



2 I'm happy!

Lessons 1 and 2 Vocabulary

1 1.9 Listen and point.

2 1.9 Listen again and say.

3 Look at the picture. Find and say.

4 1.10 Sing and act out. **Be a star!**

Unit 2: Identify and use new words: feelings 14

Unit 2: Sing a song 15

Learning objectives: Identify and use new words: feelings; Sing a song using the target vocabulary

Vocabulary: angry, happy, sad, scared, sick, tired

Resources: Class Audio CD; (PK) - Flashcards; (TRC) - Downloadable flashcards, Vocabulary worksheet 1; (PPK) - Song; (PRC)

Lesson 1

Warm-up: The big picture

- Refer the children to the picture on page 14. Ask what they can see, where the people are and what they are doing. Ask if they can see Jack and Maya (Jack is in the living room, Maya is in the hall).
- Ask the children if their house is like this or different; for example, do they have rooms upstairs and downstairs?



1 1.9 Listen and point.

- Play the audio. Have the children listen and point to the pictures. Do this twice.
- Then say the items in a different order and have the children point.

Audioscript

angry, angry ... happy, happy ... sad, sad ... scared, scared ... sick, sick ... tired, tired

2 1.9 Listen again and say.

- Play the audio, pausing for the children to repeat. Pay particular attention to the *h* (h) sound at the beginning of *happy* (but don't worry if the children don't all get it immediately).
- Play the audio again and encourage the children to make the appropriate facial expression for each word.
- Play the audio one more time, pausing after each word for the children to say the word in an appropriate tone of voice (e.g. say *angry* in an angry tone) and make the corresponding facial expression.

Teaching star! ★

Extension

This activity gives an extra opportunity for the children to use the new language (with a simple purpose).

- Take the flashcards for the six feelings from this lesson. Place them face down on your desk and choose one at random.
- Hold it in front of your face so you can't see the card and have the children tell you the feeling on the card. Change your expression to match what they tell you and uncover your face. Hold the card next to your face. Ask the children *Yes or no?* Continue with all the cards.

This is a very controlled activity, but the children are using the language for a specific reaction.

Answers: Jack – happy, Mummy – angry, Maya – sad, Grandpa – scared, Daddy – sick, Grandma – tired

4 🗣️ 1.10 Sing and act out. Be a star! ★

- Stick the six feelings flashcards spread out around the board.
- Play the song and have the children find and point to the flashcards as they hear the feelings mentioned. Ask the children which feelings they didn't hear (*angry, tired*). Remove these two and arrange the flashcards vertically in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to make an appropriate facial expression for the feelings. Also, have them raise both hands for *Yes, I am* and fold their arms for *No, I'm not*.
- Then have the children sing each verse in turn with actions.
- Finally, play the song one more time and have the children sing and do actions / expressions for all the verses.

Cooler: Mime game

- Mime one of the facial expressions of the feelings in Activity 1 (make an appropriate noise as well, if you want). Have the children call out the feelings word. Repeat with one more feeling.
- Divide the class into pairs and have them take turns to mime a word and guess.
- Ask if any children would like to mime a feeling for the class to guess.

Lesson 2

Warm-up: Yes or no?

- Hold the flashcards of the six feelings from Lesson 1 in front of you in a pack, so the children can see the front card, but you can't.
- Make a facial expression of one of the feelings. If your expression matches the card, the children say *Yes!* If not, they say *No!* When your expression matches the card, remove it from the pack.
- Continue until you have matched them all. (If you arrange the pack in an order you remember before the lesson, you can make this go faster!)

3 🔦 Look at the picture. Find and say.

- Point to Jack in the family picture in Activity 3 in your Pupil's Book. Then find Jack in the big picture on page 14, look closely and say *happy!* Do this again and have the children do it at the same time as you.
- Repeat for all the family members and feelings with the whole class.
- Divide the class into pairs and have them continue the activity – one child points to a family member in Activity 3, the other finds them in the big picture and says the adjective. Have them swap roles each time.

