

Niki Joseph  
Hans Mol



## First English Words

*What can pre-schoolers do?*

# Niki and Hans

- Niki
  - author
  - trainer
  - examiner
  - consultant
- Hans
  - author
  - trainer
  - editor
  - consultant

The screenshot shows the homepage of the eflwriters website. At the top left is the logo 'eflwriters' and at the top right is the tagline 'we develop the language you need'. Below this is a navigation bar with links: Home, About, Can do, Have done, Clients, Niki's latest, Hans' latest, Get in touch, Read, Sharing, Songs, Watch, Audio, Log in. The main content area features a large orange banner with two portraits. On the left is a portrait of Niki Joseph, and on the right is a portrait of Hans Mol. Between the portraits is text describing their services: 'writing, teacher training, consultancy, concept & syllabus design, and project management for pre-school, primary, teen, young adults, adults, vocational, university and teacher training publishing'. To the right of Hans's portrait is the 'EFL' logo. Below the banner is a section titled 'Have done' which contains a paragraph about Niki Joseph and Hans Mol's publishing work. To the right of this section is a search box labeled 'look it up' and a 'Search' button. Below the 'Have done' section are two logos: 'Young Learners & Teenagers SPECIAL INTEREST GROUP' and 'MaWSIG Materials Writing Special Interest Group'. To the right of these logos is a paragraph about Niki and Hans's involvement in the IATEFL YLT SIG and MaW SIG. On the far right of the page is a section titled 'some recent publications' which features a collage of images, including a cover of 'New Outlook' magazine and a photo of a group of people at an event.

**eflwriters** *we develop the language you need*

Home About Can do **Have done** Clients Niki's latest Hans' latest Get in touch Read Sharing Songs Watch Audio Log in

### Have done

**Niki Joseph** and **Hans Mol**, managing and writing partners in *EFL writers*, have done a large number of publishing projects over time, in both primary, secondary and tertiary areas. A lot of the time we work individually, but for some projects we collaborate.

Both Hans and Niki are members of the IATEFL YLT SIG special interest group committee. Niki is editor of C&TS, the magazine, and Hans is coordinator of the SIG.

Hans is also Lead Publications Coordinator for IATEFL's MaW SIG (*Materials Writing* special interest group).

**look it up**

**some recent publications**

**Young Learners & Teenagers SPECIAL INTEREST GROUP**

**MaWSIG**  
Materials Writing Special Interest Group

# First English Words

Encourage a love of learning English



# Where is your picture dictionary?



# What is a picture dictionary?

## My pets



### Activities

1. Find the hidden umbrellas.
2. Can you hop like a rabbit and stretch like a cat?
3. Sing the song!



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### Song



Ben and Daisy have some pets:  
cat, dog, rabbit. (x 2)



Puppy, hamster, guinea pig! (x 2)



Ben and Daisy have some pets:  
cat, dog, rabbit!

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# What can you do?



# What can they do?

- Explore
- Imitate
- Role-play
- Short attention span
- Walk in a straight line
- Hop on one foot
- Throw a ball
- Act as a group
- Accompany song with whole – body rhythmic response
- Fine motor skills starting to develop
- Limited colouring skills
- Limited cutting skills
- Enjoy playing together
- Improved colouring and drawing skills (colouring within the lines)
- Better cutting skills
- Can hold pencil properly
- Can climb, jump, throw and catch
- Greater powers of concentration
- Able to remember more
- Curious about the world
- Work in groups more easily
- Less likely to seek adult approval
- Project oriented
- Able to plan games
- Understand simple reasoning

3-4

4-5

# Elements of successful practice in a sequence of lessons

P U R **P** O S E  
**R** O U T I N E  
**E** N G A G E M E N T  
**S** T O R Y  
**C** H A L L E N G E & C H O I C E  
M **O** V E M E N T  
**O** W N E R S H I P  
P **L** A Y



# Stories



## Shopping



**Narrator:** Ben and Daisy are at the supermarket. They are buying some vegetables.

**Ben:** Let's get some carrots! I like carrots!

**Daisy:** Yes, that's a good idea! I like carrots too! Do you like carrots, Keekee?

**Keekee:** [Keekee makes a disapproving sound]



# Routine

- Structured lesson plans
  - Let's start!
  - Let's stand up!
  - Let's sit at our tables!
  - Let's choose!
  - More ideas
  - Challenge
  - Take away!

