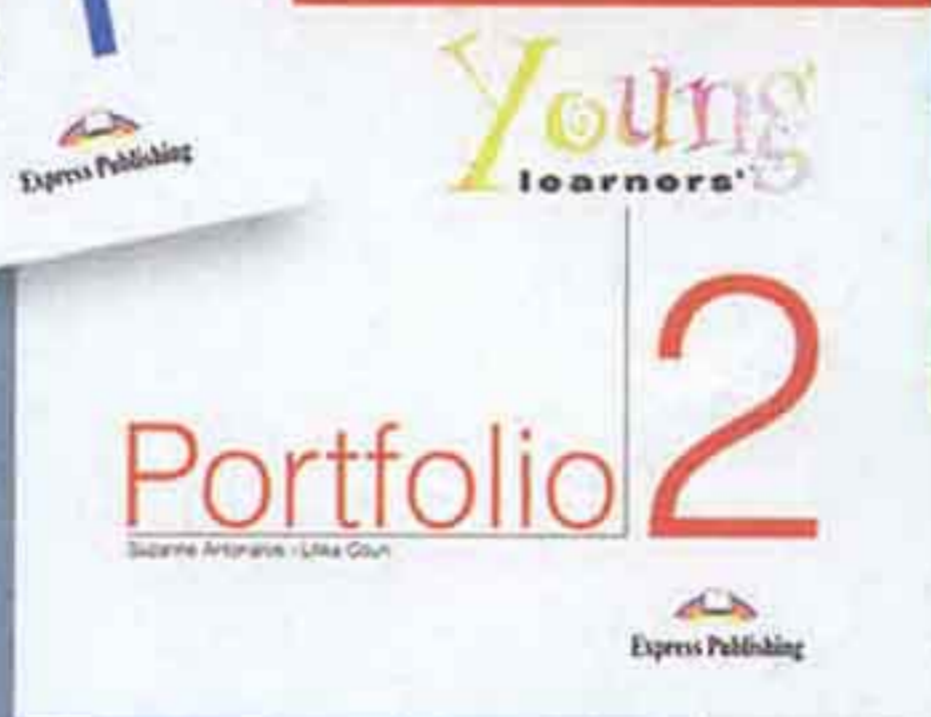
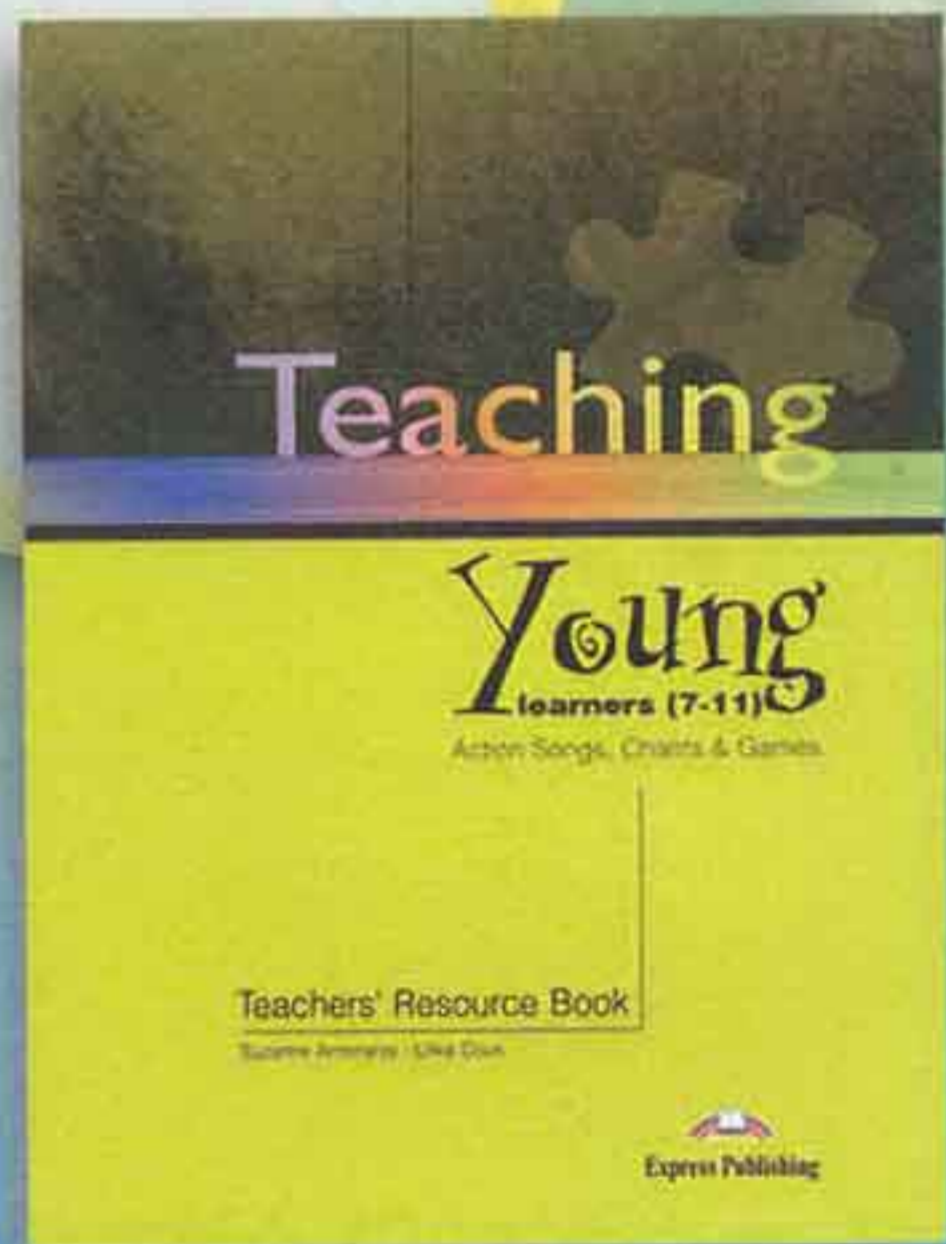


The joy of teaching  
young learners  
in a creative  
environment!



Express Publishing



Our **Teaching Young Learners' Resource Book** and **Young Learners' Portfolios 1, 2, 3** ensure that your classroom is transformed into a world of music and colour!

**Key features:**

- Humanistic approach to teaching English through easy-to-prepare, easy-to-use action songs, chants and games.
- Confidence-building activities, encouraging learner autonomy and creativity.
- Over 90 original action songs, chants and games with accompanying enjoyable activities for homework tasks.
- Step-by-step teacher's instructions give the Language and Skills focus for each activity.
- Three *Portfolio Books* for children between the ages of 7 and 11, in their first three years of English.
- Completed activities can be used to create the young learners' individual portfolios.