Audioscript

| | |
|------------------------------|----------------------|
| <i>La-dee-da</i> | <i>Are you sick?</i> |
| <i>Are you scared?</i> | <i>No, I'm not.</i> |
| <i>No, I'm not.</i> | <i>Boo-hoo-hoo.</i> |
| <i>La-dee-da. La-dee-da.</i> | <i>Boo-hoo-hoo.</i> |
| <i>Are you happy?</i> | <i>Are you sad?</i> |
| <i>Yes, I am.</i> | <i>Yes, I am.</i> |
| <i>La-dee-da. La-dee-da.</i> | <i>Boo-hoo-hoo.</i> |
| | <i>Boo-hoo-hoo.</i> |

Cooler: Visualisation

- Ask the children to close their eyes and imagine the situations you describe to them. The children listen to each one and then raise their hands and say how they feel.
- Some suggested situations to say (in L1):
It's your birthday! You have cake and presents. How do you feel?
You lost your beautiful new pencil case. How do you feel?
You see a big spider on your arm. How do you feel?
You are just about to eat the last piece of birthday cake – and the cat steals it! How do you feel?
You've got flu ... your head aches and your tummy hurts. How do you feel?
It's the end of a long, long day ... time for bed. How do you feel?

Lesson 3 Grammar

1 1.11 Listen and follow.

2 1.11 Listen again. How are they feeling? Look and say.

1 2 3 4

3 Work in groups. Act out the story. **Be a star!**

16 Unit 2 Talk about feelings: How are you? I'm scared.

Learning objectives: Talk about feelings; Follow and act out a story using the target grammar

Vocabulary: angry, cold, happy, hot, sad, scared, sick, tired

Grammar: *How are you? I'm scared.*

Resources: Class Audio CD; (PK) - (TRC) - Downloadable flashcards; (PPK) - Story activity, Vocabulary activity; (PRC)

1.10 Warm-up: Sing the song!

- Play the *La-dee-da* song and encourage the children to join in and do the actions. You may wish to remind the children of the actions they did in the previous lesson.
- Then play the song and do the actions so that the children follow your lead and join in.

1 1.11 Listen and follow.

- Refer the children to the pictures and elicit who they can see, where they are and what is happening (Jack, Maya, Mummy and Daddy at a fair or amusement park – on the rides and eating ice cream).
- Play the audio and have the children follow, pointing to each picture in turn.
- Play the audio again. Have the children say *Stop!* whenever they hear a feeling, and repeat the word. Elicit a mime for *hot* and *cold*.
- Play the audio one more time and have the children do the actions and mimes for the feelings.

Audioscript

1. Ride operator:

Maya:

How are you? OK?

Jack:

I'm fine, thank you.

I'm scared!

2. Bumper car operator:

Maya:

How are you? Nice ride?

Jack:

Yes, I'm happy!

3. Maya:

Thank you! Phew! I'm hot!

Jack:

Oh, no! My ice cream!
Now I'm cold! Brr!

4. Ice cream vendor:

Here.

Jack:

Wow! Thank you! I'm
happy now.

Teaching star!

Using digital

Use the *Spotlight* tool to focus on one frame of the story at a time. This way the children always know they're looking at the right scene and you know they're all following.

- Play the audio and use the *Spotlight* tool. You can even focus on specific aspects of the story, e.g. individual faces for facial expressions.
- Repeat the story and ask questions about what's on the screen: ask the children the feelings they can see.

2 1.11 Listen again. How are they feeling? Look and say.

- Refer the children to the four faces and ask *How are they feeling?* Point to each one in turn and elicit the feelings.
- Play the audio again for the children to listen, confirm and repeat the feelings words.

Answers: 1 scared 2 sick 3 hot 4 happy

3 Work in groups. Act out the story.

Be a star!

- Divide the class into groups of five (if you have extra children, they can play Mummy or Daddy smiling and waving!). Give each child a number, 1–5. Tell them that all number 1s are Jack, 2s are Maya, 3s are the man on the first ride, 4s are the man on the bumper cars, and 5s are the ice cream vendor.
- Play the story (Track 1.11) and have the children mime the actions and make the facial expressions.

Cooler: What's different?

- Play *What's different?* (see the Games Bank, pages 12–13) with flashcards from this unit.

Lesson 4 Grammar

1 1.12 Look at the heads in Activity 2. Listen and draw.

2 1.12 Listen again and match.

1

2

3 Look and say.

1 2

4 Draw and say. **Be a star!**

Unit 2 Ask and answer about feelings: How are you? I'm happy. 17

Learning objectives: Ask and answer about feelings

Grammar: How are you? I'm happy.

Resources: Class Audio CD; (PK) - (TRC) -
Downloadable flashcards; (PPK) - Grammar activity;
(PRC)

Materials: coloured pencils

Warm-up: Sit down if ...

