

1. Hello

Subject: Greetings, introductions, gender

Book 1, p. 2

CD 1, Song 1, Hello, who are you?

Flash cards: No

Additional material: Finger dolls

Grammar & phrases: Short form: I'm / Question words: Who, what, how? /

Gender: boy & girl / Personal pronouns: I, you, he, she, we / Questions and answers: Who are you? What's your name? What are you? How are you?

Suggested length of the unit: 2 lessons

Start the lesson by singing the Hello song. Introduce yourself: My name is...and who are you? (What's your name?) Ask this question to every child in the class.

Use the finger dolls called Peter and Jane. They also say hello and ask each other:

Who are you? Name

What are you? Girl, Boy

How are you? I'm fine.

Extra Questions for the children:

What is Peter? Peter is a boy. He is a boy.

What is Jane? Jane is a girl. She is a girl.

Please note: This seems to be a lot of information for the first lesson; however, as the Hello song is to be sung at the beginning of every lesson, there will be ample time throughout the year to get the contents of this lesson perfectly right.

The children can also work with the finger dolls and ask and answer the questions among themselves.

Please ask a girl whether she is a boy and a boy whether he is a girl. The answer should come with a touch of indignation: No, I'm not a boy/girl, I'm a girl/boy!

Activities p.3

colour the pictures

2. Where do I live

Subject: World, universe, house, home, earth, sky, imagination

Book 1, p. 4

CD 1, Song 2, Sun, Moon and Star

Flash cards: Yes

Supplementary material: Memory

Grammar & phrases: Personal pronouns: I wish, you wish... / Prepositions: on earth, in the universe, at home / Sub-conjunctive: I could fly

Recommended material: Globe

Suggested length of the unit: 2 lessons

Use the flash cards to introduce the story.

Bring a globe into the class and show the children where they live and any other country they wish to see. And of course, they should be shown England, where Peter and Jane live.

Let the children play universe:

One child plays the sun (by holding up the picture card) while another one holds up the globe card and - while turning himself - moves around the sun in a circle.

What can you see in the sky? Sun, moon and stars (introduce plural: one star vs. many stars...one girl vs. many girls...one boy vs. many boys).

Can you see the earth in the sky? No.

You could see the earth as a whole if you could fly.

What does Peter wish for? He wishes he could fly.

Do you wish you could fly? Being in a rocket one could see the earth.

Where does Peter live? (on earth, in the universe, in England)

This lesson is not yet specifically about England. This will be introduced in the years ahead.

Activities p.6-7

Colour the pictures.

Classroom games

3. My Family

Subject: Family

Book 1, p. 8

CD 1, Song 3, I love my father

Flash cards: Yes

Supplementary material: Memory.

Grammar & phrases: Superlative: Most of all / Modifiers: I do love you

Recommended material: Pictures of the family

Suggested length of unit: 2 lessons

Use the flash Cards to introduce father, mother, sister, brother, grandparents, friends and the teddy bear.

One could ask the children, whether they have a brother or a sister and what their names are, as well as whether they have a grandpa, a grandma an uncle or an aunt.

Who are your friends?

Activity p.10-11

Since the colouring page depicts a photo album the children might want to stick in their own pictures, perhaps of some of their relatives.

Memory Game: 2. and 3. lessons.

Classroom games

4. My Pets

Subject: Pets

Book 1, p. 12

CD 1, Song 4, I love our cat so dearly

Flash cards: Yes

Supplementary material: No

Grammar & phrases: Adverb: dearly/What my pets do

Recommended Material: Pictures of pets, cuddly toys

Suggested length of unit: 2 lessons

One should start this lesson with the question: Who else belongs to your family?
Do you have any pets at home?

Teach the names of pets by using flash cards or take cuddly toys with you into the classroom.

Ask the children to bring pictures of their pets and bring your own ones.

Get the children to say what their pets do: My rabbit jumps, my canary sings, my dog barks, my cat purrs etc...

In lesson 2 the children learnt the verb "wish". Maybe they wish for a certain pet like Peter in the song. "I wish for a..."

