UNIT

# 1 I'm happy

## Lesson 1

**Lesson aims:** to learn vocabulary associated with feelings.
**Target language:** *angry, scared, tired, worried; I'm not (sad).*
**Revision:** *happy, sad, mum, dad, brother, sister; I'm (happy).*
**Receptive language:** *Are (they) (angry)?*
**Materials:** CD 1, flashcards with people expressing feelings. A sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Bring a few pupils to the front of the class. Ask the first one: *Hello. I'm (Anna). What's your name?* Pupil: *I'm (Max).*T: *How old are you?* Pupil: *I'm (nine).*
- The pupils then go to other classroom members and ask them their names and age.

### Presentation

- On the board write: *I'm happy/sad/scared/tired/worried/angry.* Go through each word and have pupils repeat. Define in L1 if necessary.
- Show the pupils the flashcards. Have volunteers stick them under the appropriate adjectives.
- Point to each flashcard randomly and have pupils say: *I'm (sad).*
- Show a sad face and say: *I'm not happy. I'm sad.* Then point to the flashcards, asking pupils: *Are you (angry)?* and have them answer: *Yes, I'm (angry) / No, I'm not (angry). I'm (sad).*

### Pupil's Book, page 4

#### 1 Listen and point.

- Pupils look at Exercise 1. Ask if they know the characters (Violet and Dash from *The Incredibles*; see page A30). T: *Is (Violet) angry?* Pupils: *Yes/No.*
- Explain that they have to point to the characters they hear. Play track 1.12.

Look! Who's this? It's Violet and her brother, Dash. They're in the forest. They can't find their mum and dad. Are they happy? No, they aren't happy. Violet is worried. Dash is scared! **1.12**

- Play the track again with pauses. Pupils repeat what they hear and point to the characters.

#### 2 Listen and repeat. Then look and say *Yes* or *No*.

- Pupils look at the items in this activity. Go through the adjectives and ask pupils to mime the words you say. T: *I'm (tired).* The pupils mime (yawning).
- Pupils look at each picture. T: *Point to sad.* Check that pupils are pointing to *sad.*
- Explain that pupils have to repeat the words they hear. Play the first part of track 1.13.

Part 1: happy, sad, scared, tired, worried, angry. **1.13**
Part 2: I'm not worried. I'm happy! I'm not happy. I'm sad. I'm not tired. I'm scared. I'm not sad. I'm tired. I'm not angry. I'm worried. I'm not scared. I'm angry.

- Play the second part of the track and have pupils repeat the sentences. Replay and have pupils mime what they hear.
- Ask pupils to look at the picture in Exercise 1. Ask pupils what feelings are represented in the picture. T: *I'm (hungry).* have pupils answer *Yes* or *No*.

#### 3 Listen and say.

- Ask pupils to look at the picture in Exercise 1 and complete the sentences they will hear by saying the correct words.
- Play track 1.14.

Look! Who's this? It's Violet and her brother, Dash. They're in the forest. They can't find their mum and dad. Are they happy? No, they aren't (…) happy. Violet is (…) worried. Dash is (…) scared! **1.14**



### TPR

Give pupils a sheet of paper each. Have them draw faces of how they feel. Place pupils in two lines. Explain that the first pupil in each line shows their drawing to the second pupil, who must say what feeling is presented in the picture. If they are correct, the first pupil goes to the desk. If they are incorrect, the first pupil goes to the end of the line. The line which finishes first wins. Keep all drawings for the Ending the lesson activity.

### Activity Book, page 2

#### 1 Look and circle.

- Explain that pupils have to circle the word that describes the picture best.
- Check answers with all class.
- Answers: 1 *angry.* 2 *happy.* 3 *scared.* 4 *worried.*

#### 2 Look and write.

- Pupils look at Exercise 2 and tell you the feelings they can see. Then have them write the answers under the pictures.
- Answers: 2 *I'm happy.* 3 *I'm angry.* 4 *I'm tired.* 5 *I'm worried.* 6 *I'm scared.*

### Ending the lesson

- Place pupils in pairs opposite each other. Ask one of them to mouth an adjective describing a feeling for the other to guess. Then pupils swap roles.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Hand back the drawings from the TPR activity. Have pupils write sentences using *I'm not … or I'm …* on the sheets.