- Have all the children stand up.
- Make sentences about feelings: *Today, I'm ...* (explain the meaning of *today*). If the sentence is true for the children, they sit down. Repeat for all the feelings, leaving the most probable ones (*happy, hot / cold*) for last. If any children are still standing, ask them how they feel (some may just feel *normal!*).

1 1.12 Look at the heads in Activity 2. Listen and draw.

- Play the audio and have the children listen and raise their hands when they hear a feeling.
- Play part 1 of the audio again. Ask *Number 1 – happy or sad?* Have the children draw a happy face. You may wish to draw an example for them on the board (copy from page 15). Tell them they can complete the hair, etc. later.
- Play the rest of the audio, pausing after each part for the children to say the feelings and draw the faces.

- Finally, give them some time to complete the pictures, adding hair and colour, and compare pictures with a friend.

Audioscript

1. **Adult:** How are you? 3. **Adult:** How are you?
Boy 1: I'm happy. **Boy 2:** I'm hot.
2. **Adult:** How are you? 4. **Adult:** How are you?
Girl 1: I'm cold. **Girl 2:** I'm tired.

Answers: 1 (happy face) – 2 (cold face)
3 (hot face) 4 (tired face)

2 1.12 Listen again and match.

- Play part 1 of the audio again. Hold up your Pupil's Book and trace the line from the happy face to the present with your finger. Point to the present and say *happy!*
- Play the rest of the audio, pausing for the children to draw lines from the faces to the pictures.
- Then have the children hold up their books and see if all their answers are the same.

Answers: 1 happy – present; 2 cold – snowflake;
3 hot – sun; 4 tired – bed

3 Look and say.

- Point to the photos in your Pupil's Book. Ask what question we can use to ask about the girl's feelings (*How are you?*). Have all the children repeat. Prompt the children to ask the question and reply *I'm happy!* Ask *One or two?* (1). Do the same for the other photo.
- Then divide the class into pairs. Have the children take turns to ask and answer *How are you?* and to reply with one of the feelings on the page (from Activity 2 or 3). The child who asks the question points to the correct face.

4 Draw and say. **Be a star!**

- Ask a few children *How are you?* Elicit their feelings.
- Copy the drawing frame onto the board. Draw a picture of a face inside (but with no feeling yet). Prompt the children to ask you *How are you?* Complete the face with a happy smile (or other feeling) and elicit the answer.
- Have the children draw their own face in their books with their feeling.
- Then have them show each other their pictures and say how they are feeling.

Cooler: Simon says

- Play *Simon says* (see the Games Bank, pages 12–13) with mimes of the feelings in this unit.

Audioscript

Girl: Are you angry?

Boy: Yes, I am.

Boy: Are you happy?

Girl: No, I'm not. I'm scared!

Lesson 5 Speaking

1 1.13 Listen and say.

2 Work in pairs. Ask and answer.

Student A

Student B

3 Now it's your turn. Talk about your feelings. **Be a star!** ★

18 Unit 2 Ask and answer about feelings: Are you angry? Yes, I am. / No, I'm not

Learning objectives: Ask and answer about feelings

Grammar: Are you angry? Yes, I am. / No, I'm not.

Resources: Class Audio CD; (PK) - (TRC) -
Downloadable flashcards; (PRC)

Warm-up: Match the feeling

- Ask all the children to make a face showing a feeling from this unit when you count to three.
- Cover your face with your hands. Behind your hands make a face showing a feeling. Say 1, 2, 3! Have the children make their faces and reveal your face.
- Have the children raise their hands if they have the same feeling. (A lot of children will laugh, even if they're trying to look sad, which is a great start to the lesson!)



1 1.13 Listen and say.

- Ask the children what feelings they can see in the pictures (*angry, scared*).
- Play the audio and have the children listen and point to the faces.
- Play the audio again, pausing for the children to repeat. Ask them what game they are playing (a guessing game about feelings).

2 Work in pairs. Ask and answer.

- Refer the children to the boxes. Say *I'm Student A*. Turn your book away so only you can see and place your finger on one of the feelings, e.g. *hot*. Prompt a confident child to ask you an *Are you ...?* question. Have all the class repeat it. Answer *Yes, I am* if it's correct, or *No, I'm not. I'm (hot)!* and show the children your finger on the *hot* picture.
- Divide the class into pairs and assign each child Student A or B.
- Before they start, elicit and drill the question and answers once more. Then have them make new dialogues with the other feelings in the boxes, taking turns to ask and answer.
- Ask if any pairs would like to perform a dialogue for the class.

