

# English Adventure

## Teacher's Book

### LEVEL 2

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## 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. The 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 results in systematic development of motivation to work.

## NEW ENGLISH ADVENTURE GROWS UP ALONG WITH CHILDREN

*New English Adventure* changes along with the pupils' 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 a language, 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. Only then are pupils asked to do simple, controlled speaking activities, where the new language is used in a clear context.

### Reading and writing

Reading and writing skills were introduced in *New English Adventure Starter B* and are further developed in levels 1 and 2. The development of reading skills in the first three levels of the course is based on global reading: pupils first recognise words rather than read them. Level 2, while still relying on this principle for vocabulary presentation, also introduces elements of the phonic approach, as the opening Hello unit presents the alphabet and teaches spelling. In this level pupils are expected to become more confident readers, but words and texts in the course are still presented with appropriate images and audio support. Most exercises contain text and help pupils practise reading skills. Longer reading texts gradually develop basic reading subskills such as scanning, skimming and reading for detail. They are also designed to provide an intellectual challenge for students and encourage reading for pleasure. As in the previous levels of the course, 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 is also continued in *New English Adventure Level 2*. As in the previous levels of the course, pupils can still develop fine motor skills by drawing and colouring in the Activity Book and worksheets provided in the Teacher's Book. In level 2, however, simple drawing and colouring gives way to exercises requiring writing words, phrases and sentences, with and without models. The *Extra Adventure* section in the Activity Book provides more challenging exercises supporting reading and writing such as crosswords and word search puzzles. Pupils are trained to be able not only to recognise words, but also to reproduce their spelling from memory. What is more, personalisation exercises at the end of each Pupil's Book unit encourage children to develop creative and communicative writing skills.

## 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 for 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 photocopyable materials. Such a cumulative revision additionally stimulates pupils' memory and, at the same time makes them aware how much they have already learned.

*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, which at the same time introduce pupils to the Disney or Disney/Pixar theme film of the unit. The listening texts also present the new structure which will be practised in the following lessons.

### Lesson 2

In this lesson pupils learn more new vocabulary connected with the topic of the unit. The vocabulary from lessons 1 and 2 is then consolidated in a song. Class CD tracks immediately following the songs recordings are karaoke versions of the songs.

### Lesson 3

In this lesson pupils learn the last set of new vocabulary and structures from a given unit. In order to keep pupils interested, various exercises requiring listening, reading and writing are presented in this lesson. In some units there is also a communicative exercise where pupils can use the new words and structures in simple, contextualised controlled dialogues.

### 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. There is also a tongue twister chant, drawing pupils' attention to the sounds of the English language.

### 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, read and play for fun. Speech bubbles appear in the story and pictures are always accompanied by an audio recording. Once pupils listen to the story, they can act it out in the classroom.

### Lesson 6

This lesson develops all language skills: listening, reading, writing and speaking in exercises consolidating the language from the unit. Speaking is practised by means of simple communication 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 entire unit. It consists of listening, reading and writing tasks. 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 character of the film related to a given unit. The teacher praises pupils for the effort they put into learning and for other 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. If possible, begin classes with the *Hello!* chant so as to introduce pupils into the world of the English language. At the end of the classes say the *Goodbye!* chant 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 Level 2* there is a song and a tongue twister chant. These activities provide an extremely motivating and funny way to learn vocabulary and pronunciation, 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 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 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 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 practise 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 won't 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 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. This 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 or a soft toy 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, saying the *Hello!* chant together with the class, initiating games, helping pupils realize their language achievements, playing with pupils and teaching them, as well as saying the *Goodbye!* chant. 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 another puppet or soft toy. The puppet may 'live' in the classroom or only 'visit' the English classes.

# English Adventure

## Lesson notes

<b>Hello</b>	<b>2</b>
<b>1 I'm happy</b>	<b>4</b>
<b>2 It's snowing</b>	<b>12</b>
<b>3 I'm dancing</b>	<b>20</b>
<b>4 There's a park</b>	<b>28</b>
<b>5 My day</b>	<b>36</b>
<b>6 My hobbies</b>	<b>44</b>
<b>7 Lions eat meat</b>	<b>52</b>
<b>8 I like surfing</b>	<b>60</b>
<b>Harvest Festival</b>	<b>68</b>
<b>Bonfire Night</b>	<b>69</b>
<b>New Year's Eve</b>	<b>70</b>
<b>Valentine's Day</b>	<b>71</b>
<b>Mother's Day</b>	<b>72</b>

# UNIT 1 I'm happy

We know books

## 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. **1.12**  
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!

- 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. **1.14**  
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!

### 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.

UNIT 1 I'm happy

1 Listen and point. **CD 1**

2 Listen and repeat. Then look and say Yes or No. **CD 1**

3 Listen and say. **CD 1**

happy sad scared tired worried angry

I'm not worried. I'm happy!

Lesson 1: *angry, happy, sad, scared, tired, worried, I'm (happy), I'm not (sad).*

**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.

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

6, 3, 5, 1, 2, 4

a I'm thirsty. 2    b I'm happy. 5    c I'm not angry. I'm scared. 4

d I'm sad. 3    e I'm not sad. I'm tired. 6    f I'm not tired. I'm hungry. 1

I'm thirsty. Photo number 2.

#### 5 Listen and sing.

Are you happy? Are you happy? Yes, I am. Are you happy? Are you happy? Yes, I am. I'm happy, I'm not sad. I'm happy, I'm not sad. I'm happy, I'm happy. Yes, I am!	Are you hungry? Are you hungry? Yes, I am. Are you hungry? Are you hungry? Yes, I am. I'm hungry and I'm thirsty, I'm hungry and I'm thirsty, I'm hungry, I'm so hungry. Yes, I am!
Are you angry? Are you angry? Yes, I am. Are you angry? Are you angry? Yes, I am. I'm angry, I'm so angry. I'm angry, I'm so angry. I'm angry, I'm so angry. Yes, I am!	Are you tired? Are you tired? Yes, I am. Are you tired? Are you tired? Yes, I am. I'm worried and I'm scared, There's a monster in my bed! I'm worried and I'm scared. Yes, I am!

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

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.*

**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.  
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.

1.18

- 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 my 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.

#### 6 Which person is Adam? Listen and find. CD 1.18



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

- |   |              |   |   |                |   |
|---|--------------|---|---|----------------|---|
| a | He's hungry. | 4 | d | He's sad.      | 6 |
| b | He's happy.  | 3 | e | She's scared.  | 1 |
| c | She's tired. | 2 | f | She's thirsty. | 5 |

He's hungry. Number 4.