

**NEW**

# English Adventure

**Teacher's Book**

**STARTER B**

## Contents

- |                            |     |   |    |
|----------------------------|-----|---|----|
| • Scope and sequence       | A2  | • Lesson notes                              | 1  |
| • Course components        | A4  | • Photocopiable materials                   | 73 |
| • Course methodology       | A7  | Christmas, Easter<br>and Halloween cut-outs | 73 |
| • Teaching children        | A10 | Teacher's notes for worksheets              | 76 |
| • Assessment               | A13 | Worksheets for the<br>pre-coursebook period | 79 |
| • Cooperation with parents | A15 | Worksheets for Pupil's<br>Book Units 1–8    | 83 |
| • How to use stories       | A16 | Revision worksheets                         | 95 |
| • How to use posters       | A17 | DVD worksheets                              | 99 |
| • How to use the DVD       | A20 |   |    |
| • Resource Bank            | A21 |   |    |
| • Pre-coursebook period    | A26 |   |    |
| • Disney/Pixar movies      | A30 |   |    |

# 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 and perception abilities.

## MAIN CHARACTERS OF THE COURSE

### The fantasy world

*New English Adventure* features characters from the 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 5.

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

Reading and writing skills are introduced and developed gradually in subsequent units. In *New English Adventure Starter B* words are presented in their written form from unit 3 on, but the actual practice of reading whole words, recognising words and tracing words begins in unit 5. It should be remembered that at this stage pupils do not need to be able to name particular letters. Attempts to read words letter by letter would be particularly misleading for foreign pupils, who should be aware of the differences between how words are written and pronounced in a foreign language and L1 at early stages of learning English. It should be emphasized that first pupils recognize words rather than read them. Children embrace the entire word and associate it with the picture placed beside the word. This is a reliable way of learning to read whole words and pupils enjoy it.

At level Starter B learning to read may be supported by word cards, which are available on the [www.pearsonelt.com/newenglishadventure](http://www.pearsonelt.com/newenglishadventure) website.

The development of writing skills proceeds gradually. Beginning with unit 5, pupils write basic words, at first only by tracing. It is intended to develop pupil's fine motor skills. After some time pupils begin to write without help. We apply primary-style calligraphy in the materials which support the book in order to reconcile the requirements of the school with those of the English classes.

## 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 8 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 next 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 revise the most important words and phrases from a given unit, practising various language skills, mainly listening, speaking and interaction, through listening comprehension exercises. The Activity Book works as an additional teaching aid.

### Lesson 5

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 B level of the course, speech bubbles appear in the story to a very limited extent, while pictures are always accompanied by an audio recording. Once pupils listen to the story, they can act it out in the classroom.

### Lesson 6

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 7

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 8

This lesson is a summary of the material pupils have learned in the course of the entire unit. It consists of listening tasks (in Units 1–4 of the Pupil's Book), as well as writing and

listening tasks (in Units 5–8 of the Pupil's Book). In this lesson pupils also prepare a drawing corresponding to the topic of the unit (personalization). An important part of lesson 8 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 another 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 as to ensure effective lessons are 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 the 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 into 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 one task and another.

- 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 5, 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 7 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 on 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.

**NEW**

# English Adventure

## Lesson notes

<b>Hello</b>	<b>2</b>
<b>1 My face</b>	<b>4</b>
<b>2 Animals</b>	<b>12</b>
<b>3 My toys</b>	<b>20</b>
<b>4 Food</b>	<b>28</b>
<b>5 My body</b>	<b>36</b>
<b>6 My house</b>	<b>44</b>
<b>7 My clothes</b>	<b>52</b>
<b>8 My party</b>	<b>60</b>
<b>Christmas</b>	<b>68</b>
<b>Easter</b>	<b>70</b>
<b>Halloween</b>	<b>72</b>

# 1 My face

## Lesson 1

**Lesson aims:** to learn the words for parts of the face. To learn a chant.

**Target language:** *ears, eyes, face, hair, mouth, nose; This is my (face).*

**Receptive language:** *Yes. Try again.*

**Materials:** CD 1, flashcards with parts of the face.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Assign gestures to classroom objects: *bag* – miming holding onto the straps of a backpack; *book* – opening a book; *ruler* – measuring something; *crayon* – drawing; *rubber* – erasing. Give words for different classroom objects, and have pupils do the gestures in response. Continue the activity, progressively increasing the speed.