## Lesson 2

**Lesson aims:** to revise and extend vocabulary associated with feelings. To learn a song.
**Target language:** *hungry, thirsty; Are you (thirsty)?*
**Revision:** food; the alphabet. *angry, happy, sad, scared, tired, worried; I'm/I'm not (happy).*
**Receptive language:** *Is he/she (happy)?*
**Materials:** CD 1, self-made flashcards with the alphabet, flashcards with people expressing feelings from the previous lesson. New flashcards showing *hungry* and *thirsty*.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place alphabet flashcards on the board and quickly revise them.
- Point to a letter and have pupils say as many words as they can beginning with it. T: points to (B). Pupils: *Boy, bat, beach,* etc.

### Presentation

- On the board draw an item of food (e.g. an apple) and a drink (e.g. milk).
- Point to each one, say and mime. T: *Mmmm. (An apple). I'm hungry. Mmmm. (Milk). I'm thirsty.* Repeat and have pupils copy you.
- Place all flashcards on the board, point to each one and have pupils tell you what feeling they represent.
- Ask three pupils to come to you and have each of them draw one flashcard. Ask: *Are you (thirsty)?* Pupils answer *Yes/No* until you guess the adjectives from their flashcards.

### Pupil's Book, page 5

#### 4 Listen and say the number. Then read and say.

- Direct pupils to Pupil's Book, page 5, Exercise 4. Point to the pictures and ask: *Is he/she (happy)?* Pupils: *Yes/No.*
- Then read texts a–f and ask pupils where they think each one may go.
- Explain to pupils that they will have to number the feeling they hear. If it is easier, they may write the numbers in their notebooks.
- Play track 1.15. Pause at each part for pupils to answer.

A: *(yawning)*
B: Are you sad?
A: No, I'm not sad. I'm tired! **1.15**

B: *(sighing)*
A: Are you hungry?
B: No, I'm not hungry. I'm sad!

B: *(gasping as if excited)*
A: Are you happy?
B: Yes, I'm happy.

A: *(sound of tummy rumbling)*
B: Are you tired?
A: No, I'm not tired. I'm hungry.

B: *(sound of swallowing as if thirsty)*
A: Are you thirsty?
B: Yes, I'm thirsty.

A: *(sound of gasping as if scared)*
B: Are you angry?
A: No, I'm not angry. I'm scared.

- Ask pupils to match the texts to the pictures. Check answers. T: *I'm thirsty.* Pupils: *Photo number 2.*
- Pupils form a circle. Play track 1.15 again and have them say and mime each feeling.

#### 5 Listen and sing.

- Have pupils read the song and ask them to tell you what feelings are mentioned in it.
- Tell pupils that they will listen to the song and to clap when they hear a feeling. Play track 1.16.
- Replay track 1.16 and encourage all pupils to sing along and mime.
- Once the pupils have learnt the song, ask them to sing along to the karaoke version (track 1.17).

### TPR

Place class in four groups and assign each one a stanza from the song. Tell the pupils that when they hear their stanza, they have to come to the front and act out what is being sung. For example, the first stanza group have to act out being happy and not being sad. Play track 1.16 and help the groups as they come to the front. Give groups new stanzas to mime if time allows.

### Activity Book, page 3

#### 3 Look, read and tick (✓).

- Have pupils look at the activity and tell you what feelings they see. Explain that they have to tick the correct sentence. When pupils have completed the activity, check answers by having volunteer pupils call them out.
- Answers: 1 *I'm hungry.* 2 *I'm not angry.* 3 *I'm not scared.* 4 *I'm thirsty.*

#### 4 Look and write.

- Ask pupils to read the words in the word pool. Have two volunteers read the first question and answer. Explain that pupils have to read the other questions and circle the correct word under each picture. Check answers by having volunteer pupils read an item aloud.
- Answers: 2 *angry, worried.* 3 *hungry, thirsty.* 4 *sad, scared.*

### Ending the lesson

- On the board write *I'm not hungry. I'm thirsty*. Read and mime it. Ask pupils to write their own two sentences using any of the feelings they have learnt. Have pupils read and mime their sentences to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 71

