

4 Fantastic feelings

Lesson 1 Vocabulary

Pupil's Book pages 44-45



44 Unit 4 Identify and use new words: feelings adjectives
WB: page 38

Lesson 1

Vocabulary

1 4.1-4.2 Listen and say. Then listen and number.



happy



sad



hot



cold



hungry



thirsty



tired



angry

2 Look at the picture. Find and say the letters and the feelings.

d He's tired.

3 4.3 Sing and act out. **Be a star!**

This feeling

I'm happy, clap, clap!
I'm sad, boo, hoo!
Happy and sad.
Happy and sad.

This feeling is so strong.
This feeling is my song.

I'm hot, phew, phew!
I'm cold, brrr, brrr!
Hot and cold.
Hot and cold.

I'm hungry, yum, yum!
I'm thirsty, glug, glug!
Hungry and thirsty.
Hungry and thirsty.

I'm angry, grrr, grrr!
I'm tired, yawn, yawn!
Angry and tired.
Angry and tired.

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

Vocabulary: angry, cold, happy, hot, hungry, sad, thirsty, tired

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on page 44. Ask *Where are they? What are the children's names? Who's this?* (point to the other people in the picture). Ask what they are doing and what else the children can see. Ask *Can you find Bot? (He's in Mum's bag).*
- Ask what their favourite part of the picture is.

1 4.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.

- Play the audio one more time and have the children point and repeat in the manner of the adjective, i.e. say *happy, happily* and say *angry, angrily*, etc.

4.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 angry, 2 cold, 3 tired, 4 hot, 5 thirsty, 6 hungry, 7 sad, 8 happy

Answers: happy - 8, sad - 7, hot - 4, cold - 2, hungry - 6, thirsty - 5, tired - 3, angry - 1

Unit 4 Sing a song
WB: page 38

2 Look at the picture. Find and say the letters and the feelings.

- Have the children count how many letters there are (there are eight - a to h).
- Say a and have the children tell you how the person is feeling - encourage them to use short sentences with *He's / She's ...* Repeat for a few more letters.

Answers: a She's hungry. b She's thirsty.
c He's cold. d He's tired. e He's angry.
f She's sad. g She's happy. h She's hot.

★ Teaching star!

Extension

Once the children have the idea of Activity 2, they can continue it as a pairwork activity. This approach means that more children are actively involved in producing language.

- Divide the class into pairs and demonstrate with a confident child: you say the letter and the child says the feeling. Then change roles.
- Have all the pairs continue in the same way. Alternatively, for an extra challenge, or fast finishers, the children can try Activity 2 from memory - ask them to turn their books face down and try to remember.

3 4.3 Sing and act out.

Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the words from Activity 1. Play the song and join in the actions with the children.
- Now have the children look at the song in their Pupil's Book. Play it again, pausing after each line for them to repeat (singing).
- Teach the children a mime for the key words in the song:
 - happy* - a big smile and clap hands
 - sad* - a sad face and rub eyes as if crying
 - hot* - fan face with hands
 - cold* - hug yourself
 - hungry* - rub your tummy
 - thirsty* - drink something
 - angry* - angry face and stamp a foot
 - tired* - pretend to fall asleep
- Play the song and have the children mime. Then play it again and have the children mime and sing. (This is quite challenging, but they can all join in with the key words, if not the whole song.)

Cooler: A group mime game

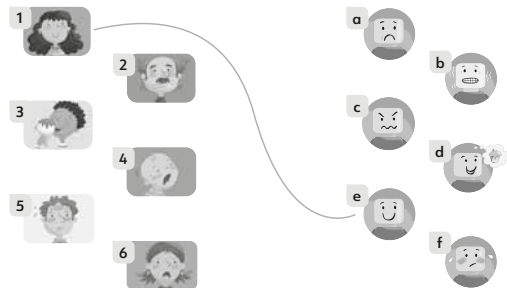
- Invite five or six children to come to the front of the class. Show each of them a different adjective from Activity 1.
- They all have 10 seconds to mime that adjective while the rest of the class watch. Then say *Stop!*
- The other children have to guess the adjective for each child, e.g. *Maria is angry. José is thirsty.*
- Repeat with another group of children and change the adjectives.

Workbook page 38

4 Fantastic feelings

Lesson 1 Vocabulary

1 4.1 Listen and draw lines.



2 Look at the pictures and complete.

happy cold angry hot sad hungry

- Dad is hot.
- Mum is _____.
- Grandma is _____.
- Grandpa is _____.
- Baby is _____.
- My brother is _____.



38 Unit 4

1 4.1 Listen and draw lines.