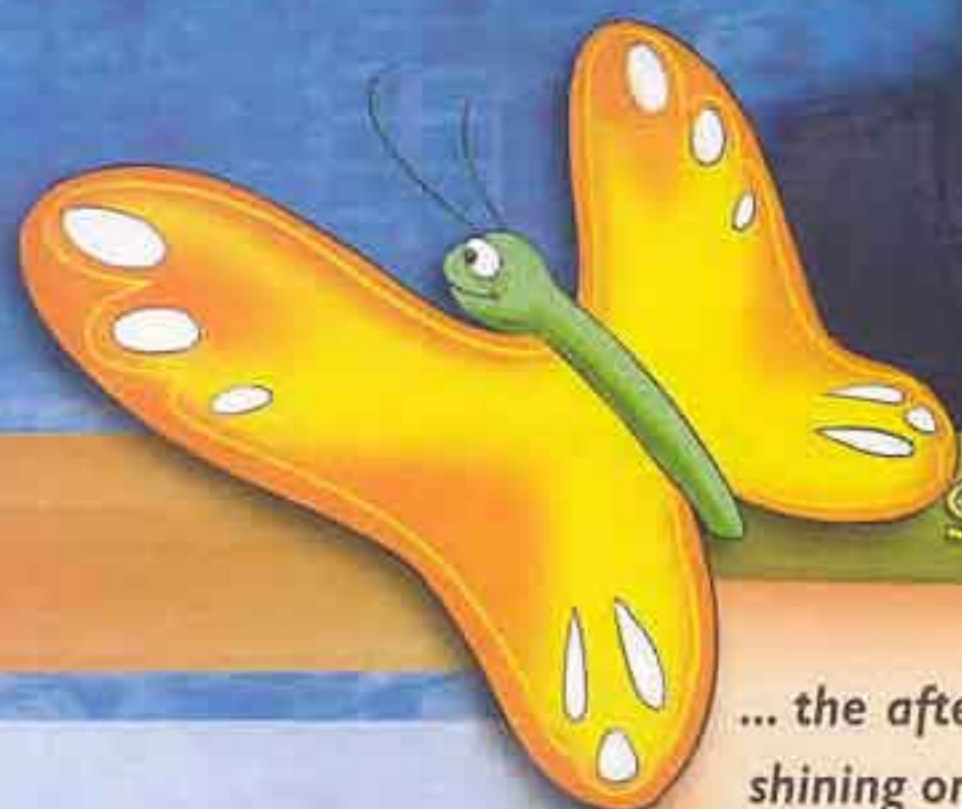




Suzanne Antonaros



Lilika Couri

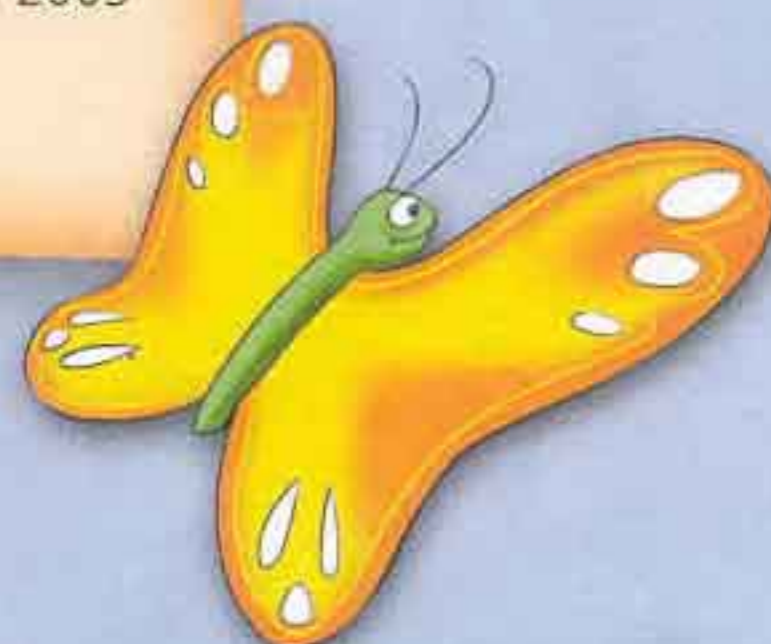


*... the afternoons always seemed gloomy, whether the sun was shining or not. The little girl's heart was heavy as she walked to her foreign language school. She knew she would have to face a stern teacher, a dreary book and a list of verbs or conjugations in a language which did not really mean much to her. The girl's sad eyes looked at a small, yellow butterfly, dancing its graceful circles just above her head. She stopped and reached out. ... The teacher's eyes fell disapprovingly on the girl's face and then on her half-opened, cupped hands. She saw a butterfly, playing around and fluttering within the little girl's tender embrace. "What a nuisance," she said aloud, "there's no place for a butterfly in my classroom..."*

As former young learners of foreign languages, we remember the little girls and boys who would have been so happy and would have loved a 'butterfly' in their foreign language classroom. This book was written with this goal in mind. It aims to provide teachers of young learners with a collection of easy-to-prepare and easy-to-conduct ideas and activities, which foster children's imagination and creativity.

We would like to thank Express Publishing for their encouragement and their willingness to break tradition and publish an innovative Teachers' Resource Book and Portfolios.

Suzanne and Lilika  
March 2003



**Level:** Year 1

**Age:** 7-8 years old

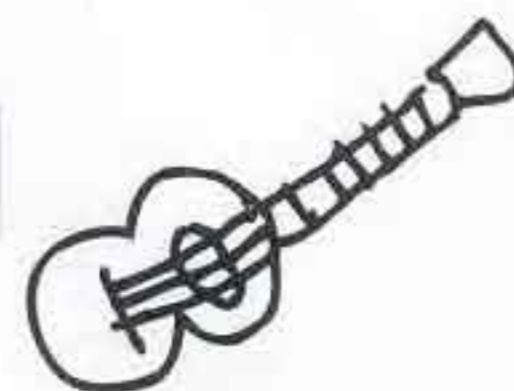
**Language & Skills focus:**

Revision of pronouns; appropriate as a lesson starter.

**Time:** 5 minutes

## Together

My hand,  
Your hand.  
Together we grow.  
  
You and me,  
We play together.



**Before class:** Listen to the chant on the cassette/CD and rehearse it a little.

**Materials to prepare:** none

- Cassette/CD and cassette/CD recorder.

### Procedure in class:

- 1 Stand in a circle and ensure that each child has a partner each.
- 2 Play the cassette/CD. Demonstrate the words and the actions of the song, encouraging them to join in.

My hand, (*hold out one hand to the side*)

Your hand. (*hold out the other hand to the other side and take the hands of the children on both sides*)

Together we grow. (*everyone, still holding hands, raises them above their heads*)

(*Before the next line of the song, let go of hands and turn to face a partner*)

You and me, (*hold out upturned hands to partner, then touch chest with both hands*)

We play together. (*holding hands, swing arms from left to right*)

- 3 Repeat as many times as you feel is necessary. When the children feel confident enough, allow them the opportunity to perform on their own.

## Young Learners' Portfolio 1, page ... (My Hand and Numbers)

### Instructions

- 1 Show the children how to trace their hands by demonstrating on the board first.
- 2 Tell the children to open their Portfolio Books (*page ...*) and place their hand in the centre of the page (*right-handed children trace left hand, left-handed children trace right hand*). Go around the class, providing any necessary help.
- 3 Demonstrate the next step on the board. Write the numbers 1-5 by each finger and the thumb of your hand. Write the word *one* to indicate what the children are to write in their books.

**Language & Skills focus:**

Eye-hand coordination and revision of written numbers.

**Time:** 5 minutes

# My Hand and Numbers

Draw and write.



....

....

....

....

....

**Level:** Year 1

**Age:** 7-9 years old

**Language & Skills focus:**  
Vocabulary revision & consolidation; word grouping; brainstorming; linguistic intelligence.

**Time:** 8-10 minutes

## Materials to prepare:

- Five word cards with the following topic words: *Animals, Family, Sports, The Body, The Face.*

**Rules of the game:** One topic word card is shown at a time. The group whose members raise their hands first have the right to start. Each correct word gets a point. The group with the most points wins. If another group adds more words to a topic word, then this group wins additional points (*i.e. as many points as the correct word(s) added*). The group with the lower score starts first when you show the next topic word card.

## Procedure in class:

- 1 Divide the children into 2 or 3 groups, depending on the number of children in class. Assign a 'secretary' within in each group. Tell the 'secretaries' that they are to count the words given by their group members.
- 2 Warm-up: stick one of the topic word cards on the board, e.g. *Family*, and ask the children to call out as many words as they remember which belong to this topic. Give an example. e.g. *Family: mother, father, sister, etc.*
- 3 Start the game. The children work in groups. Stick another word card on the board and follow the rules of the game above.