### Presentation

- Praise pupils for learning the classroom objects well. Tell them they are now ready to learn new words. Explain that you are going to focus on the words for parts of the face.
- Say the words for the parts of the face in L1 and have pupils touch the appropriate parts of their faces when you say the words. Then say the words for the parts of the face in English, touching the appropriate parts of your own face as you speak. Have pupils touch the appropriate parts of their faces and repeat the words.
- Using the flashcards, practise the new words. Hold up a flashcard, say the English word and have pupils repeat.

### Pupil's Book, page 4

#### 1 Listen and chant.

- Tell pupils to open their Pupil's Books at page 4. Hold up your book and point to the big picture. T: *Look! This is Merida.* Discuss the picture with the class in L1. Ask pupils if they have seen the film *Brave* and elicit the names of the characters (Merida, Queen Elinor, King Fergus, Merida's younger triplet brothers; for a detailed description of the film, see page A30). If necessary, explain that these are the names of the characters in English.
- Tell pupils that they are going to hear a chant about parts of the face. T: *Listen.* Play the CD once.

My eyes. My ears. My mouth. My nose.  
This is my face. And this is my hair.

1.10

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

#### 2 Listen and stick. Then find and tick (✓).

- Ask pupils to find the stickers at the end of their books. Point to the stickers one by one and revise the words for the parts of the face. T: *Look! (Eyes).*
- Tell pupils they are going to listen to a recording. Explain that they should listen out for the parts of the face, choose the corresponding stickers and attach them in the appropriate places in the exercise. Pause after each word to give pupils sufficient time to complete this task.

Eyes, mouth, face, hair, ears, nose.

1.12

- Make sure all pupils have stuck their stickers correctly. If necessary, play the CD again.
- Ask pupils to point to the pictures and say the words for the parts of the face they show.
- Pair activity. One pupil points to a sticker and the other says the word for the part of the face it shows. Then pupils swap roles.

- Ask pupils to find the parts of the face from the stickers in the big picture and put a tick (✓) in the boxes under the corresponding stickers.
- Have pupils say the words for the parts of the face they have ticked (✓).

### TPR

Divide the class into six groups. Call the groups: *ears, eyes, face, hair, mouth, nose.* Say the names of the groups. The group who hear their name stand up and touch the part of the face that is theirs.

### Activity Book, page 4

#### 1 Match and say.

- Pupils draw lines to match the parts of the body shown in the circles to the corresponding parts in the big picture and say the words.

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

- Pupils draw the missing parts of the face and say the words.
- **Answers:** 1 – eyes, 2 – nose, 3 – ears, 4 – mouth.

### Ending the lesson

- Ask a volunteer to stand facing the board. Ask them to touch a part of their face and tell the class to guess which part it is. If pupils give the wrong answer, say: *Try again.* If pupils give the correct answer, say: *Yes and repeat the word.* T: *Yes (Eyes)!*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 71

#### 1 Look and match.

Pupils look at the pictures and the words, and then match them correctly by drawing lines.



UNIT  
1 My face

1 Listen and chant.

2 Listen and stick. Then find and tick (✓).

eyes mouth face hair ears nose

Lesson 1: ears, eyes, face, hair, mouth, nose. This is my (face).

# Lesson 2

**Lesson aims:** to learn colours.

**Target language:** colours (*brown, orange, pink, purple*); *my (blue) (eyes); Yes! No!*

**Revision:** colours (*blue, green, red, yellow*); face (*ears, eyes, face, hair, mouth, nose*).

**Receptive language:** *What colour is it? What colour is the (hair)? What colour are the (eyes)? What's missing?*

**Materials:** CD 1, flashcards with parts of the face, self-made flashcards with colours.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Revise the colours pupils have learned so far with coloured pencils or crayons. Hold up a colour and have pupils say what it is. T: *What colour is it?*