Audioscript

- I'm happy!*
- Brrr. I'm cold.*
- Ice cream! Mmm, I'm hungry.*
- Ah, Baby George is sad.*
- Phew! I'm hot.*
- Arrghh! I'm angry!*

Answers: 1 e 2 b 3 d 4 a 5 f 6 c

2 Look at the pictures and complete.

Answers: 1 hot 2 happy 3 angry 4 cold
5 sad 6 hungry

Lesson 2 Grammar time

1 **4.4 Listen and read. Who is cold?**

2 **4.4 Listen again. Tick (✓) the correct sentences.**

1	I'm hungry. <input checked="" type="checkbox"/>	2	They're hot. <input type="checkbox"/>
	I'm not hungry. <input type="checkbox"/>		They aren't hot. <input type="checkbox"/>
3	She isn't cold. <input type="checkbox"/>	4	We aren't sad. <input type="checkbox"/>
	She's cold. <input type="checkbox"/>		We're sad. <input type="checkbox"/>

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

46 Unit 4 to be affirmative and negative
WB: page 39

Learning objectives: Understand and use *to be* affirmative and negative; Read and act out a story using the target grammar

Grammar: *to be* affirmative and negative

Review vocabulary: adjectives

Materials: paper, pens or pencils

4.3 Warm-up: Sing the song!

- Play the song *This feeling* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes they learnt in the previous lesson:
 - happy* – a big smile and clap hands
 - sad* – a sad face and rub eyes as if crying
 - hot* – fan face with hands
 - cold* – hug yourself
 - hungry* – rub your tummy
 - thirsty* – drink something
 - angry* – angry face and stamp a foot
 - tired* – pretend to fall asleep
- You could also teach the children any new mimes or ask them if they know any others, for variety.

1 **4.4 Listen and read. Who is cold?**

- Refer the children to the pictures and ask *Who can you see? What are their names? Where are they? (at home, in the kitchen) What are they doing? (making cakes)*
- Play the audio. Have the children follow in their books and find the answer to the question *Who is cold?* Elicit the answer and then ask questions about other parts of the story: *In 1, who is hungry, Sara or Anna? In 2, are the cakes hot or cold? In 3, why isn't Sara happy? In 4, are the girls sad?*
- Play the audio again for the children to repeat chorally. Pay attention to the pronunciation of the negatives.
- Play the audio one more time. Have them add actions – for each affirmative, they nod their head; for each negative – they shake their head (or the movements that are most easily recognised as yes and no in the children's culture).

Answers: Sara is cold.

2 **4.4 Listen again. Tick (✓) the correct sentences.**

- Refer the children to the pictures and sentences. Ask two children to read out the first two sentences. After each one, say *Hands up for yes ... Hands up for no* to see if all the children agree. Point out the example answer.
- Repeat for the other sentences and have the children tick and cross the boxes.
- Then play the audio, pausing after each section to check the answers.

Answers: 1 I'm hungry. 2 They're hot. ✓
3 She's cold. ✓ 4 We aren't sad. ✓

Teaching star!

Extension

- Often, less confident children simply need to see or hear the language more times. A mime game is a good opportunity for this. The children can hear and react to the language, and the meaning is reinforced at the same time.
- Have all the children mime making a cake (mixing things in a bowl).
 - Say *Make a cake – you're happy!* and have the children mime with a big smile. Then say *Make a cake – you're angry!* and have the children mime mixing angrily. Continue with the other feelings.

3 Work in groups. Act out the story.

Be a star! 

- Count the speaking characters in the story with the children (*three – Sara, Anna and Dad*).
- Divide the class into groups of three and either have them decide who will be each character, or designate the roles.
- Allow them a few minutes to practise acting out the story. No props are really needed, although they could use a ruler for the wooden spoon in frame 1 if they wish!
- Encourage some of the groups to act out their version of the story for the rest of the class. Alternatively, they could take turns to act it out for another group.

Cooler: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–15) using sentences from the story in Activity 1, e.g. *I'm not hungry now.*; *They're hot.*; *They aren't ready.*; *She isn't happy.*; *She's cold.*; *We aren't sad.*; *We're tired.*



Workbook page 39

Lesson 2 Grammar time

1 Read and match.

1 I'm hungry.

2 They're hot.

3 She isn't happy.
She's cold.

4 We aren't sad.
We're tired.



2 Look, read and circle.



1 (I'm) / I'm not thirsty.