## Suggestion (If time allows):

- 1 If the coursebook you use has picture cards, select those corresponding to the five topic word items you have chosen, jumble them up, and pass them to the three different groups.
- 2 Tell the children to group them together, according to the topic words you have on the board. Then, ask the children to show them to the other two groups and say the words represented by the picture cards.

## Young Learners' Portfolio 1, page ... (Word Suns)

### Instructions

- 1 Tell the children to open their Portfolio Books (*page ...*). Read the instructions and do the example. Elicit a few more words from the children.
- 2 Pair work: assign the pairs. Tell the partners to choose one of the topic words in the bubbles, e.g. *Pets*. Ask them to write it in the centre of the first 'sun' and then write as many words as they can remember along the 'rays' of each sun.
- 3 The partners can share words and help each other.
- 4 Then, the children work individually, choosing another topic word from the ones within the bubbles on this page.
- 5 Assign the rest of the work as homework. Tell the children they can look in their coursebook if they haven't filled up all of the 'suns'.
- 6 Conduct *Homework Sharing Time* in the following class meeting.

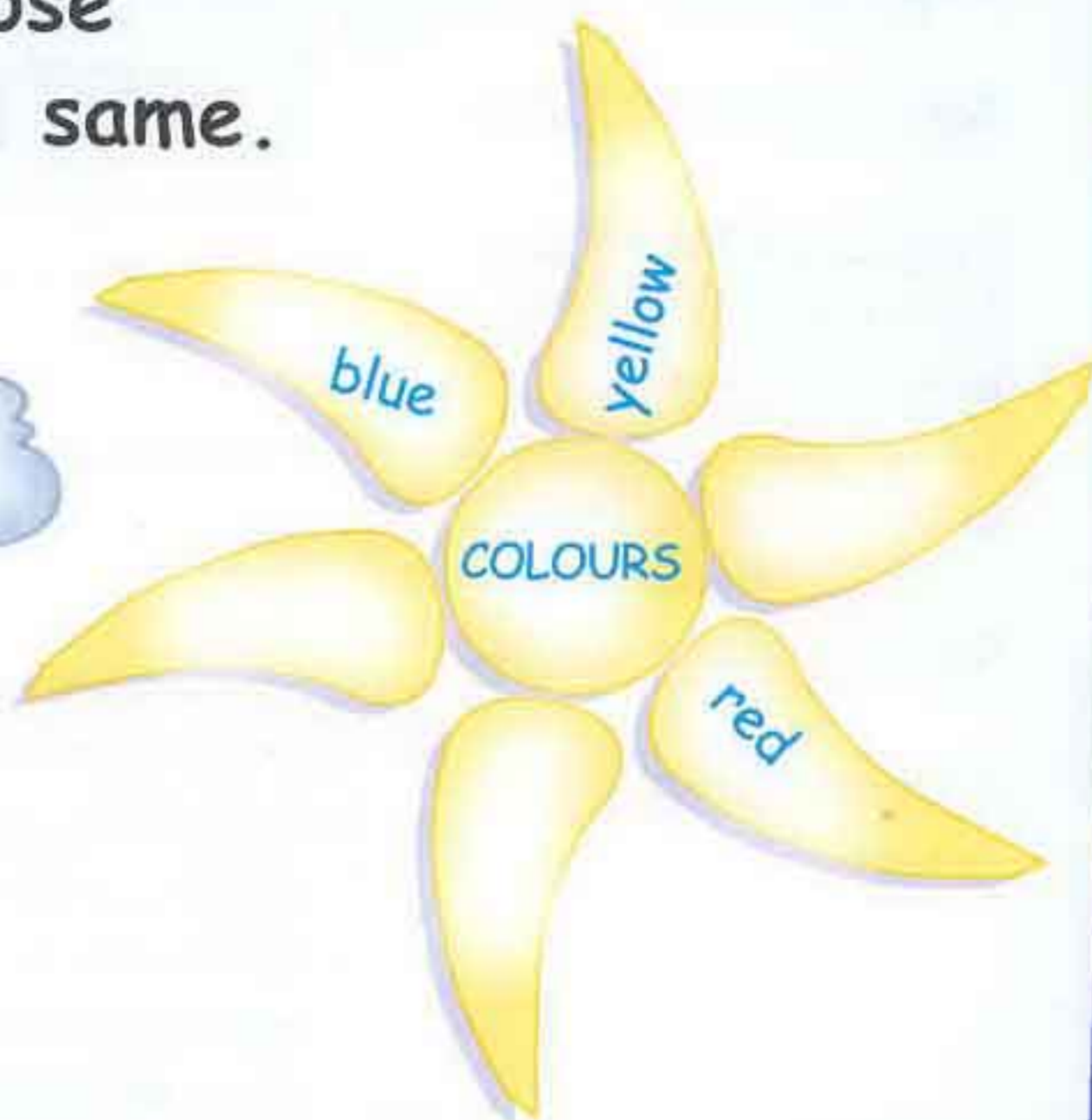
**Language & Skills focus:**  
Vocabulary revision & consolidation; word grouping; brainstorming; linguistic intelligence.

**Time:** 8 minutes

# Word Suns

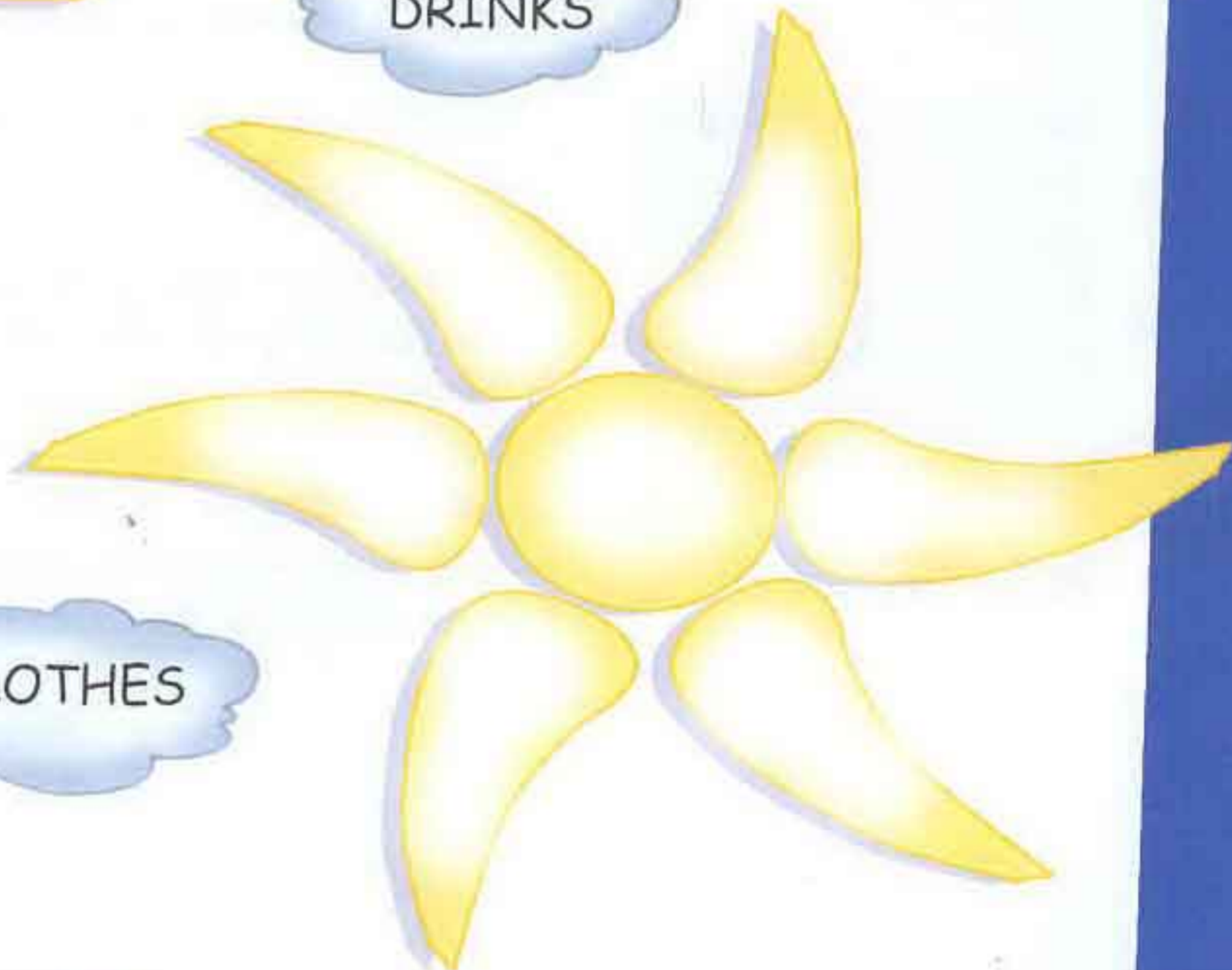
Look at the example. Choose three topic words. Do the same.