Activities p.14-15

Colour the cockatoo and the other pets.

Classroom games

5. Actions

Subject: Action and fun

Book 1, p. 16

CD 1, Song 5, Let's walk, walk, walk

Flash cards: Yes

Supplementary material: No

Grammar & phrases: Simple progressive: I am walking.../ imperatives: Walk! Run! Stop!

Recommended materials: a snail, a tail, a cloth, a dish, a steering wheel, handlebars,

Suggested length of unit: 2 lessons

You should bring along:

A snail, a tail, a cloth and a dish, a steering wheel for the bus driver, handlebars with a bell for the bike.

Introduce the actions whilst doing them: "I am walking, I am hopping", I am riding..." etc.

Let the children do it. Rotate the activities as often as necessary since every child would probably like to be the bus driver or the one riding the bike.

The children should name the actions.

Practicing the imperative: you can give the children commands that they have to recognise and carry out: Walk! Run! Stop! Maybe one or two children can give the Commands after they are comfortable with the material.

Activities p.18-19

p.18

What's wrong in the picture? Is a fish supposed to be in a bottle of washing up liquid etc?

p.19

Join up the action pictures.

Classroom games

6. The Body

Subject: The Body

Book 1, p. 20

CD 1, Song 6, Here are my eyes

CD 1, Song 7, What would I do without?

Flash cards: No

Supplementary material: No

Grammar & phrases: Sub-conjunctive: Would and could / could not

Recommended material: Fishing game, box, perfume

Suggested length of unit: 2 lessons

Introducing the body parts by pointing to them and naming them.

"Here are my eyes, both open wide"- let the children close and open their eyes

"Here are my hands that help me play: Play with a ball or another toy (building blocks, Lego...)

"Here are my feet for walking away": Go backwards out of the circle and wave good bye.

One child shows a body part and the other children must name them, as well as the other way round: Naming the parts and showing them.

As we have no arms and legs in the song, do include them in the exercise.

What would I do without?

The children should cover their eyes, ears, nose and mouth and say what they can't do each time.

Bring some peppermint oil or perfume with you, so that the children can smell it. Ask them to bend their tongues back to their throat, so that the kids experience how difficult it is to speak this way.

Blow your cheeks and pat them to puff the air out - this is fun.

Explain a knockout as in boxing by hitting your chin - if you like - or should you better not?

Activities p.22-23

Colour the body parts.

Fishing game: Make photo copies of pages 22 & 23, laminate them and cut out the individual body parts. Mix and put them into a box,, let the kids close their eyes, "fish" them out and name them.

7. The Five Fingers

Subject: Fingers

Book 1, p. 24

CD 1, Song 8, Where is thumbkin?

Flash cards: No

Supplementary material: No

Grammar & phrases: Where is...? Here I am! How are you? Very well, thank you.

Suggested length of unit: 1 lesson

You should hold your hand behind your back and call one finger after the other to come forward (where is...) and asks each of them: How are you today?

After having answered: "Very well, thank you", each finger is sent off behind the back: "run away".

Show and name the fingers as well as the other way round.

One can also draw little faces on the children's fingertips.

The teacher can also practice the question "Where is...?" with the children. The children can jump up each time and say "Here I am".

Activities p. 25-26

Colour hands and pencil in the book.

8. Colours

Subject: Colours

Book 1, p. 26

CD 1, Song 9, Red, blue, green and yellow

CD 1, Song 10, Rainbow purple, rainbow blue

Flash cards: Yes

Supplementary material: Cardboard balloons

Grammar & phrases:

Recommended materials: Strings of wool (3 per balloon), hole puncher, balloons, air pump, rubber bands

Suggested length of unit: 2 lessons

Bring balloons into the class. Let the children choose their colour.

Blow up the balloons. You might need a pump for it, since it is difficult to do it by mouth. Use the rubber bands to close the balloons.

Call out a colour. The child with the corresponding colour should hold up its balloon.

Listen to the song about the boy in the balloon.