#### 1 Find and circle. Then write.

- Ask pupils to find the words hidden in the grid, circle them, then write them under the pictures.
- Answers: 1 *sad, 2 angry, 3 hungry, 4 tired, 5 happy, 6 worried, 7 scared, 8 thirsty.*

SAMPLE UNIT

# Lesson 3

**Lesson aims:** to consolidate vocabulary from lessons 1–2. To describe other people's feelings.
**Target language:** *He's / She's (happy).*
**Revision:** feelings; family. *I'm / I'm not (happy). This is (mum).*
**Receptive language:** *Look at the (boy).*
**Materials:** CD 1, flashcards with people expressing feelings.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Play the song from lesson 2 and have pupils sing and mime it. Then say a feeling and ask pupils to mime it. Continue with all feelings taught.
- Bring pupils to front of class and ask them to form two lines. Explain that they will play "Telephone (Chinese Whispers)" (see Resource Bank, page A23, for instructions). Ask pupils to repeat sentences: *I'm / I'm not (tired).*

## Presentation

- On the board write *He's* and *She's*. Under each one place a flashcard of a male or female. Point to them and say*: Look at the (boy). (He's) (happy).* Then place all the flashcards on the board under the correct gender. Point to each one, say what he or she is expressing and have pupils repeat after you. Then point to each flashcard and have pupils describe it on their own.

## Pupil's Book, page 6

### 6 Which person is Adam? Listen and find.

- Direct pupils to page 6, Exercise 6. Ask pupils if they remember the words for the family members. Write them on the board as they answer. Then next to each one ask which pronoun is used. T*: Mother. He or She?* Pupils: *She*. Write the pronoun next to each family member.
- Then look at each person in the activity picture and ask pupils who they think it is and how they feel. Pupils: *Mum. She's tired.*
- Explain to pupils that they will hear Adam describing his day out and they have to find him in the picture.
- Play track 1.18. Encourage pupils to point to the family members as they listen.

I'm Adam. I'm at the funfair with my family. **1.18**
This is my mum. She's tired.
This is my dad. He's hungry.
My sister's thirsty.
My brother's sad.
This is my friend, Sarah. She's scared.

- Replay the track and ask pupils to tell you who Adam is. Pupils: *Number 3!* Ask about the remaining people in the picture. T: *Number (1)?* Pupils: *It's (a friend/Sarah).* Quiz pupils for understanding. T: *Mum. She's …* Pupils: *Tired.* T: *Dad.* Pupils: *He's hungry.*
- Place pupils in pairs and have them talk about the picture. Pupil 1: *This is mum*. Pupil 2: *She's tired.*

### 7 Look at Exercise 6. Read and say the number.

- Have a volunteer read the sentences in Exercise 7. Have the rest of the class mime the feelings.
- Explain to pupils that they have to read the sentences and match them to the pictures in Exercise 6. Place pupils in pairs and have them complete the activity.

**TPR**

Place pupils into five groups. Assign each group the role of mum, dad, brother, sister, friend. Explain to pupils that they will hear the recording again but this time when they hear their role, they have to stand up and mime it. Recording: *This is my mum. She's tired.* Pupils assigned *mum* have to stand up and mime being tired. Play track 1.18. Pause between each sentence for pupils to have time to stand up and mime. Assign each group a different role and repeat the activity.

## Activity Book, page 4

### 5 Write and draw.

- Ask pupils to look at the anagrams and tell you what words they think they are. Ask them to spell the words. As they do so, write the words on the board.
- Explain to pupils that they have to unjumble the anagrams and then draw the faces.
- Have pupils complete the activity and show you their work.
- Answers: 1 *He's happy.* 2 *She's scared.* 3 *He's tired.* 4 *She's sad.*

### 6 Look and write.

- Have a volunteer read the words in the word pool. Explain that they have to place the words under the correct picture. Encourage them to use *He's* and *She's*.
- When pupils have completed the activity, check answers as a class. T: *Number one?* Pupils: *She's worried.*
- Answers: 2 *She's happy.* 3 *He's angry.* 4 *He's tired.* 5 *He's sad.* 6 *She's thirsty.*

## Ending the lesson

- Ask pupils to look at the picture in Pupil's Book, page 6, Exercise 6. Hold up your book and point to the mother. T: *This is me. I'm not happy. I'm tired.* Have pupils point to a figure of their choice and say how they feel or not.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

**Extra activity**

Have pupils draw a picture showing an outing with their family and to write a few sentences about it. Place work on classroom display.