COLOURS



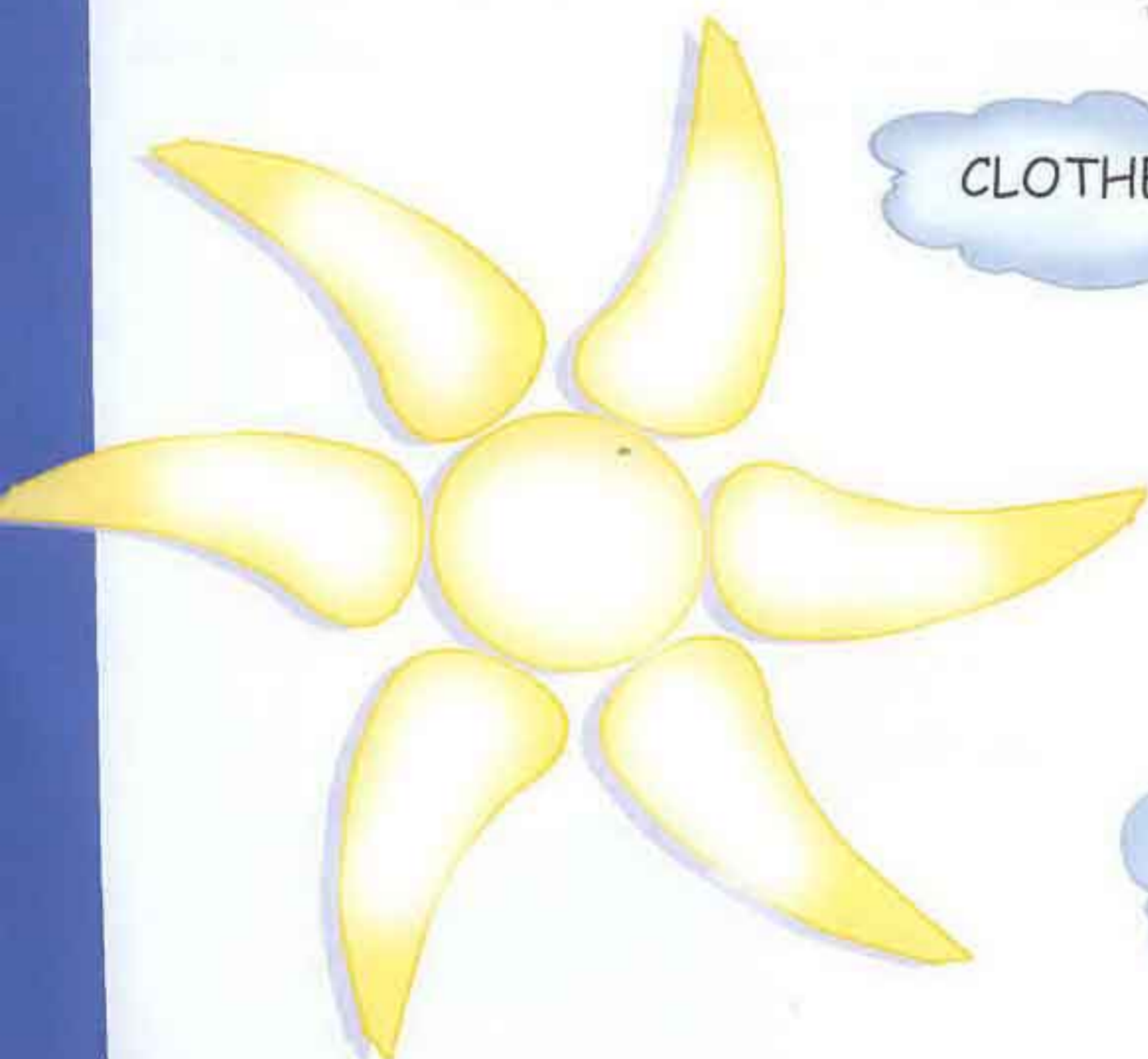
HOUSE

FOOD &  
DRINKS



CLOTHES

PETS



ANIMALS

# Animal Board Game

**Level:** Year 2

**Age:** 9-10 years old

**Language & Skills focus:**

Fluency practice in speaking; vocabulary: animals, descriptions, food and habitats; mime, bodily-kinesthetic, naturalistic and linguistic intelligences.

**Time:** 15 minutes

**Materials to prepare:**

- For each group of 4-8 children you will need: A conventional game board with pictures of animals in the squares, one over-sized dice, a counter for each player, a small deck of question cards to be placed in the centre of the board. (These should contain questions which will serve as prompts for the children. e.g. *What does the animal eat?, Where does this animal live?, etc*)

**Procedure in class:**

- 1 As a warm up, point to the animals on the game board, one at a time, and elicit their names. Alternatively, bring in pictures of the animals and hold them up, one at a time. To add to the fun, encourage children to mime its movement or make its sound. Continue until all animals have been named.
- 2 To demonstrate the game, place a game board on the board. Roll the dice and move your counter to the appropriate square. (*Use blu-tak or sticky tape in a backwards loop to stick the counters at the start and re-stick, again with blu-tak, when counter is moved to the appropriate square.*)
- 3 Name the animal and give the class some information about it. e.g. *Cat. Cats drink milk. They've got long tails. (The question cards can be used here to prompt children.)*
- 4 Players get one point for each correct piece of information (e.g. *The example above scores three points.*)
- 5 There are two winners: the first to get around the board and the one with the most points at the end of the game.

**Language & Skills focus:**

Vocabulary consolidation, sentence writing; contextualising meaning by drawing; spatial-visual, naturalistic and linguistic intelligences.