Cardboard balloons

Let every child cut out a balloon from the sheet. Punch three holes in the balloon. Add the strings of wool to it.

Now, while singing the song, let the children lift their balloons softly into the sky and land them slowly again ("please come home").

Activities p.28 - 29

Colour the balloons and the rainbow in the book.

9. Clothes

Subject: Clothes

Book 1, p. 30

CD 1, Song 11, Peter has a sweater on

Flash cards yes / no: Yes

Supplementary material:

Grammar & phrases: Progressive form: Jane's wearing...

Recommended material: Sweater, dress, shoes ad-lib

Suggested length of unit: 2 lessons

Introduce the topic with the flash cards.

Play the song.

Lay the cards out in the order in which they appear in the song.

Ask the children: What is Peter wearing? A green sweater, a scarf around his neck, blue jeans, blue socks, black shoes.

What is Jane wearing: A red dress, a green hat etc.

Get the children to lay the cards out in the order in which they appear in the song.

Ask the children: What are **you** wearing? "I am wearing..."

Let the children ask each other what they are wearing.

Activities p. 30 - 31

Colour the clothes in the book.

Classroom games

10. Numbers

Subject: Nominal numbers, counting forward and backward from 1 to 10

Book 1, p. 34

CD 1, Song 12, One, two, three, four

CD 1, Song 13, Ten little ladybirds

Flash cards yes / no: Yes

Supplementary material: No

Grammar & phrases: "It's your turn"

Recommended material: Orchard ladybird game

Suggested length of unit: 2 lessons

Introduce the story with the flash cards.

Sing the song with the children.

Let the children play the individual scenes: Knocking on the door, the ravens winging their wings and the little hen cackling. This is a lot of fun.

Activities p.33

Colour the pictures and numbers.

Sing the ladybird song

Activities p. 34 - 35

Colour the ladybird and the magnifying glass.

Orchard Ladybird Game

Game of dice.

The aim is to collect the most ladybirds.

While passing on the dice, the children learn the phrase: "It's your turn".

They also learn by counting the dots on the dice, the cards and the number of the ladybirds.

Classroom games

11. My Garden

Subject: Garden

Book 2, p. 2

CD 1, Song 14, My garden is so very small

CD 1, Rhyme 15, Flowers rhyme

Flash cards: Yes

Supplementary material: No

Grammar & phrases: Opposites: small and tall, fading

Recommended materials: A little plastic flowerbed, a watering can, a baby doll for the mother

Suggested length of unit: 2 lessons

Introduce the story with the flash cards.

Let the children play the story:

Jane pictures (gestures) her little garden (little flowerbed, very small) and herself (not yet tall).

Then she waters her flowers with her little watering can and by doing so, her feet get wet. She gets frightened and looks in the direction of her shouting mother with a remorse and an apologising expression.

One child plays the shouting mother with the baby on her hips, raising her finger. (The children like that very much, being a threatening mother.)

The mother means well of course, because she doesn't want Jane to catch a cold.

What can I grow in a garden? Flowers: rose, tulip, carnation, forget-me-not, cabbage.

Fruit: apple, pear, berries/Vegetables: potatoes, cabbage, carrots etc.

Activities p. 4-5

Classroom games

12. The Apple Tree

Subject: Apple Tree

Book 2, p. 6

CD 1, Song 16, Here we go round the apple tree

Flash cards: Yes

Supplementary material: Bingo Game

Grammar & phrases: Bingo!

Recommended materials: An apple tree branch, a little basket, apples

Suggested length of unit: 2 lessons

Introduce the story with the flash cards.

You need a branch with apples, small apples, (the branch and fake apples can be bought in a handicraft-shop), a basket and one or more real apples to share at the end of the performance.

Let one child hold the apple-tree branch-

The others go around the tree, shake the tree, pick up the apples, fill the basket, bring the apples home, and eat them.

Activities p.8-9

Colour the items.

Bingo Game

Every child gets a Bingo Card and some stones. You need to cut out the individual items beforehand. He holds up one after the other; the children put their stones on the corresponding picture.