# Lesson 4

**Lesson aims:** to consolidate topic vocabulary and structures. To practise phonics /æ/.
**Target language:** *Is he/she (happy)?*
**Revision:** feelings. *I'm / I'm not (happy). He's / She's (happy).*
**Receptive language:** *bad; Who's this?*
**Materials:** CD 1, flashcards with people expressing feelings.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Ask pupils to name the characters from *The Incredibles*. Write them on the board. (Violet, Dash, Syndrome, Mr. and Mrs. Incredible: see page A30).
- Have pupils choose a character who they will pretend to be. T: *I'm Violet. I'm scared and worried.* Pupils tell the class who they are and how they feel.

## Presentation

- On the board write: *He's happy. Is he happy? Yes. She's sad. Is she happy? No.* Point to each sentence, say it and have class repeat. Explain, in L1, that when we form questions, we use *Is he?* or *Is she?*
- Place flashcards on the board and point to each one asking questions that will elicit *Yes* or *No*. T: *Is she (sad)?* Pupils: *(Yes.)*
- Bring some pupils to the board to continue the activity.

## Pupil's Book, page 7

### 8 Listen and answer *Yes* or *No*.

- Direct pupils to Pupil's Book, page 7, Exercise 8. Ask: *Who's this?* Pupils: *(Violet.)* Ask how the characters feel.
- Explain that they have to answer *Yes* or *No* after they hear the recording.
- Play track 1.19 with pauses after the question for pupils to be able to answer.

1 Is she worried? (…) Yes, she's worried. **1.19**
2 Is she scared? (…) Yes, she's scared.
3 Is he sad? (…) No, he's angry.
4 Is he worried? (…) No, he's happy.

- On the board write: *1. Is she worried? Yes. She's worried.* Read it to the pupils.
- Place pupils in pairs and have them ask each other. Pupil 1: *Is she worried?* Pupil 2: *Yes, she's worried.*
- Follow-up (optional): Ask pupils to choose a picture and to write a question and its answer in their notebooks. Have pupils read their work to the class.

### 9 Tongue twister! Listen and repeat.

- On the board write *apple, happy, table, sad*. Say each word, pointing to the a and have pupils repeat. Ask them what they notice about each word (the *a* in *apple, sad and happy* is different from *table*).
- Ask pupils to write two words in their notebooks that contain *a* and have them read these words to you. It doesn't matter if the words do not have the different *a* sound.
- Explain, in L1, what a tongue twister is. Then direct pupils to Exercise 9.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play track 1.20. Ask pupils to listen to the tongue twister and repeat it. Ask pupils how *a* is pronounced in each word.
- Replay track 1.20 as many times as necessary until pupils are confident to say the text without the recording.
- Place pupils in two groups. Have each group repeat the tongue twister as many times and as quickly as possible. The group that says it correct most times wins.

**TPR**

Play "*Simon says*" together (see Resource Bank, p. A24). When you say *Simon says: I'm / He's / She's (sad),* pupils mime the feeling. When you say *Simon says: I'm / He's / She's not (sad),* they only move around. When you say the sentence without the phrase *Simon says*, they mustn't move at all. If pupils make a mistake, they have to go back to their desks. Play until only a few pupils remain standing.

## Activity Book, page 5

### 7 Look, read and match.

- Ask pupils to look at the pictures in the activity. T: *Look at 1. Is she sad?* Pupils: *No, she's happy*. Continue in this way for all pictures.
- Ask pupils to complete the activity. Check answers by asking volunteers to read the questions and answer.
- Place pupils in pairs and have them ask and answer.
- Answers: 1 *b,* 2 *c,* 3 *d,* 4 *a.*

### 8 Write the questions. Then look at Exercise 7 and answer.

- Ask pupils to unjumble the questions and answer them by looking at Exercise 7.
- Pupils complete the activity. Check answers as a class by asking what the first question is, writing it and the answer on the board.
- Answers: 2 *Is he hungry? No, he's thirsty.* 3 *Is she scared? No, she's sad /tired.* 4 *Is he happy? No, he's angry/worried.*