**Time:** 10 minutes

**Young Learners' Portfolio 2, page ... (Meet My Animal)**

**Instructions**

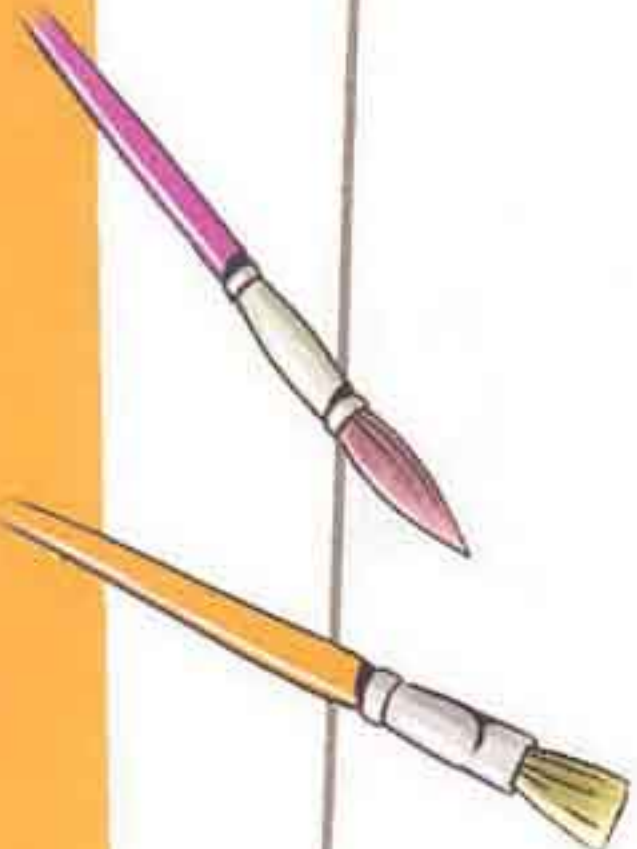
- 1 Ask each child, in turn, to tell you their favourite animal and to think of a name for it.
- 2 Ask the children to open their Portfolio Books (*page ...*) and draw a picture of their favourite animal within the frame provided.
- 3 Go around the class and elicit information about their animals (*name, habitat, likes, etc.*) Ask the children to note down this information in their notebooks.
- 4 Assign homework. Tell the children to write about their animals in the space provided.
- 5 In the following lesson conduct *Homework Report Back*.

# Meet My Animal

Draw a picture of your favourite animal. Give it a name. Write about your animal.



This is Mickey. He's a monkey. He lives in a tree. He likes bananas.



.....

.....

.....

.....

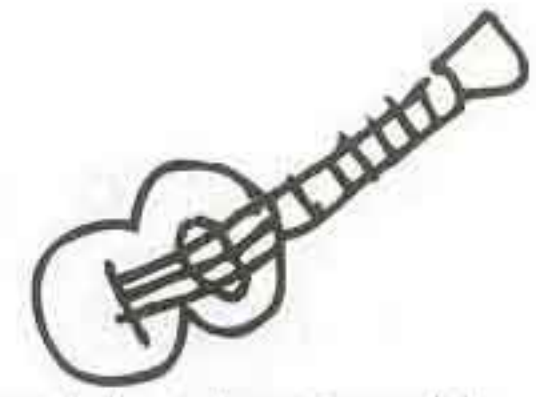
**Level:** Year 2

**Age:** 9-10 years old

**Language & Skills focus:**

Parts of the body; *This is;* left and right directions; musical-rhythmic & bodily-kinesthetic intelligence.

**Time:** 8-10 minutes



## This is ... (A Rap Song)

**This is my right hand,** (*put out your right hand*)

**This is my left.** (*put out your left hand*)

**I turn it to the right,** (*turn your right hand slightly to the right, palm upwards*)

**I turn it to the left.** (*turn your left hand slightly to the left, palm upwards*)

**This is my right foot,** (*put out your right foot*)

**This is my left.** (*put out your left foot*)

**I turn it to the right,** (*turn your right foot slightly to the right, toes upwards*)

**I turn it to the left.** (*turn your left foot slightly to the left, toes upwards*)

**This is my right eye,** (*point to your right eye*)

**This is my left.** (*point to your left eye*)

**I look to the right,** (*turn your head slightly and look to the right*)

**I look to the left.** (*turn your head slightly and look to the left*)

**This is my right ear,** (*cup your right ear and then left ear with your hand and turn to the left*)

**This is my left.** (*or to the right, respectively*)

**I listen to the right,** (*with your right or left ear cupped, turn slightly to the right or to the left*)

**I listen to the left.**

**This is my nose!** (*point to your nose*)

**I've only got one!** (*indicate 'one' with your index finger*)

**But I can still smell right,**

**And I can still have fun.**

**This is my mouth!** (*point to your mouth*)

**I've only got one, too!** (*indicate 'one' with your index finger*)

**Do you want me to SHOUT,** (*shout when you sing 'shout'*)

**Or be a friend to you?** (*put your arm around your partner's shoulders*)

**Before class:** Listen to the song on the cassette/CD and rehearse it a little.

**Materials to prepare:** none

- Cassette/CD and cassette/CD recorder.

### Procedure in class:

- 1 Revise body parts. Stand with your back to the children, raise your left hand and say: *left hand*. Ask the children to do the same. Repeat the procedure with your *right hand*, *left foot* and *right foot*. Turn to face the children and repeat the procedure with *eyes*, *ears*, *nose* and *mouth*.
- 2 Demonstrate the song and the accompanying mimes/gestures (*as described in the brackets above*), encouraging the children to join in with the actions only.
- 3 Now, repeat the song and the gestures and mime. The children repeat after you while doing the actions.
- 4 Play the cassette/CD. The children listen and sing along with the accompanying mime/gestures.

## Young Learners' Portfolio 2, page ... (My Portrait)

### Instructions:

- 1 Describe your hair and eyes. e.g. *My hair is blonde. My hair is long. I've got brown eyes.* etc
- 2 Ask the children to open their Portfolio Books (*page ...*) and look at the incomplete portrait. Read the instructions and give an example. e.g. *This is my hair. My hair is brown. I've got short hair.*
- 3 Ask the children to use their crayons to draw the hair, eyes and mouth. Tell them to colour the hair, eyes and mouth, in the colour of their own hair, eyes and mouth.
- 4 Ask the children to complete the sentences about their hair. Conduct *Report Back*. Assign the rest as written homework.
- 5 Do *Homework Sharing Time* during the following class meeting. Ask the children to 'sign' their work.