The one who has first covered four pictures vertically, horizontally or diagonally calls "Bingo" and is the winner. The others may go on with the game until they have reached this point.

Classroom games

13. Opposites

Subject: Opposites

Book 2, p. 10

CD 1, Song 17, Fast and slow, high and low

Flash cards: Yes

Supplementary material: No

Grammar & phrases: No

Recommended material: A grater and an apple, big ball, small ball, little mouse elephant, a snail.

Suggested length of unit: 2 lessons

Bring as many as you can of the examples illustrated in the book.
The flash cards will also help you.

Let the children touch the apple (smooth) and the grater (rough).
Ask the children whether the car or the snail is fast or slow. Let them move both. Start a race between them. Ask the kids beforehand who will be the winner.

Compare your size to the size of a pupil (tall and small).

For the thin and thick example, bring two hamburgers if possible and share them. Sandwiches will also do. That would be the highlight of the lesson. The children will never forget what thin and thick means.

Try to explain nothing and all. Flash cards might be helpful here.

Activities p. 12-13

Connect the according opposites.

Colour the items

Classroom games

14. Inside and outside

Subject: Cat and mouse

Book 2, p. 14

CD 1, Song 18, Inside the house lives a mouse

Flash cards yes / no: No

Supplementary material:

Grammar & phrases: lurks about

Recommended material: A little cardboard house, a little cat and mouse, rubber bands, costumes or accessories for dressing up such as tails and masks

Suggested length of the unit: 1 - 2 lesson

This is a little story about opposites and will supplement lesson 13.

Introduce the story. Bring a little cardboard house, a cat and a mouse.

Let the children do cat and mouse masks (see below) and wear them during the performance or bring costumes. The children may already have some costumes which can be brought into the lesson.

Take a chair for the mouse to hide under and let the cat chase the mouse. The mouse is inside, feeling at home; the cat is outside and lurks about the house.

Bring a newspaper and act out the mouse reading aloud in English or German.

Let the children try some "reading" (improvising some news) German will do.

Cat and Mouse masks

Draw cat and mouse faces on a sheet of paper. Cut them out. Cut out holes for the eyes and nose.

Put two holes into each side of the mask and pull some rubber band through fastening it so that the masks can be worn.

Activities p. 15

Which cat finds the mouse?

Colour the cats.

15. Playing inside

Subject: Actions

Book 2, p. 16

CD 1, Song 19, Teddy bear

Flash cards: Yes

Supplementary material: Teddy bear cutting out sheet and instructions

Grammar & phrases: Upstairs-downstairs, /switch on/off / turn around etc.

Recommended materials: Scissors, pins, some thread (twine)

Suggested length of unit: 2 lessons

Bring a Teddy bear into the lesson. Do the actions with the children to the song!

Give the teddy to one of the children. This child introduces a movement. The child which is first in naming it, does the next movement and so on.

Do it the other way round. Let a child say: Turn around and the children should do so.

Let the children turn the light in the room on and off. Tell them that one could also say "switch" on the light because it is called "switch".

Activities p.17

Prepare the cutting-out-sheets. The instructions are on a second sheet.

The teddy bear can be coloured in at first then let the children cut out their teddy bear.

Help them to pin the body parts together.

Classroom games

16. Dolly is sick

Subject: Illness, disease, doctor

Book 2, p. 18

CD 1, Song 20, Miss Polly had a dolly

Flash cards: Yes.

Supplementary material: No

Grammar & phrases: Narration is told in past tense, to make a phone call, pills, first aid, prescription block,

Recommended material: Stethoscope, first aid kit, a white medical scrub for the doctor, glasses, biro and slips of paper for writing the prescription, a mobile telephone, a baby doll and a bed (or two cushions)

Suggested length of unit: 2-3 lessons

Introduce the story with the flash cards.

Bring all the other items into the class. (Medical scrubs, stethoscope, first aid kit, handy, baby doll and bed or cushions...)

Before the children start acting out the little story you should give them the opportunity to look through and try out the items which are in the first aid kit.

You will have great success and fun if you bring a genuine stethoscope.