3 Now it's your turn. Talk about your feelings. **Be a star!** ★

- Have the children ask you *Are you...?* questions about your feelings today. Tell them they can ask five questions. Decide on two answers, e.g. *tired* and *hot*, before they start.
- Have the children raise their hands to ask you questions. Reply *Yes, I am* or *No, I'm not*. If they haven't asked you about both *tired* and *hot* by the fifth question, finish by saying, *No, I'm not. I'm [missing adjectives]*.
- Divide the class into pairs to continue the game. Have them take turns to ask up to five questions about their friend's feelings and to answer.
- Ask if any children would like to answer some questions from the class.

Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games Bank, pages 12–13) with flashcards of the feelings in this unit.



Lesson 6 Listening

1 1.14 Listen and circle.

1 2

3 4

2 1.15 Listen and tick (✓) the correct feeling.

3 Choose a feeling. Act out and guess. **Be a star!**

Unit 2 Listen for key words 19

Learning objectives: Listen for key words

Resources: Class Audio CD; (PK) - (TRC) -
Downloadable flashcards; (PRC)

Warm-up: Group mime game

- Play *Group mime game* (see the Games Bank, pages 12–13) with flashcards of the feelings in this unit.

1 1.14 Listen and circle.

- Refer the children to the pictures and ask what feelings they can see.
- Play the first part of the audio and have the children point to the scared face. Point out the example circle.
- Point to the two faces in number 2, and play the next part of the audio for the children to circle the correct feeling. Continue with the rest of the audio.
- Say the numbers and have the children say the feelings.

Audioscript

1. **Girl 1:** Are you scared?

Boy 1: Yes, I am.

2. **Boy 1:** How are you?

Girl 1: I'm happy!

3. **Girl 2:** Are you cold?

Boy 2: No, I'm not. I'm hot.

4. **Girl 2:** How are you?
Are you sick?

Boy 2: No, I'm tired.

Answers: 1 scared 2 happy 3 hot 4 tired

2 1.15 Listen and tick (✓) the correct feeling.

- Refer the children to the photos and elicit the feelings they can see.
- Play the audio and have the children tick the correct picture. Play the audio again to check.

Audioscript

Boy: How are you? Are you happy?

Girl: No, I'm not.

Boy: Are you angry?

Girl: No, I'm not.

Boy: Are you sick?

Girl: No, I'm not.

Boy: Are you tired?

Girl: Yes, I am! Good night!

Answer: tired ✓

Teaching star! ★

Extra activity

This activity gives the children more exposure to the language. It also raises their focus after the listening.

- Divide the class into groups of three and give each child a number, 1, 2 or 3. Have the children stand in their groups facing you.
- Say, with little pause in between, *Number 1 – you're scared; number 2 – you're tired; number 3 – you're happy*. The children listen and mime the feeling you said for their number.
- Check the children's expressions. Ask some children *Are you happy? Are you angry?*
- Repeat with different sets of feelings.

3 Choose a feeling. Act out and guess.

Be a star! ★

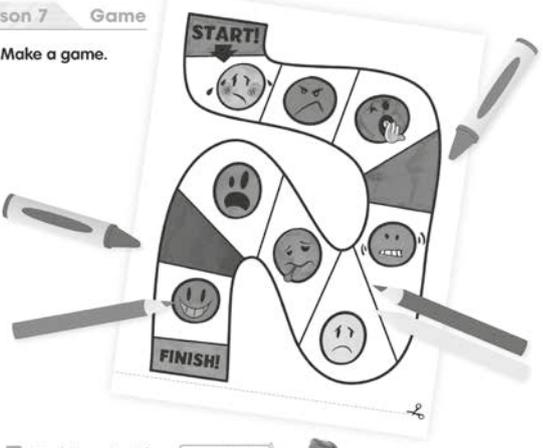
- Choose one of the feelings from the Pupil's Book. Act out that feeling (with sounds if necessary, but no words).
- Have the children ask you *Are you ...?* questions. Answer *No, I'm not* and invite more questions, or *Yes, I am! I'm ...*
- Divide the class into pairs. Have them take turns to choose and act out a feeling and to ask the questions.

Cooler: Double mimes!

- Say short sentences, e.g. *I'm cold and angry!* and have the children mime the two feelings at the same time. Vary the pairs (*I'm happy and hot! I'm tired and sick. I'm scared and cold!*), but avoid opposites!