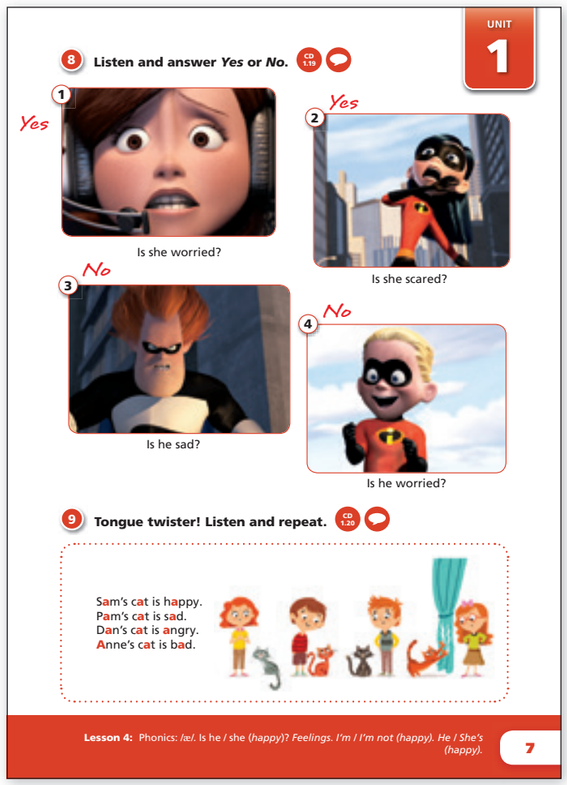
## Ending the lesson

- Have pupils draw their favourite Disney character and write a question and answer about him or her. Place all work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

**Extra activity, Activity Book, page 71**

### 2 Follow, then draw.

- Pupils match the sentences and the pictures by drawing lines and draw the feelings for each sentence.






SAMPLE UNIT

# Lesson 5

**Lesson aims:** to revise the language from lessons 1–4. To listen to a story.
**Target language:** *I'm scared of ghosts.*
**Revision:** feelings. *ghost, monster; I'm/I'm not (happy).*
**Receptive language:** *dark, owl; How many (eyes)? What colour? Is Mickey scared of Pluto? Where are they? Is it dark? Is it a (ghost)? What's that? Come on! Phew!*
**Materials:** CD 1, colour pencils and markers. A sheet of paper for each pupil. Optional: story cards.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Ask pupils to open their notebooks. Explain that you will mime a feeling and they have to write it in their notebooks. Mime *happy, sad, hungry* and *afraid.*
- Check answers by writing the words on the board and having pupils tell you what they are.

## Pupil's Book, page 8

### 10 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books to page 8.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie.* Point to the monster in picture 5 and ask pupils: *Are you scared of monsters?* Make sure they understand the question and have them answer: *Yes/No.*
- Have pupils tell you what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey and Minnie are in the forest and they see a monster who turns out to be Pluto.)
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Is Mickey scared of Pluto?*
- Play track 1.21. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 1.21) and with special EFL voice-overs (track 1.22).
- Repeat the question: *Is Mickey scared of Pluto?* Encourage pupils to answer correctly. Pupils: *No.*
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 1.21 stopping at each frame to ask the following questions: Pictures 1 and 2: Point to each picture and ask *Where are they? (In the forest.) Is it dark? (Yes). Is Minnie scared?(Yes). What's Minnie scared of? (Ghosts). Is Mickey scared? (No).* Picture 3: *Is it a ghost? (No, it isn't a ghost. It's an owl.) Where's the owl? (It's on the tree).* Picture 4: *Are Mickey and Minnie happy? (No, scared).* Picture 5: *Are Mickey and Minnie scared? (Yes).* Picture 6: *Is it a monster? (No, it's Pluto). Is Pluto happy? (Yes). Is Mickey scared of Pluto? (No).*
- Replay track 1.21 pausing at each individual sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.
- Divide class into six groups. Assign each group a picture and have them read the text aloud, in unison.