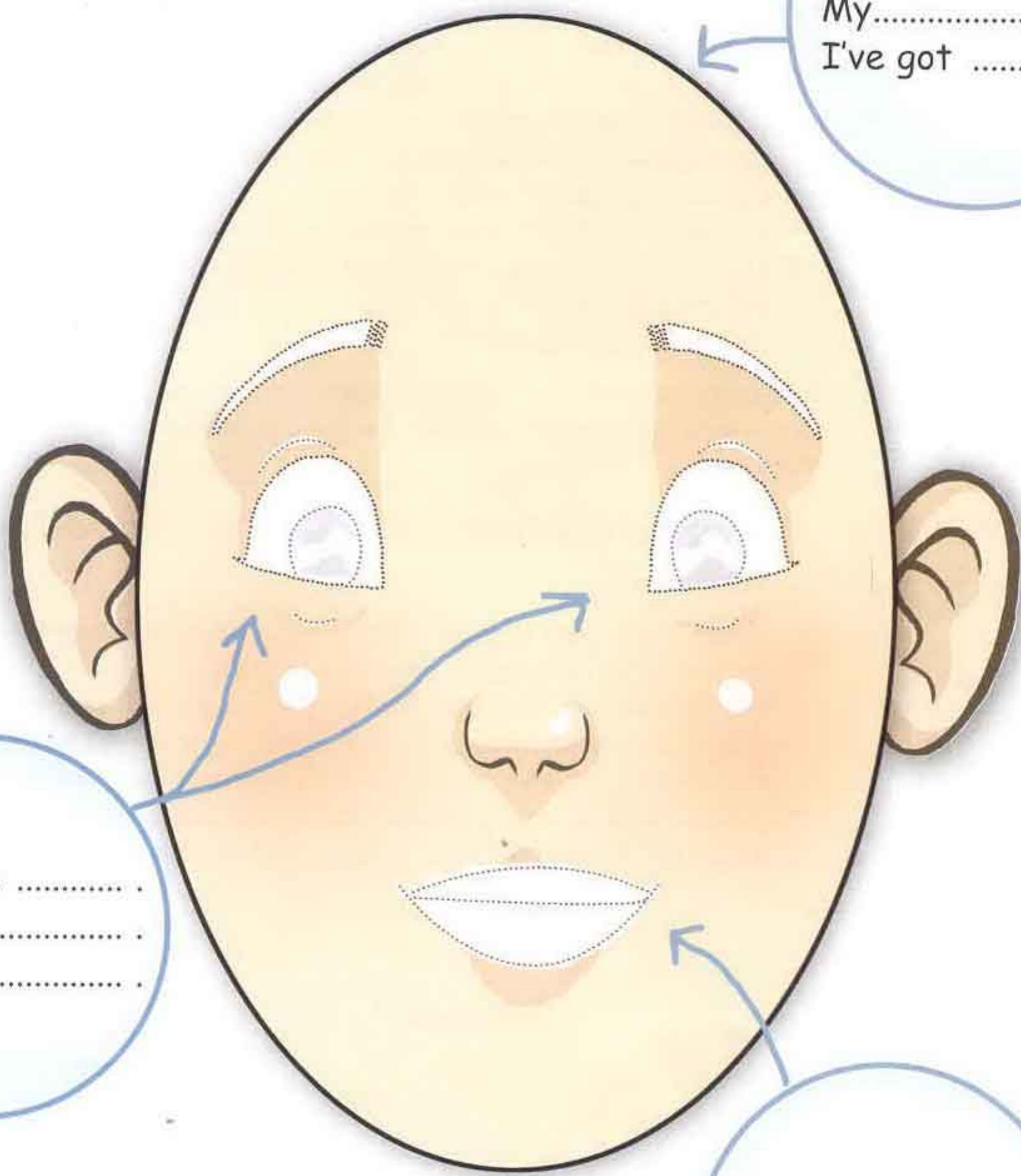
**Language & Skills focus:**

Parts of the body; *This is/ These are; I've got; My;* descriptive adjectives; Writing: sentence completion.

**Time:** 8 minutes (In class)

# My Portrait

Draw and colour your eyes, your mouth and your hair. Then complete the sentences.



This is .....  
My.....  
I've got .....

These are .....  
My.....  
I've got .....

This is .....  
My .....  
I've got a .....

# Feeling Faces

**Level:** Year 3

**Age:** 10-12 years old

**Language & Skills focus:**

Vocabulary of feeling adjectives; sentences with 'feel' plus adjective; emotional intelligence, bodily-kinesthetic and linguistic intelligences.

**Time:** 10 minutes

**Materials to prepare:**

- Adjective word cards: *happy, sad, angry, silly, sleepy, afraid.*

**Procedure in class:**

- 1 Revise the adjectives by holding up a word card and eliciting a facial expression from the children. As a second step in the revision, you may make a facial expression and ask the children to describe the corresponding word.
- 2 Divide the children into two rows, one row facing the other. The children in one row are As and the children in the other are Bs. Stand behind the As facing the Bs.
- 3 To start the game, hold up one adjective word card so that children B can see and read it. Instruct children B: *Drop your chin onto your chest. Think of the word you just read. Express it with your face: 1, 2, 3. Look up at your partner.* The Bs then make the appropriate facial expression and the As must say which expression it is.
- 4 Stand behind the Bs and repeat the procedure above with the As.
- 5 After each correct guess, conduct a quick two-part chant.  
Children A: *You feel happy. You feel happy.*  
Children B: *I feel happy. Yes, I do!*

**Extension:** Two pairs can get together and improvise a guessing game. Each child takes a turn. One makes a facial expression and the other three can identify the facial expression and say: *(He) feels silly.*

**Language & Skills focus:**

Revision of adjectives which describe feelings; drawing to contextualise meaning; productive writing: independent sentences.

**Time:** 15 minutes

**Young Learners' Portfolio 3, page ... (A Face for Each Feeling Word)**

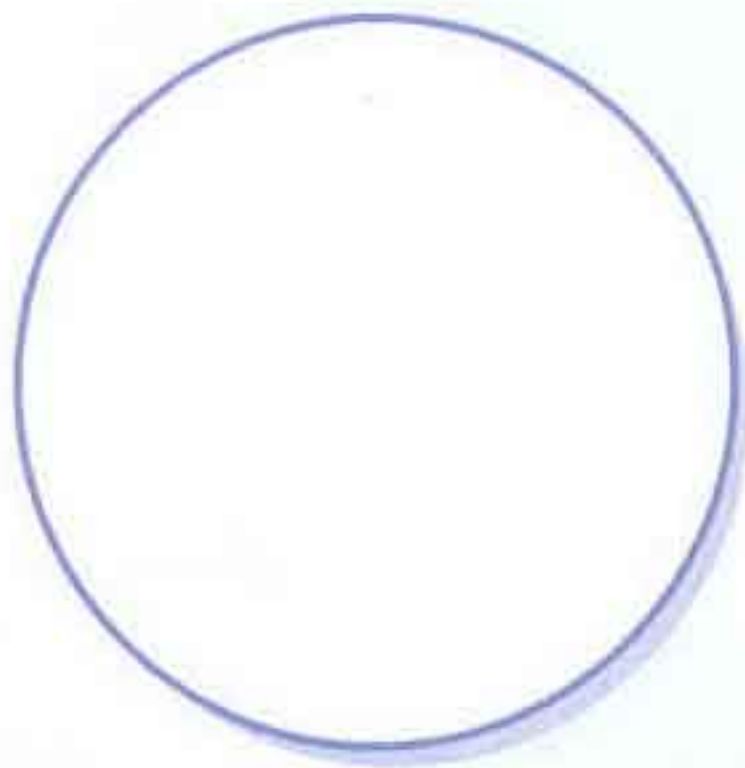
**Instructions**

- 1 On the board, draw a circle and in it draw a happy face. Add hair or bows or caps. Say: *She feels happy.* Then write that sentence under the face.
- 2 Ask the children to open their Portfolio Books (*page ...*). Have them start with the example you have put on the board. Tell them that they can draw a face of themselves, or of another boy or girl. Go around the class and check that they complete this successfully.
- 3 Ask them to continue the procedure with the other five words and faces.
- 4 Suggest that they start the sentences they write for each face with *I, He* or *She*.

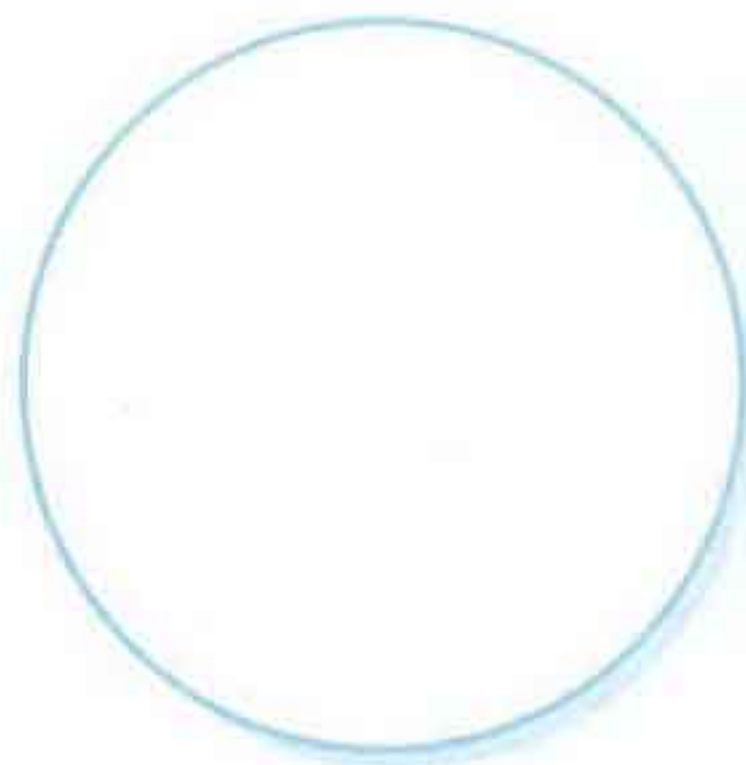
# A Face For Each Feeling Word

Draw a face in each of the circles. Write a sentence under each face.