2 He's / He isn't angry.



3 We're / We aren't hot.



4 They're / They aren't tired.

Unit 4 39

1 Read and match.

Answers: 1 c 2 a 3 d 4 b

2 Look, read and circle.

Answers: 1 I'm 2 He isn't 3 We aren't
4 They're

Lesson 3 Grammar focus

Pupil's Book page 47

- Reinforce the contractions of *isn't*, *aren't* and *They're* by counting out the separate words on your fingers and then pushing the fingers together to show the contractions.
- Play the audio one more time for the children to repeat chorally.

Lesson 3 Grammar focus

1 **4.5** **Look and read.**

<p>Graphic</p> <p>I'm hungry .</p> <p>She's happy .</p> <p>They're sad .</p> <p>isn't = is not aren't = are not They're = They are</p>	<p>Grammar</p> <p>to be (+ and -)</p> <p>I'm not hungry .</p> <p>She isn't happy .</p> <p>They aren't sad .</p>
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2 **4.6** **Look and circle.** Listen and check.

- They're / They aren't happy.
- She's / She isn't sad.
- He's / He isn't cold.
- They're / They aren't hungry.
- She's / She isn't thirsty.

3 **Work in pairs.** Play a miming game. **Be a star!**

- Go to page 151 and cut out the cards.
- Choose a card and act out or mime.

He ...

Yes! Your turn.

He's tired.

They're ...

Go to Grammar booster: page 137. Unit 4 Describe how people feel WB: page 40 47

- If using the video, tell the children they will see a video of children at home and at school. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each question and answer.
- Have the children do appropriate actions for the affirmative, e.g. nod their head, and negative, e.g. shake their head.

- 2** **4.6 Look and circle. Listen and check.**
- Refer the children to the picture. Point to different people and ask *Who's this / that?* Accept any logical answers about family members or friends.
 - Point to number 1 on the picture and ask *Are they happy?* Point and read out the sentence options – say *They're happy* (nod your head) and then *They aren't happy* (shake your head). (*They aren't happy* – the children shake heads.) Point out the example answer.
 - Elicit the answer for number 2 in the same way and then have the children complete the activity individually.
 - For feedback, ask individual children to read out sentences. Ask for whole-class agreement each time. Have them repeat the sentence chorally.

Answers: 1 They aren't 2 She's 3 He's
4 They're 5 She isn't

- 3** **Work in pairs.** Play a miming game. **Be a star!**
- Organise the children in pairs and have them open their books to page 151.
 - Make sure the children all have scissors with which to cut out the cards.
 - Give the children time to cut out the cards. While they do this, confirm understanding of what they see in the pictures on the cards. For this activity, they will use two sets of cards.
 - Work through the example activity with the children. Point out the card showing the person yawning. Ask a volunteer to mime the action. Have a different child describe the action. (*He's / She's tired.*). If necessary, work through the second part of the example to elicit the answer *They're cold*. Then quickly review the different adjectives for describing feelings with a round of mime or other gestures before the children begin the game.
 - Then ask the children to take turns to choose a card, hide the card from their friend and then mime or act out the action for their friend. Their friend then says what the character is feeling, using *is*, *isn't*, *are* or *aren't*.
 - Allow time for the children to complete the activity.

Learning objectives: Describe how people feel

Grammar: to be affirmative and negative: *I'm hungry. I'm not hungry. She's happy. She isn't happy. They're sad. They aren't sad.*

Review vocabulary: adjectives

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

Warm-up: Put the letters back

- Play *Put the letters back* (see the Games bank, pages 14–15). Write on the board the following incomplete sentences:

_ 'm n _ t h _ ngr y n _ w.
 Th _ y _ r _ n't r _ _ dy;
 Sh _ _ sn't h _ ppy;
 W _ _ r _ n't s _ d.
 (Solution: *I'm not hungry now. They aren't ready. She isn't happy. We aren't sad.*)

- 1** **4.5** **Look and read.**
- Play the audio and have the children follow in their books. Draw the children's attention to the use of colours – blue for yes (affirmative) and red for no (negative).
 - Play the audio again and have the children stand up for affirmative sentences and sit down for negatives.

Grammar booster

Ask the children to turn to page 137 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 She's 2 He isn't 3 I'm not 4 He's
5 He's 6 They are

Cooler: Everybody happy!

- Cover your face with your hands and say *Everybody happy!* Open your hands to show your happy face. Cover your face again and say *Everybody sad!* Open your hands and show your sad face. Repeat and encourage the children to do the mimes with you.
- Ask for volunteer children to call out the adjectives for everyone to mime – they can use the same mimes as they did for the song in Lesson 1.

Workbook page 40

Lesson 3 Grammar focus

1 4.2 Listen and number.