### 11 Now act the story out.

- Place pupils in groups of three and assign the roles of Mickey, Minnie and Pluto. Encourage them to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

## Activity Book, page 6

### 9 Read, look and tick (✓) or cross (✗).

- Ask pupils to describe what they see in each picture. Explain that pupils have to look at the pictures, read the sentences and answer *Yes* or *No.*
- Have pupils complete the activity and check their answers with their partners.
- Answers: 1 *No.* 2 *Yes.* 3 *Yes.* 4 *No.*

### 10 Ask and answer. Then write and circle.

- Place pupils in pairs. Explain to pupils that they have to ask each other what they are scared of.
- Have pupils complete the survey first about themselves and then about their friend. Monitor pupils and help if necessary.
- Once pupils have completed the activity, have them read out their sentences to the class.

## Ending the lesson

- Play the "Telephone (Chinese Whispers)" game (see Resource Bank, page A23, for instructions). Place class in three groups and have each repeat one of the sentences: *Is Minnie scared of ghosts? Mickey is scared of monsters. Mickey isn't scared of Pluto.*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in pairs and have them choose a scene from the story. Give them a sheet of paper and ask them to draw it, copy the texts and present it to the class.

**Lesson 5 Story:** owl. I'm scared of (ghosts). *Feelings. I'm / I'm not (happy).*



# Lesson 6

**Lesson aims:** to consolidate vocabulary from previous lessons. To play a game with cut-outs.
**Revision:** vocabulary from lessons 1–5. *dogs, water, garden.*
**Receptive language:** *Who's this? Who's (happy)? He/She likes (water).*
**Materials:** CD 1, a sheet of paper for each pupil, colour pencils or marker pens, scissors, slips of paper.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Give each pupil a sheet of paper. Have them draw two big circles and colour one red and the other green.
- Ask them to write feelings that are negative in the red circle and feelings that are positive in the green one.
- Call out a feeling and have pupils show you the circle they have written it in.

## Revision

- On slips of paper write a feeling taught in previous lessons and give two slips to each pupil. Explain that you will call out a feeling and the pupils who have it must stand up and say it. T: *Who's (scared)?* Pupils: *I'm (scared).*
- Collect all slips for TPR activity.

## Pupil's Book, page 9

### 12 Listen, read and say the number. Then answer.

- Direct pupils to Pupil's Book, page 9, Exercise 12. Ask them to describe the picture and encourage them to use feelings and pronouns.
- Explain that they have to read as they listen to the text and then tell you which number the sentence belongs to.
- Play track 1.23 once without pauses.
- Replay the track with pauses for pupils to call out the answers.
- Direct pupils to the questions under the picture. Read them out one by one and have volunteer pupils answer.
- Place pupils in pairs and have them ask and answer using the questions.

### 13 Cut out (page 73). Then listen and play.

- Have pupils cut out the cards on page 73. Ask pupils to describe the cards to you.
- Ask pupils to look at the photos in Exercise 13 and tell you how they think the game will be played. Play track 1.24.
- Place pupils in pairs. Explain that they have to place the cards face down in the middle of the table. One pupil picks up the card and has to mime what he sees in it. Their partner has to guess what is being mimed. If the pupil guesses correctly, they keeps the card. The game finishes when all the cards have been played.

### TPR

Give each pupil two slips of paper used in the presentation activity. On the board write *green, red, yellow, blue.* Place pupils in four groups. Explain that you will call out a feeling and a colour. Pupils with that feeling have to place the slip of paper under the correct colour on the board. The first group to finish wins. Repeat for enjoyment.

## Activity Book, page 7

### 11 Find six differences. Then write.

- Ask pupils to look closely at the pictures. Explain that they have six differences which they have to find. Have pupils complete the first part of the activity. Ask a volunteer pupil to call out the differences.
- Explain to pupils that they have to complete the sentences under picture 2. Check answers by asking volunteer pupils to read their answers.
- Answers: 2 *He's thirsty.* 3 *He's happy.* 4 *She's worried.* 5 *She's scared.*

### 12 Write.

- Ask pupils to tell you how the children in the picture are feeling.
- Explain that they have to read the text and complete it with a word from the word pool.
- When pupils have completed the activity, place them in pairs and have them read their answers to each other.
- Answers: *Are, not, Are, am.*

## Ending the lesson

- Give each pupil a sheet of paper. Have them draw their partners in a park doing something that makes them happy, sad, hungry or tired, and to write sentences about it like in Exercise 12.
- Have pupils show their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to place their cut-out cards face down in front of them in random order. They can shuffle them around once they are face down so they do not remember where each feeling is. Pupil 1 turns over a card and describes the feeling. Pupil 2 turns over a different card trying to find the matching pair. Pupil 2 can keep the pair if they match. If not, the cards are turned face down again and pupils play again. This time Pupil 2 turns over a card and describes the object and Pupil 2 tries to find a matching pair. The winner is the pupil with the most matching pairs.