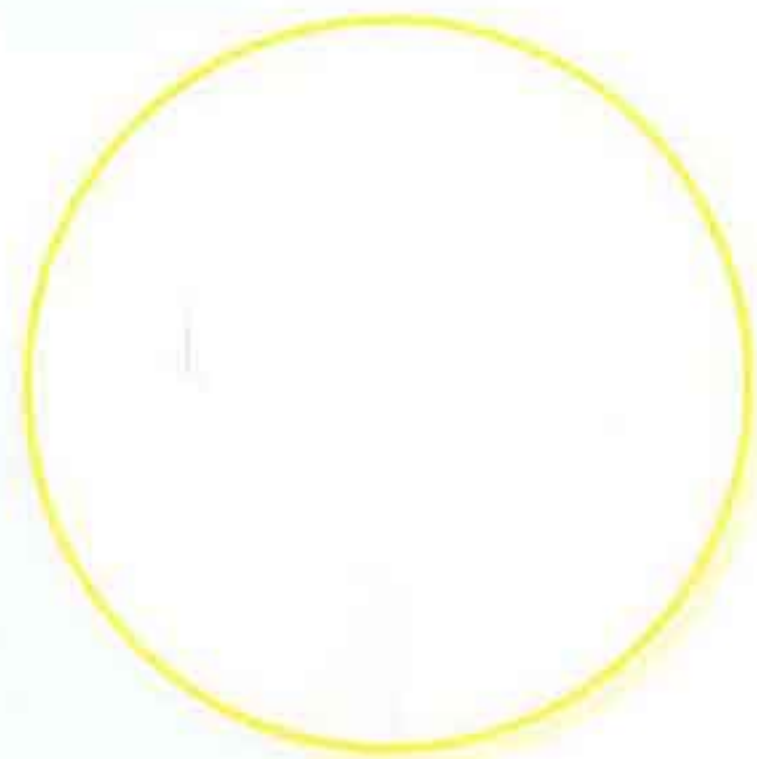
happy    sad    angry    silly  
sleepy                    afraid



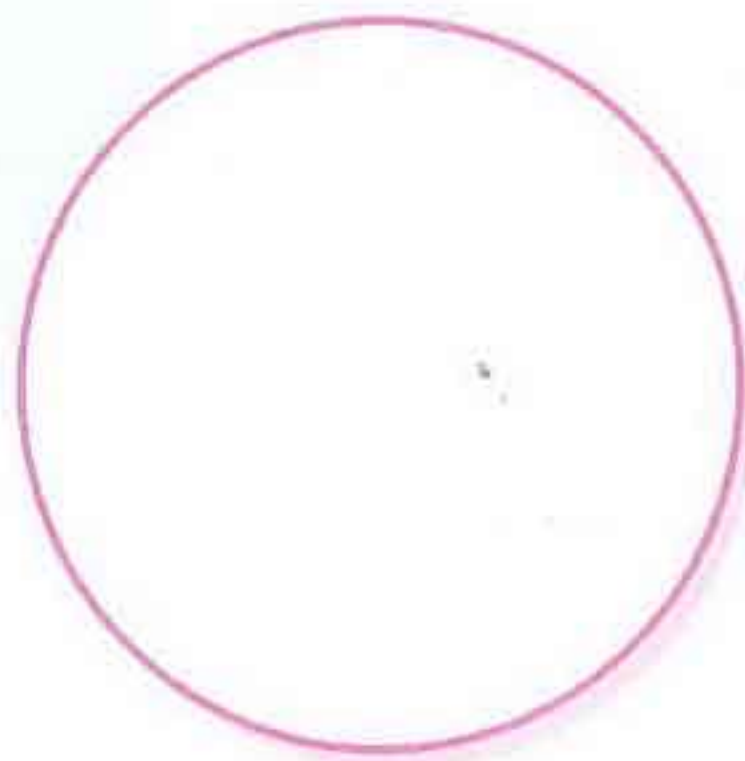
.....



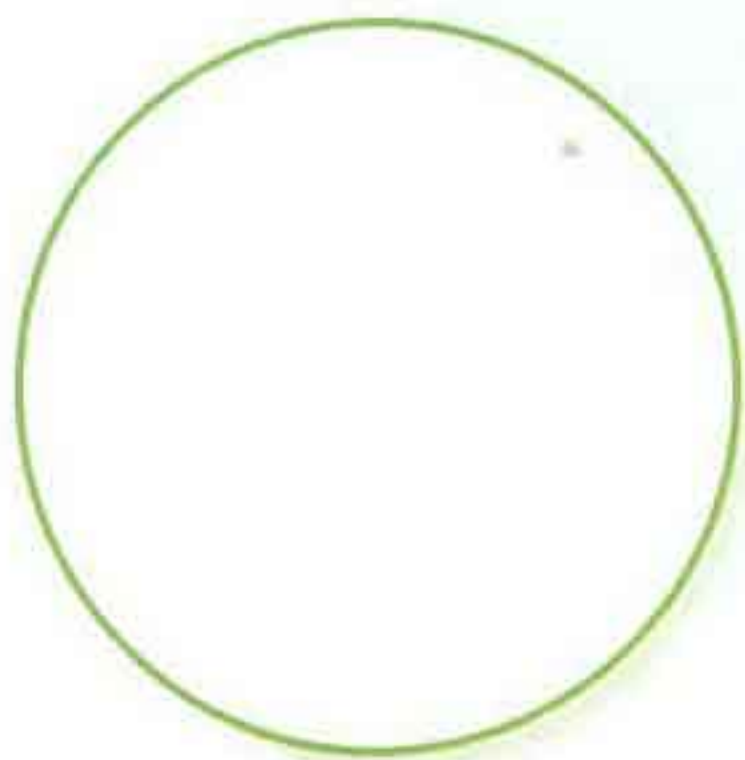
.....



.....



.....



.....



.....

**Level:** Year 3

**Age:** 10-12 years old

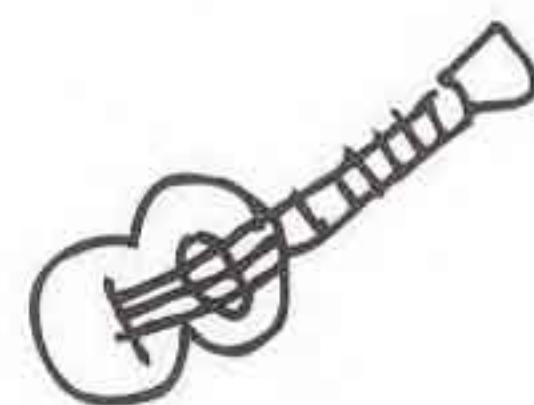
**Language & Skills focus:**

Vocabulary practice and revision; pronunciation and intonation; musical-rhythmical intelligence; cooperation.

**Time:** 10 minutes

## The Space Adventurer

- CHILD 1: *One day the Space Adventurer landed on our Earth.*  
CHILD 2: *She jumped into the jungle and swam up a waterfall.*  
CHILD 3: *She walked across the fields and floated on the lake.*  
CHILD 4: *She skied down the mountains and then went back to Outer Space.*  
CHORUS: *All in one day? Wow!*



### Materials to prepare:

- Prepare four individual cue cards for Children 1 - 4, who will each read one of the 4 sentences and a poster with the Chorus' line to be stuck on the board.