- a
b
c
d
e
f



2 Read and complete.

'm not 're aren't 'm isn't

- 1 They aren't angry. They _____ 're tired.
- 2 No thanks, Mum. I _____ thirsty.
- 3 The boy is sad. He _____ happy.
- 4 Dad and Grandpa are cold, too. They _____ hot!
- 5 Mmm, look at the cakes! I _____ hungry.

3 Look and read. Write yes or no. There is one example.



- The boy isn't cold. _____ *no*
- 1 The birds are happy. _____
 - 2 The girl is hungry. _____
 - 3 The cats aren't thirsty. _____
 - 4 The baby is tired. _____

40 Unit 4 Go to Vocabulary and grammar reference on page 121; Pre A1 Starters: Reading and Writing Part 2

2 Read and complete.

Answers: 1 're 2 'm not 3 isn't 4 aren't 5 'm

3 Look and read. Write yes or no. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- If done in class, ask the children what they can see in the picture and how the people are feeling.
- Go through the example first, and then have the children complete the activity individually.
- Ask individual children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

Answers: 1 yes 2 yes 3 no 4 yes

Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 to help them when completing these activities.

1 4.2 Listen and number.


Audioscript

- 1 They're hungry.
- 2 She isn't thirsty.
- 3 She's sad.
- 4 They aren't happy.
- 5 He isn't hot.
- 6 She's happy.


Answers: a 4 b 3 c 5 d 1 e 6 f 2

Lesson 4 / Reading


Taking care of animals



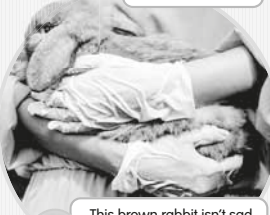
Hi, I'm Jenny, and I'm a vet. I take care of animals. Look.



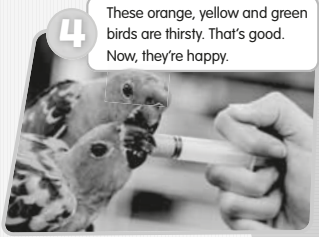
1 This grey hamster is soft and cute. He isn't scared. He's happy.



2 Oh no! This brown and black cat isn't happy. She's angry and scared. Poor cat!








3 This brown rabbit isn't sad. He's hot and tired. Time for bed, rabbit!




4 These orange, yellow and green birds are thirsty. That's good. Now, they're happy.

Vocabulary

 brown
  grey
  hamster
  rabbit
  scared

1 Can you match the words to the photos in the story?
 angry tired thirsty happy

2  **4.7 Read and check.**


3 Match the animals to the colours.
 1 cat _____ 2 birds _____ 3 rabbit _____ 4 hamster _____
 grey brown and black orange, yellow and green brown

4 Who is it? Read and say.
 1 He isn't angry. He isn't thirsty. He isn't brown. hamster
 2 She isn't thirsty. She isn't tired. She isn't hot.
 3 They aren't scared. They aren't tired. They aren't angry.
 4 He isn't scared. He isn't thirsty. He isn't happy.

5 What's your favourite animal? Draw and write. Be a star!

My favourite animal is a _____.

It's _____.



How can we look after our pets?

Learning objectives: Read a realistic story; Find key facts

Vocabulary: brown, grey, hamster, rabbit, scared

Additional vocabulary: cute

Review vocabulary: colours, adjectives

Resources: Flashcards; Vocabulary worksheet 2

Materials: paper, pens or pencils, coloured pencils

Warm-up: Team vocabulary race

- Play *Team vocabulary race* (see the Games bank, pages 14-15) with the colours from the story.

Vocabulary

- Refer the children to the vocabulary panel on page 49 and read out the words for the class to repeat.
- Say *Point to something brown*. Then repeat for grey. Ask *How is a hamster different to a cat? Are hamsters big or small?* Ask the children to mime scared, and join in with them. Ask *Are you scared of any animals?*

1 Can you match the words to the photos in the story?

- Refer the children to the photos on page 48.
- Read out the list of adjectives and ask the children to repeat and do mimes for each of them.
- Ask *Is the cat in number 2 happy?* Have the children look at the photo and read the text to find the answer (*No, it's angry*). Point out the example answer.
- Then have the children continue the activity, writing the numbers in the boxes. Do not confirm any answers at this point.

Answers: angry - 2, tired - 3, thirsty - 4, happy - 1

2 4.7 Read and check.

- Play the audio for the children to listen and check their answers.

3 Match the animals to the colours.

- Have the children match the animals to the colours found in the story.
- Point out the example answer in their book.