Lesson 7 Game

1 Make a game.



2  Work in pairs. Play. **Be a star!** 



20 Unit 2 Play a game using the new language
Game template page 73

Learning objectives: Play a game using the new language

Resources: Class Audio CD; Game template page 73; (PK) - (TRC) - Downloadable flashcards; (PRC)

Materials: coloured pencils / crayons, scissors, a die per pair of children, (optional) a sheet of construction paper and glue

Warm-up: Read my lips

- Tell the children you will say feelings words, but won't make any sound. 'Say' the words with exaggerated mouth movements, but no sound. When the children know the feeling, they raise their hands. Choose one child to give the answer and then say the word aloud.
- Repeat with several feelings words.

1 Make a game.

- Refer the children to the coloured page and ask what feelings they can see. Ask if they think they are good colours for the feelings.
- Explain to the children that they will make their own coloured feelings page for a game.
- Refer them to the game template on page 73, and give them some time to colour the feelings however they want.

- Now have them cut out the game board along the dotted lines (being careful to keep their fingers out of the way of the scissors!). You may want to stick the game boards on a sheet of construction paper to make them stiffer.

2 Work in pairs. Play. **Be a star!**

- Divide the class into pairs and have them choose one of their two game boards to play with. Tell them they will use the other one in a moment.
- Demonstrate the game by giving one pair of children a die and asking them to choose a small object to use as a counter – a rubber, a coin, a pencil sharpener, etc. Have one child roll the die and move their counter, counting out loud.
- When they stop, the other child asks *How are you?* and the first child answers *I'm ...* (according to the feeling where they stopped).
- The other child then rolls the die and the game continues. If the children stop on a blank space, they choose their own answer. The person who reaches the end first wins.
- Give a die to each pair of children and have them play the game, changing game boards each time they finish a game.
- The children will happily play this game several times!

Cooler: Point to 1, 2, 3

- Play *Point to 1, 2, 3* (see the Games Bank, pages 12–13) with flashcards of the feelings in this unit.

Lesson 8 Review

1 Find and circle. Then say.




2   Draw how you are feeling. Then act out. Be a star! 



Unit 2 Review unit language 21

Learning objectives: Review unit language

Review vocabulary: angry, cold, happy, hot, sad, scared, sick, tired

Resources: (PK) - (TRC) - Downloadable flashcards, Unit 2 test; (PRC)

Materials: a die, coloured pencils

Warm-up: Board feelings game

- Stick the flashcards of feelings in a line on the board.
- Give one of the children a die to roll and say the number. Count with the class along the line. When you stop, have all the children ask *How are you?* Reply *I'm ...* and have all the children finish the answer with the correct word.
- Repeat the game a few times, giving the die to a different child each time. Swap the cards around.

1 Find and circle. Then say.

- Refer the children to the main picture and elicit what they can see in it (a fair ride, carousel or merry-go-round, with children riding on it).
- Hold up your Pupil's Book. Point to the happy face on the left above the picture, say *happy!*, and then search for someone happy in the picture, saying *happy ... happy ...* (Mummy). Demonstrate how to circle the mother's face in pencil (you can erase it later). Have the children say *happy!*

- Point to the other faces at the top, have the children say the feelings and search for them in the picture. When they find the corresponding person, they circle them and say the word.
- Finally, point to each person in the picture and have the children say the feeling.

Teaching star!

Pairwork

Activity 1 can be done as a pairwork activity. This increases the level of student participation and gives you the chance to listen to individual children.

- Introduce the activity as per the first two bullet points.
- Then divide the class into pairs.
- Demonstrate the activity with a confident child. Point to one of the faces at the top, e.g. the cold face, and say *cold*. Have the child find the cold person in the picture, say *cold* and circle.
- Have the children continue with one child pointing and the other finding, saying and circling. Then have them swap roles and repeat.

2 Draw how you are feeling. Then act out. Be a star!

- Draw a blank face like the one in Activity 2 on the board. Complete the face with one of the feelings, e.g. tired. Say *I'm ...* and have the children say *tired*. Mime being tired, with heavy eyes and a covered yawn!
- Have the children draw how they are feeling on the face in their book.
- Divide the class into pairs and have them show their drawings, say the feeling and act it out.
- Repeat with the children in different pairs.
- Ask if any children would like to show their drawing, say the feeling and act it out for the class.

Cooler: Memory test

- Stick the feelings flashcards in a line on the board. Have the children say the words in order, left to right.
- Turn one or two of the cards face down, and have the children repeat the complete set from memory. Turn the cards over again to confirm, but then leave them face down again.
- Repeat until, finally, the children have to say the complete line from memory.