## Presentation

- Introduce the new colours using the self-made flashcards with colours or objects in the classroom. Show a flashcard/an object and say the colour. Have pupils repeat the word.
- Hide a flashcard behind your back. Ask pupils to guess which of the new colours you have hidden. Ask individual pupils: *What colour is it?* If a pupil gives the correct answer, repeat the word: *Yes! (Orange)!* and praise the pupil. T: *Well done!*

## Pupil's Book, page 5

### 3 Listen and say. Then match and colour.

- Tell pupils to open their Pupil's Books at page 5. Hold up your book and point to the pictures. T: *Look!* Discuss the pictures with the class. Ask pupils if they know the objects in the pictures (balls of wool and rugs).
- Tell pupils that they are going to listen to a recording. Ask them to point to the corresponding balls of wool and repeat the colours. T: *Listen.* Play the CD.

Pink, purple, orange, brown.

1.13

- Point to the balls of wool and encourage pupils to say the colours.
- Then tell pupils to trace the threads from the balls of wool to the rugs and colour the rugs accordingly.

### 4 Listen and circle.

- Ask pupils to look at the faces of the dolls and teddy bears. Point to the pictures and ask: *What colour is the (hair)? What colour are the (eyes)?*
- Tell pupils that they are going to listen to a recording. Explain that they should listen to the description of each toy and circle the right picture. T: *Listen.* Play the recording once.

- Look! My face. My red mouth. My pink nose. My brown hair. My blue eyes.
- Look! My yellow face. My brown eyes. My pink mouth. My purple nose. My orange ears.

1.14

- Play the CD again for pupils to check if they have circled the pictures correctly.
- Ask individual pupils to repeat the descriptions of the pictures they have circled.
- Put pupils in pairs. Pupil 1 describes a toy and Pupil 2 points to the corresponding picture. Then they swap roles.

## TPR

Explain that you are going to point to different parts of your face, but you will skip one part each time. Ask pupils to watch you closely and touch the same parts of their faces, and say the word for the part that you have skipped. For example, point to your mouth, nose, eyes and hair, and then ask: *What's missing?* Pupils: (*Ears!*) Continue the activity, skipping a different part of your face each time. Then ask volunteers to take your place and play the game again.

## Activity Book, page 5

### 3 Find and circle.

- Pupils find and circle the odd picture.
- Answers: 1 – *the last one*, 2 – *the second one*.

### 4 Look and colour. Then say.

- Pupils colour the parts of the face following instructions, and then they describe them.
- Answers: *pink – face, ears; purple – mouth; brown – nose; blue – eyes; orange – hair.*

## Ending the lesson

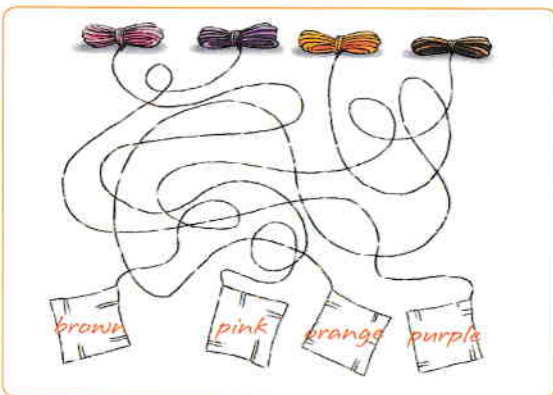
- Hold up different classroom objects of the colours pupils have already learned. Have pupils say the colours.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity, Activity Book, page 72

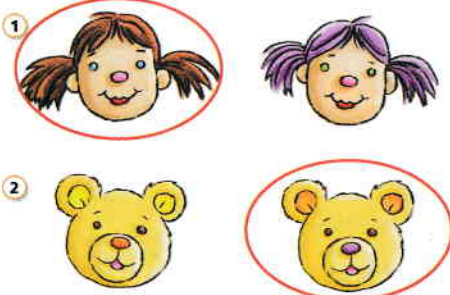
### 3 Read and colour.

Pupils read the words and colour the balls of wool accordingly.

### 3 Listen and say. Then match and colour.



### 4 Listen and circle.



## Lesson 3

**Lesson aims:** to learn words describing moods. To learn a song.

**Target language:** *happy, sad; I'm (happy).*

**Revision:** parts of the face.

**Receptive language:** *Happy or sad? We're happy/sad. Everything's great/bad. Boo-hoo! Hooray!*

**Materials:** CD 1, flashcards with parts of the face. Optional: a sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Revise all the parts of the face using the flashcards. Then encourage pupils to play the "Guessing Game: pictures" (see: Resource Bank, page A22). You can use the chant from Lesson 1 as the music background for the game (Track 1.11).