Answers: 1 cat: brown and black 2 birds: orange, yellow and green 3 rabbit: brown 4 hamster: grey

4 Who is it? Read and say.

- Refer the children to the pictures and sentences. Go through the example sentence and answer with the children.
- Have the children elicit the animal based on the description given in sentences 1-4 and the details in the story.

Answers: 1 hamster 2 cat 3 birds 4 rabbit

5 What's your favourite animal?

Draw and write.

Be a star!

- Have the children draw a picture of their favourite animal. They can refer to the story for some ideas.
- Then have them write about their animal using colours, sizes and feelings.
- Remind them not to worry if their picture isn't perfect - it's good for the children to know that their pictures don't need to be!

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14-15), asking the children to recall all the key words they can from the story.

ESDC



How can we look after our pets?

Introduce the children to Sustainable Development Goal 15: *Life on land*.

- Draw the children's attention to pages 48-49. Explain that *take care* is another way to say *look after*. Jenny takes care of animals because the owners of those animals know it's important to look after their pets. Ask if any of the children have pets, and draw up a list.
- Discuss the importance of looking after pets well, and elicit ideas on how we should do this (feed them, give them water, play with them and give them exercise, make sure they aren't too hot or cold, brush them). Discuss what might happen if we don't do these things. If any of the children have unusual pets, allow time for them to discuss any special treatment these pets need and receive. Elicit how looking after their pets or other animals makes the children feel (helpful, happy, smart, important).

Possible answers: we can feed our pets well, give them exercise and play with them, and make sure they stay healthy.

Lesson 4 Reading

1 Remember your Pupil's Book pages 48-49. Read and match.

- 1 The cat isn't happy. She's angry.
- 2 These birds aren't hungry. They're thirsty.
- 3 This hamster isn't scared. He's happy.
- 4 This rabbit is hot and tired.



2 Look and complete.



Colour: grey
and _____
Feeling: _____

Colour: white
and _____
Feeling: _____

3 Write about the cats in Activity 2.

- 1 This cat is grey and _____.
It isn't _____. It's _____.
- 2 This cat is _____ and _____.
It isn't _____. It's _____.

Unit 4 41

1 Remember your Pupil's Book pages 48-49. Read and match.

Answers: 1 c 2 a 3 d 4 b

2 Look and complete.

Answers: 1 white; hungry / thirsty / hot
2 black; happy, tired

3 Write about the cats in Activity 2.

Answers: 1 white; hungry; thirsty 2 black and white. It isn't hungry / thirsty / angry / scared. It's tired.

Lesson 5 Sounds and letters

Pupil's Book page 50


Audioscript


/h/ /o/ /t/ hot
 /d/ /o/ /g/ dog
 /l/ /o/ /g/ log


Answers: hot, dog, log

Lesson 5 Sounds and letters

1 4.8 Listen and say. Complete.




 hot


 d_g


 l_g

2 4.9 Listen and say the chant.

The hot dog jogs to the log.
 A frog is on the log.
Splish! Splash! Splish!
 Now the dog is on the log
 And the frog is in the bog!

3 4.10 Circle the words with o. Listen, check and say. **Be a star!**

1 cat <u>frog</u> bed	4 fig red jog
2 log pen mat	5 hot kid hat
3 fat dog ten	6 cat bog big

Learning about language

Add s to most words to make them plural:
 ball - balls rabbit - rabbits hamster - hamsters flower - flowers

Can you make these words plural?
 cat___ apple___ frog___ pencil___

50 Unit 4 Sounds and letters: identify short o sound Learning about language: regular plurals WB: page 42

Learning objectives: Sounds and letters: identify short o sound; Learning about language: regular plurals

Sounds and letters words: dog, hot, log

Resources: Sounds and letters worksheet

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14-15) to practise key words from the last lesson, e.g. brown, grey, hamster, rabbit, scared

1 4.8 Listen and say. Complete.

- Refer the children to the pictures. Ask if they know the words for these things.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the o in the word *hot* in your book. Ask *What's this letter? (o) What's the sound? (/o/)*
- Write a big, clear o on the board as a model for the children. Have them write the o in the three words.

2 4.9 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with o.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the o sound.
- Play the chant once more and have the children join in as much as they can.
- Divide the class into two groups. Have each half of the class say alternate lines. They all say *Splish! Splash! Splish!* together.