# Let's start: a bag of fruit



# Engagement

- variety of media necessary for the age group
  - interest
  - learning style
  - motivation
  - opportunity for independent play
- story cards, flash cards, audio, songs, the dictionary, posters and flash strips

# Movement



# Choice and challenge

“Children learn best when they are given appropriate responsibility, allowed to experiment, make errors, decisions and choices, and are respected autonomous learners”. (Bruce 2011)

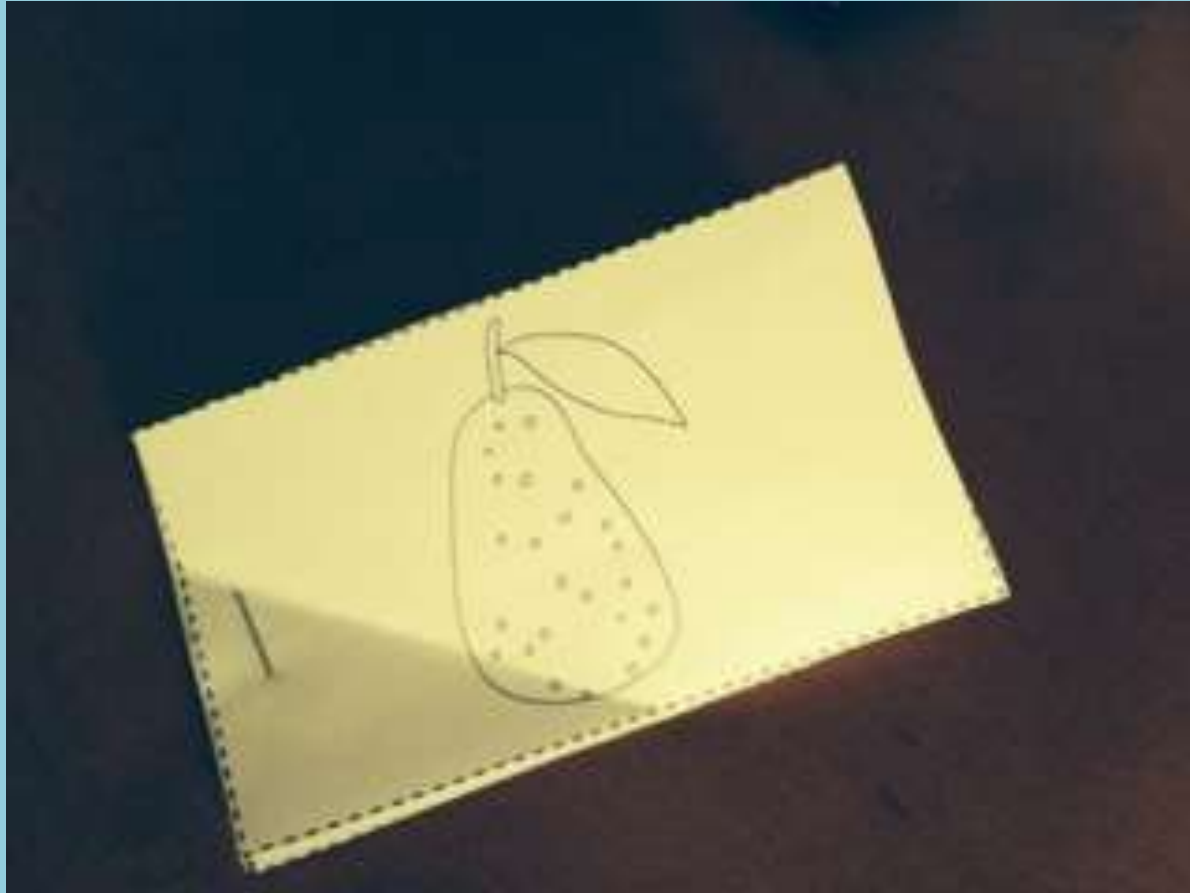
Collins

# Sing a song

[www.collinselt.com/firstenglishwords](http://www.collinselt.com/firstenglishwords)



# Ownership





# Elements of successful practice in a sequence of lessons

P U R **P** O S E  
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**C** H A L L E N G E & C H O I C E  
M **O** V E M E N T  
**O** W N E R S H I P  
P **L** A Y

Collins

# Individual work



[www.collinselt.com/firstenglishwords](http://www.collinselt.com/firstenglishwords)

So, *where* is it?



This is what pre-schoolers *can* do

## **The dictionary**

- Two-page image
- Find the – questions
- Song
- Personalization

## **The teacher's book**

- Background information
- Tips and tricks
- Lesson plans
- Flashstrips
- Audio tasks
- Photocopiable activities

## **To accompany**

- Two activity books
- Story cards (8 stories)
- Flashcards
- Posters