**Lesson 6 Skills:** *Feelings. I'm / I'm not / He's / She's (happy). I'm scared of (dogs).*



SAMPLE UNIT

# Lesson 7

**Lesson aims:** Social Science – to talk about feelings in different situations. To make a poster.
**Target language:** *bored, excited, surprised, good, bad.*
**Revision:** feelings. *I'm/I'm not (happy).*
**Receptive language:** *funfair, puppy; Who's (bored)? Why is the girl (excited)? How do you feel? Which feelings are (good)?*
**Materials:** CD 1. Sheets of paper, magazines, colour pencils or marker pens.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Ask pupils, in L1, what kinds of things make them feel happy, sad, angry and tired.

## Presentation

- On the board write: *bored, excited, surprised* and mime these terms to pupils. Then say: *It's my surprise party. I am …* Pupils: *Surprised.* T: *It's my homework. I am …* Pupils: *Bored.* T: *They're my presents. I am …* Pupils: *Excited.*
- Ask, in L1, what other things make them feel surprised, excited and bored.
- Introduce the words: *good* and *bad*.

## Pupil's Book, page 10

### 14 Listen, match and say.

- Direct pupils to Pupil's Book, page 10, Exercise 14. T: *Who's (bored)?* Pupils: *Number (2).*
- Explain to pupils that they have to match the photos 1–3 with the pictures a–c when they hear the recording. If it is easier, they may write the numbers in their notebooks.
- Play track 1.25.

1 Look at my presents! I'm excited!
2 I can't play. I'm bored.
3 Oh! I've got a new computer game! I'm surprised!
**1.25**

- Replay the track again, pausing to allow pupils to check their answers.
- Check for understanding. T: *Why is the (girl) (excited)?* Pupil: (*She's got presents.*)
- Check answers as a class by having volunteers say the answers.

### 15 Listen, think and say. Then write and draw ✓ or ✗ in your notebook.

- Have pupils write the numbers 1–4 in their notebooks. Explain that they have to think about the situation presented to them and write how it makes them feel and whether it's a good or a bad feeling by drawing a tick or cross.
- Play track 1.26 and ask pupils to follow the text.

Look at the photos. How do you feel? Is it a good or a bad feeling? **1.26**
1 It's your birthday. You've got a present. How do you feel?
2 You can't play with your friends. How do you feel?
3 You're at the funfair. How do you feel?
4 Your brother's got your favourite toy. How do you feel?

- Replay the track with pauses for pupils to answer in their notebooks.
- Have pupils read out their answers: *I'm (excited).*
- Place pupils in pairs and have them present to each other a situation from the activity and react to it. Pupil 1: (*You've got a present.)* Pupil 2: *(I'm excited).*

### 16 Project: make a feelings poster.

- Give each pupil a sheet of paper. Explain that they have to make a poster of different feelings. They can draw the feelings or paste cut-out pictures from magazines. They may place the feelings from least to most favourite. Encourage them to write a few sentences about each picture or drawing. When pupils have completed the activity, have each pupil present their work to the class and place all posters on classroom display.

## TPR

Explain to pupils that you will say a situation and they have to mime and say how they feel. T: *A birthday party.* Pupils: *I'm (excited).* Use the following situations: *presents, homework, a puppy, a birthday cake, water, you can't play, a monster, too much homework, you can't find your friend, you have no friends, it's Christmas, a big hungry lion.*

## Activity Book, page 8

### 13 Look, read and number.

- Ask pupils to describe each picture. Then ask a volunteer pupil to read the sentences. Explain that pupils have to match the sentences to the pictures.
- Have pupils complete the activity. Check answers as a class. T: *Picture a?* Pupils: *3. It's Christmas Day. I'm excited.*
- **Answers:** 1 *b,* 2 *d,* 3 *a,* 4 *c.*

### 14 Read and write.

- Have a volunteer pupil read the words in the pool. Ask pupils which ones they think are good and which ones are bad.
- Ask pupils to complete the activity. Check answers as a class. T: *Which feelings are good?* Pupils: *Excited, happy,* etc.
- **Answers:** I feel good: *excited, surprised, happy*. I feel bad*: bored, sad, scared, worried, angry*.