3 4.10 Circle the words with o. Listen, check and say. **Be a star!**

- Ask the children how many words they can see with the letter o (six - one in each line).
- Have them circle the words with o.
- Ask the children which word they circled in each line and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

Audioscript

1 frog, frog 2 log, log 3 dog, dog 4 jog, jog
 5 hot, hot 6 bog, bog

Answers: 1 frog 2 log 3 dog 4 jog 5 hot
 6 bog

Learning about language

- Take a pen from your pencil case. Say *Look. A pen.* Write a pen on the board.
- Now take another pen and hold them up together and say *Look. Two ...* to elicit the plural pens. Ask how to spell pens and write two pens on the board. Ask *What's the difference? Why? (plural).*
- Read out the example singular and plural words in the *Learning about language box* and have the children repeat chorally.
- The children make the plurals of the other words in the box and compare with a friend.
- Ask the children to find and show or point to plural things (or people) in the class.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank pages 14–15) with key words from this lesson, e.g. *hot, dog, log, frog, balls, flowers, pencils*.



Workbook page 42

Lesson 5 Sounds and letters

1 4.3 Listen again and circle the o sounds.

The h@t dog jogs to the log.

A frog is on the log.

Splish! Splash! Spl@sh!

Now the dog is on the log

And the frog is in the bog!



2 Look and write. Circle the o sounds.



1 l @ g

2 _____

3 _____

4 _____

3 Count and complete.

2 book _s
 ruler ____
 pen ____
 pencil ____

42 Unit 4

1 4.3 Listen again and circle the o sounds.

Answers: The h@t d@j@gs to the l@g.
 A fr@g is@n the l@g.
 Splish! Splash! Spl@sh!
 N@w the d@g is@n the l@g
 And the fr@g is in the b@g!

2 Look and write. Circle the o sounds.

Answers: 1 l@g 2 d@g 3 fr@g 4 h@t

3 Count and complete.

Answers: 2 books, 3 rulers, 5 pens, 6 pencils

Lesson 6 Language in use

Pupil's Book page 51

Lesson 6 Language in use

1 4.11 Listen and say.

Are you hungry? No, I'm not.

Are you thirsty? Yes, I am.

Are you hot? Yes, I am.

Are you tired? No, I'm not. I'm happy!

2 Work in pairs. Choose a feeling. Ask and answer.

Are you sad? No, I'm not.

3 Now it's your turn. Tick (✓) how you are feeling. Then ask and answer in pairs. **Be a star!**

How are you today? Are you ... ?

happy <input type="checkbox"/>	sad <input type="checkbox"/>	hungry <input type="checkbox"/>	thirsty <input type="checkbox"/>
tired <input type="checkbox"/>	hot <input type="checkbox"/>	cold <input type="checkbox"/>	angry <input type="checkbox"/>

Go to Grammar booster: page 137. Unit 4 to be (I / you) questions and short answers WB: page 43 51

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the children. Play the video to confirm and have them all repeat.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

★ Teaching star! ★

Mixed ability

Give some extra guidance if some children need more support, as follows:

- Write on one side of the board, in random order, the following words together with their punctuation: *Are you sad? No, I'm not. Are you happy? Yes, I am.* On the other side of the board, draw a line for each word in the form of dialogue, i.e. four lines of three words each.
- Give a little thinking time. Then invite different children to come to the board and write a word in the correct place. Ask for whole-class agreement each time.
- When the dialogue is completed, have the children read it out chorally.
- Less confident children will be more prepared for the next activity, and stronger children will be challenged by the puzzle!

Learning objectives: to be (I / you) questions and short answers

Review vocabulary: adjectives

Resources: Language in use video; Grammar worksheet 2

4.9 Warm-up: Say the chant again


- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.

1 4.11 Listen and say.

- Refer the children to the picture. Ask what they think the girl and the man are talking about.
- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each line.
- Write *hungry?* on the board and elicit the question *Are you hungry?* Elicit the affirmative and negative answers.
- Divide the class into two groups and have one group ask the questions and the other give the answers. Then change roles.

2 Work in pairs. Choose a feeling. Ask and answer.

- Have the children look at the pictures and elicit the feelings they show.
- Hold up your book so the page is facing away from the children and put your finger on one of the pictures. Have the children ask you questions *Are you ...?* and answer *No, I'm not. or Yes, I am.* When they guess correctly, turn the book around so they can see your finger on the picture.
- Divide the class into pairs and have them continue the activity with one child choosing a feeling without showing it, and the other asking questions to guess.
- Finish with a few volunteers answering questions from the class.

3  **Now it's your turn. Tick (✓) how you are feeling. Then ask and answer in pairs.**

Be a star!