### Presentation

- Ask pupils to focus on you. Show them a happy face and a sad face. Say: *I'm happy. I'm sad* accordingly. Continue, encouraging pupils to repeat the sentences after you. Then only say the sentences, and encourage pupils to make the corresponding facial expressions.

### Pupil's Book, page 6

#### 5 Listen and say. Then match.

- Tell pupils to open their Pupil's Books at page 6. Hold up your book and point to the big picture. T: *Look!* Discuss the picture and the situation in it (Merida's brothers at play) with the class. Point to the boys in the picture one by one and ask: *Happy or sad?* Pupils: *Happy.*
- Ask pupils to look at the faces of the people in the small pictures. Point to the pictures and ask: *Happy or sad?* Elicit answers.
- Tell pupils that they are going to listen to recordings about these people and ask them to point to the corresponding pictures. T: *Listen.* Play the CD. Pause after the phrase: *I'm...* in the last two sentences for pupils to identify the mood of the person.

- 1 I'm happy!
- 2 I'm sad.
- 3 I'm (...) sad!
- 4 I'm (...) happy.

1.15

- Tell pupils to draw lines to match the pictures showing people with the same facial expressions.
- Ask individual pupils to describe the pictures: Pupil: *I'm (happy).*

#### 6 Listen and sing.

- Before playing the song, demonstrate the words: *great, bad* and *everything*. Use a gesture of embracing all the things around you and say: *Everything*. Make the thumbs up gesture with both hands and say: *Great*. Make the thumbs down gesture with both hands, frown and say: *Bad*. Show the gestures again when playing the song for the first time. Explain the words: *Boo-hoo! Hooray!*
- Tell pupils to listen to the song about the moods. T: *Listen.* Play the CD.

Everything's great.  
We're happy today, happy today, happy today.  
Everything's great.  
We're very happy.  
Hooray, hooray, hooray, hooray!

Everything's bad.  
We're sad today, sad today, sad today!  
Everything's bad, we're very sad.  
Boo-hoo! Boo-hoo! Boo-hoo! Boo-hoo!

Everything's great.  
We're happy today, happy today, happy today.  
Everything's great.  
We're very happy.  
Hooray, hooray, hooray, hooray! Hooray!

1.16

- Play the song again. Ask pupils to make a happy face when they hear the words: *We're happy*, and a sad face when they hear the words: *We're sad*. Say the sentences: *Everything's great/bad* and *We're happy/sad*, and have pupils repeat after you. Encourage pupils to join in the singing.
- When pupils have learned the song, encourage them to sing along to the karaoke version (Track 1.17).

### TPR

When you say: *I'm happy*, all pupils stand up, raise their hands and smile. When you say: *I'm sad*, all pupils sit down and make a sad face. Say the words increasing the speed to make the activity more attractive.

### Activity Book, page 6

#### 5 Find and circle ○ or ○.

- Pupils circle the faces of the happy children in yellow, and the faces of the sad children in blue.
- **Answers:** (from the left) the top row: *happy, sad, happy, sad*; the bottom row: *sad, happy, happy, happy*.

#### 6 Match and draw. Then say.

- Pupils match the faces of the same family members by drawing lines and draw a smile or a frown accordingly.
- **Answers:** 1 – *happy*, 2 – *sad*, 3 – *happy*, 4 – *happy*, 5 – *sad*.

### Ending the lesson

- Say: *I'm happy. Hooray!* and *I'm sad. Boo-hoo*. Have pupils show both their thumbs up or down accordingly.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give a sheet of paper to each pupil. Ask pupils to draw a doll's or teddy bear's face. Explain that they should draw each part of the face in a different colour, and give the face a smile or a frown. Ask pupils to describe their drawings: *mouth – (blue), ears – (green), (I'm) (happy)!*

5 Listen and say. Then match.

6 Listen and sing.

Lesson 3 Song: happy, sad, I'm (happy).