## Ending the lesson

- Place pupils in small groups and give a sheet of paper to each one. Assign to each group a feeling and ask them to write sentences about situations that would make them feel that way. Have the groups present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Ask pupils to look through the unit and to write as many sentences from it as possible. Set a time limit.

# Lesson 8

**Lesson aims:** to revise the material from Unit 1. Self-assessment.
**Revision:** feelings. *I'm / I'm not / He's / She's (happy). Are you (happy)? Is he/she (happy)? I'm scared of (monsters).*
**Receptive language:** *today; Look at (Dash).*
**Materials:** CD 1. Optional: Worksheet 6 for each pupil.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look through the whole unit for about a minute. Ask them to close their Pupil's Books and to tell you what they remember from it. Encourage them to mention feelings, different situations and Disney characters.

## Revision

- Have pupils open their books. Explain that you will describe a feeling or character and they have to find it in the unit. T: *Mickey.* Pupils open to page 8 and point to Mickey. T: *Tired.* Pupils open to page 6 or 9 and point to figures showing they are tired.
- Continue with as many items as possible.
- Place pupils in pairs and have them continue with their partners.

## Pupil's Book, page 11

### 17 Listen and answer.

- Direct pupils to Pupil's Book, page 11, Exercise 17. Ask pupils to identify the Disney characters. (Mrs. Incredible, Violet, Dash, Mr. Incredible: see page A30). Ask how they think they feel.
- Have a volunteer pupil read the words in the word pool.
- Then ask pupils about the characters. T: *Look at Dash. Is he sad?* Pupils. *No. He's excited/happy.*
- Explain to pupils that they will listen to the characters being described and that they have to answer the questions.
- Play track 1.27 once through.

1 It's Dash. Is he bored? (…) No, he isn't bored.
2 It's Violet. Is she sad? (…) No, she isn't sad. Is she worried? (…) No, she isn't worried.
3 It's Mr. Incredible. Is he scared? (…) No, he isn't scared. Is he happy? (…) Yes, he's happy.
4 It's Mrs. Incredible. Is she tired? (…) No, she isn't tired. Is she happy? (…) Yes, she's happy, too!
**1.27**

- Replay the track with pauses for pupils to answer.
- Place pupils in pairs and have them ask each other questions about each character. Pupil 1: *Is Violet sad?* Pupil 2: *No, she's worried.*

### 18 In your notebook, draw and write about you. Then tell a friend.

- Ask each pupil to tell you how they feel today.
- Tell pupils that they have to draw themselves and to write a few sentences about how they feel.
- Have pupils present their work to the class.

## Activity Book, page 9

### 15 Look and write.

- Ask pupils to look at the picture and tell you what they think the Incredibles are doing. L1 may need to be used.
- Explain that pupils have to answer the questions under the picture.
- Check answers by choosing four pairs to read the question and answer.
- **Answers:** 2 *She's scared.* 3 *He's happy.* 4 *She's worried. 5 He's angry.*

### 16 Say and tick (✓). Then stick.

- Ask pupils to read the sentences.
- Pupils assess their own skills by ticking the boxes. Encourage them to look through the unit in their Pupil's Book as they think about the sentences.
- Ask pupils to find the stickers for this exercise at the end of their Activity Books. If pupils can tick all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as pupils work (track 1.16).

## Ending the lesson

- Ask pupils to choose a song, story or activity they liked best from the unit. Play the appropriate tracks and have pupils mime the feelings or act out the story. Congratulate the pupils for having completed Unit 1.
- Say the *Goodbye!* chant together.
- Say Goodbye! and wave goodbye to the class.

## Extra activity

Have pupils choose a lesson or scene they particularly liked from the unit. Ask them to draw it and then place their work on classroom display.

## Progress assessment

- Photocopiable materials, Worksheet 6, page 82. The guidelines for using the sheet can be found on page 74.
- *New English Adventure Test Book,* Level 2, Test 1.

SAMPLE UNIT