- Model the question by asking a confident child *How are you today? Are you (tired)?* Prompt the child to answer *Yes, I am.* or *No, I'm not.*
- Point out the questions in the box and drill them with the class. Invite different children to ask you a question until one of them receives the answer *Yes, I am.*
- Divide the class into pairs to ask and answer about their feelings today. While they do this, circulate, monitor and give help or praise where appropriate.
- Finish with the class asking questions to a few volunteers.

Grammar booster

Ask the children to turn to page 137 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.


Answers: 1 Yes, I am. 2 No, I'm not.
3 Yes, I am. 4 No, I'm not.


Cooler: Disappearing sentences


- Play *Disappearing sentences* (see the Games bank, pages 14–15) using the following dialogue on the board: *Are you hungry? No, I'm not. Are you thirsty? Yes, I am. Are you tired? No, I'm not. I'm happy!*
- Continue until all the words are gone and the children 'read' the dialogue from an empty board!


Workbook page 43


Lesson 6 Language in use


1  **4.4 Listen and draw lines.**

1 Sarah _____ a 










2 Leo _____ b 

3 Safet _____ c 

4 Amelia _____ d 

5 Jon _____ e 

2 Read and complete.

Are you	I'm	I am	I'm not	Are you
 ¹ Are you _____ hungry, Tom?			 Are you cold?	
 Yes, ² _____.			 No, I'm not.	
 Are you thirsty?			 ⁴ _____ hot.	
 No, ⁴ _____.			 ⁵ _____ happy?	
			 Yes, I am!	

3 Answer for you.

1 Are you happy today? _____


2 Are you hungry? _____

3 Are you tired today? _____

Unit 4 Go to Vocabulary and grammar reference on page 121 **43**

Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 to help them when completing these activities.

1  **4.4 Listen and draw lines.**

Audioscript

- 1 Are you happy, Sarah?
Yes, I am.
- 2 Are you thirsty, Leo?
No, I'm not. I'm hungry.
- 3 Are you hot, Safet?
Yes, I am.
- 4 Are you angry, Amelia?
Yes, I am!
- 5 Are you tired, Jon?
No, I'm not. I'm cold.

Answers: 1 b 2 c 3 a 4 e 5 d

2 Read and complete.

Answers: 1 Are you 2 I am 3 I'm not 4 I'm
5 Are you

3 Answer for you.

Answers: Children's own answers.


Lesson 7 Listening and speaking

Pupil's Book page 52


Lesson 7 Listening and speaking

1 What are you scared of? Make a list.


2 4.12 What are Jade and Luke scared of? Listen and tick (✓) or cross (✗).




1 Jade Luke



2 Jade Luke





3 Jade Luke





4 Jade Luke


3 4.13 Work in pairs. Listen and repeat. Then choose and act out. **Be a star!**

1 

2 

3 

4 

5 

- 1 What's wrong?
- 2 I'm scared.
- 3 Why?
- 4 Look! It's a big spider!
- 5 Don't worry. It's OK.

52 Unit 4 Listening: activate prior knowledge Speaking: support a friend
WB: pages 44-45

2 4.12 What are Jade and Luke scared of? Listen and tick (✓) or cross (✗).

- Refer the children to the pictures and ask what they can see. Play the first part of the audio, pausing after Jade and Luke's answers to point out the cross and the tick for *no* and *yes* respectively.
- Play the rest of the audio and have the children complete the activity.
- For feedback, elicit the answers and then play each part of the audio again to confirm.

Audioscript

Presenter: Hello!

Jade & Luke: Hi!

Presenter: Look at the big dog. Are you scared, Jade?

Jade: No, I'm not.

Presenter: Are you scared, Luke?

Luke: Yes, I am.

Presenter: Look at the spider. Are you scared, Jade?

Jade: No, I'm not.

Presenter: What about you, Luke?

Luke: No, I'm not.

Presenter: Great. Look at the big frog. Are you scared, Jade?

Jade: No, I'm not.

Presenter: What about you, Luke?

Luke: No, I'm not.

Presenter: Good. Look at the worm. Are you scared, Jade?

Jade: YES, I AM! EEEK!

Luke: Me too!

Presenter: Don't worry. It's OK. It's only a picture!

Answers: 1 Jade ✗, Luke ✓ 2 Jade ✗, Luke ✗
3 Jade ✗, Luke ✗ 4 Jade ✓, Luke ✓

3 4.13 Work in pairs. Listen and repeat. Then choose and act out. **Be a star!**

- Play the audio. Have the children repeat each line quietly to themselves. Play it again and have them repeat chorally and then individually to check pronunciation. Use calming gestures with *Don't worry. It's OK.*
- Choose a different animal from the photos and have the whole class do the dialogue with you.
- Then divide the class into pairs to make new dialogues with different animals.
- Finish with a few dialogues from volunteer children across the class.