### Procedure in class:

- 1 This is a recitation piece with 4 voices and a chorus. You can introduce the story by telling the children that they will hear about a fantastic space-woman's one-day trip to Earth.
- 2 First, revise the words *Earth, jungle, waterfall, fields, lake, mountains*, if you wish, with the use of visuals. You may introduce/revise the verbs: *land, climb, swim, walk across, float, ski, go back* through mime.
- 3 To introduce the lines of the story, use the *Listen and Repeat Procedure*, saying them, a phrase at a time (as the text is printed above), and using mime where possible.
- 4 Now, ask four children to come up and read the four-sentence story to the class. Give them the cue cards you have prepared.
- 5 Once they are finished, post the Chorus' response and lead the children in the Audience/Chorus, modelling the appropriate intonation.

**Extension:** A project idea would be for groups of children to write four-sentence stories about another trip of the Space Adventurer. Suggest that groups write about the food and drink she tasted, the strange people she saw and met, the different places she visited within a city and the vehicles she rode on or the sports activities she did.

**Language & Skills focus:**

Vocabulary consolidation; spelling; reading comprehension.

**Time:** 7 minutes

## Young Learners' Portfolio 3, page ... (The Space Adventurer)

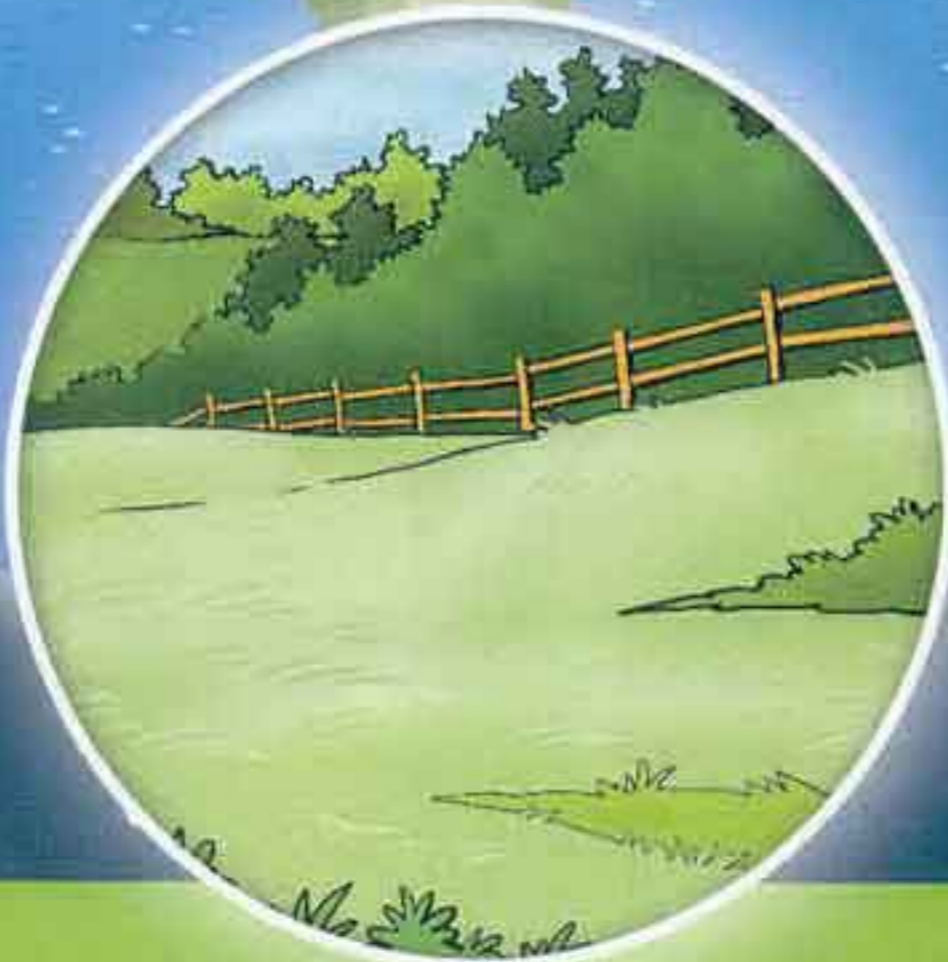
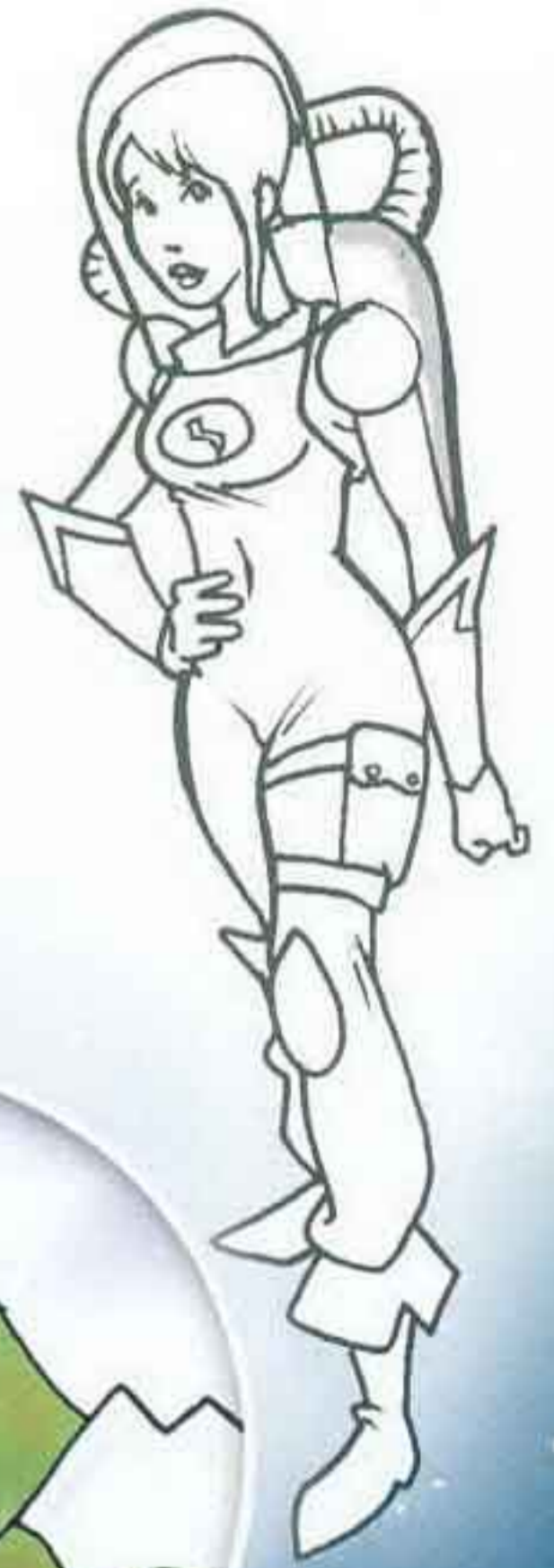
### Instructions

- 1 Repeat '*The Space Adventurer Comes to Planet Earth*'.
- 2 Ask the children to open their Portfolio Books (*page ...*) and look at the illustrations.
- 3 Conduct a *Listen and Point* drill. Say: *mountains* and ask the children to place their fingers on the illustration of the mountains. Continue with the other places (i.e. *jungle, waterfall, fields, lake*).
- 4 Tell the children to work quietly on their own to complete the exercise. Suggest they use a pencil at first to trace the route according to the text.

**Note:** You may suggest that the children colour the Space Adventurer as they wish at home.

# The Space Adventurer

With a pencil, draw the route of the Space Adventurer's one-day visit to Earth.





**Express Publishing**

**UNITED KINGDOM**

**Liberty House, New Greenham Park, Newbury, Berkshire RG19 6HW**

**Tel.: (0044) 1635 817 363 Fax: (0044) 1635 817 463**

**e-mail: [inquiries@expresspublishing.co.uk](mailto:inquiries@expresspublishing.co.uk)**

**<http://www.expresspublishing.co.uk>**