The children could listen to their own heartbeat as well as to those of the others.

After that introduction the children will be ready to act out the play and have great fun. Let the little doctor scribble on a piece of paper. ("It will make her better...")

A white shirt should do for a medical scrub.

A mobile or telephone is of importance.

Activities p. 20-21

Colour the items

Classroom games

17. In the Playground

Subject: Actions on the playground

Book 2, p. 22

CD 1, Song 21, Hurray, hurray, it's a sunny day

Flash cards: Yes

Supplementary material: No

Grammar & phrases: No

Recommended material: A bowl with moist sand to build a little sand castle or "bake some cakes out of sand", sand castle moulds

Suggested length of unit: 2 lessons

Tell the story with the flash cards.

If possible, go outside to the playground and name the items and let the children swing, slide and climb as well as play in the sandpit.

If there isn't playground, bring some sand in a bowl with you and let the children bake some cakes on a piece of paper or cloth.

Activities p.24-25

Find the differences, colour the playground.

Classroom games

18. The Elephants

Subject: Elephants

Book 2, p. 26

CD 1, Song 22, Big elephants balancing

Flash cards yes / no: No

Supplementary material: No

Grammar & phrases: "Ouch...that hurts"

Recommended material: A rope, pipes as trunks, and a soft toy elephant

Suggested length of unit: 1 lesson

You can buy various pipes by the meter in any do-it-yourself-store. 40 cm for an elephant's trunk is quite sufficient

Lay the rope down on the floor. One elephant starts with balancing on a rope on the ground and calls the second one to join him. The second one then calls the third one until they are five.

When the rope breaks, and they all fall down and cry out loudly in pain, holding their parts of the body that hurt. Maybe saying "Ouch, that hurts!"

The trunk can be done as well by touching your nose with your left hand and by putting your right arm through the loop formed by your left arm. The hanging right arm will be the trunk. It should be moved all the time during the performance.

Activities p. 28-29

Colour the elephants

19. The Sleeping Beauty

Subject: The Sleeping Beauty

Book 2, p. 30

CD 1, Song 23, There was a princess long ago

Flash cards: Yes

Supplementary material: No

Grammar & phrases: Narration is told in the past tense: lived, grew, came etc.

Recommended material: Costumes for prince, princess and the bad fairy, a sword and a wand and cushions.

Suggested length of unit: 2-3 lessons

This is the highlight of the first year's lessons. It will definitely be a memorable lesson for the children.

Introduce the story with the cards or start immediately with the performance since the children are well acquainted with the story already.

Dress the children according to their wishes.

The princess is in the middle of a circle. The bad fairy is nearby, the prince in a corner of the room.

Show **long ago** with a movement of your hand pointing to a distance well behind you.

Big high tower - raise your arms over your head forming a triangle to indicate a roof.

When the **fairy waves her wand**, the princess falls down on some cushions lying on the floor.

The princess slept for a hundred years - put your joined hands under your head, bend your head to one side and close your eyes to suggest the sleeping part.

A great big forest grew around - every child gathers around the sleeping princess, raising their arms to indicate the growing trees.

A gallant prince came riding by - have the prince do some hopping movements (pretending to be on a horse) towards the princess, and have him take her hand and lead her into his kingdom.

Take some pictures of the children as a nice keepsake of their first year of English.

Activities p.32-33

Colour the items

Classroom games

20. Goodbye

Subject: To say Good bye

Book 2, p. 34

CD 1, Song 24, Goodbye, we had fun

Flash cards: No

Supplementary material: LGE certificate/

Grammar & phrases: Put away books and crayons and so on

Suggested length of units: 1 lesson

This song has been especially created to structure the end of each lesson as well as the end of the first course.

It is to usually sung while giving out the stamp however in this lesson you can sing it while awarding the certificate.

Put the books into the bags and put crayons back into the tin (cleaning up, tidying) and so on.

Activities p. 36-37

Colour the items that have been learnt throughout the course.

Classroom games

Use one of the games to test some of the words learnt throughout the course.