Learning objectives: Listening: activate prior knowledge; Speaking: support a friend

Review vocabulary: dog, frog, scared, spider, worm

Resources: Vocabulary worksheet 2

Warm-up: Team vocabulary race

- Play *Team vocabulary race* (see the Games bank, pages 14-15) with the topic *animals*.

1 What are you scared of? Make a list.

- Mime the feeling *scared* and have the children guess the word. Write on the board *I'm scared of ...* and write several examples: e.g. *spiders, elephants, lightning*. At this point, the idea is to open up the idea of scared so all ideas are valid.
- Have the children make a list for themselves and compare with a friend. If they don't know the word in English, they can write it in L1.
- Elicit some suggestions.

Cooler: Simon says

- Play *Simon says* (see the Games bank, pages 14-15) with mimes of the feelings vocabulary from this unit, e.g. (*Simon says*) I'm sad.



Workbook page 44

Lesson 7 Functional language

1 Read and match.

1 What's wrong? Are you scared?
Yes, I am. The cat is angry.

2 Look! It's a big spider.
Don't worry. It's OK.

3 What's wrong?
Look! It's a frog. I'm scared!

2 Look, read and complete.

wrong Why	scared Don't worry	tiger Yes
--------------	-----------------------	--------------

What's 1 wrong, Alex?
I'm 2 _____.
Why?
Look! It's a big lion!
3 _____, It's OK.

What's wrong, Tom?
Are you scared?
4 _____, I am.
5 _____?
Look! It's a 6 _____!
Don't worry. It's OK.

3 Do the survey.

1 Look at the dog. Are you scared? _____

2 Look at the worm. Are you scared? _____

3 Look at the cat. Are you scared? _____

44 Unit 4

1 Read and match.

Answers: 1 a 2 c 3 b

2 Look, read and complete.

Answers: 1 wrong 2 scared 3 Don't worry
4 Yes 5 Why 6 tiger

3 Do the survey.

Answers: Children's own answers.

Workbook page 45

How am I doing?

1 Look at the pictures. Look at the letters. Write the words. There is one example.

1 h a p p y d r s e c a

2 t h o s r i t t h y

3 r a g y n u y h g r n

2 Read the clues. Complete the puzzle.

1 Look! A spider! I'm scared.

2 No, we _____ hot. We're cold.

3 _____ you tired? Yes, I am.

4 They're not thirsty. _____'re tired.

5 Mmm, cake. I'm _____!

6 A small green animal is a _____.

7 I'm not sad. I'm _____!

1 s c a r e d

3

4 5

6

7

Unit 4 Pre A1 Starters: Reading and Writing Part 3 45

1 Look at the pictures. Look at the letters. Write the words. There is one example.

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children use the letters to make the words illustrated in the pictures.
- Go through the example. Then elicit the correct spelling of number 1. Write it on the board.
- The children continue individually and then check with a friend.
- Invite different children to write the words on the board, asking for whole-class agreement each time.
- (To help prepare for this part of the test, the children need plenty of practice in spelling.)

Answers: 1 scared 2 hot 3 thirsty 4 angry
5 hungry

2 Read the clues. Complete the puzzle.

Answers: 1 scared 2 aren't 3 Are 4 They
5 hungry 6 frog 7 happy

2 Read and complete. Use question marks and full stops. **Be a star!**

- Refer the children to the pictures in the story. Ask *Who's this? Where are they? Are they happy?*
- Read the example sentence and encourage the children to make a question mark in the air. Ask why we put a question mark here (end of a question).
- Elicit the rest of the complete sentences and write the correct text on the board. As you come to the punctuation each time, have the children draw a question mark or full stop in the air.
- The children copy the finished text into their books.

Answers: 1 Are you ready? Yes, I am. No, I'm not. I'm tired. 2 Are you hot? Yes, I am. I'm not hot. I'm hungry. 3 Are you tired? No, I'm not. I'm happy. 4 Help! It's OK! It's only you!


Cooler: Visualisation

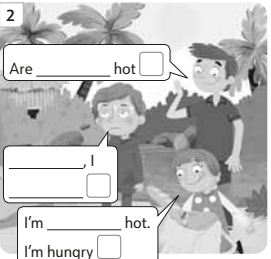
- Ask the children to close their eyes and imagine the situation you describe to them: *You're in Adventure Land with Mum and Dad. It's very hot. How do you feel? You see a lot of big animals! How do you feel? Mum has a yoghurt for you! How do you feel? Now it's time to go home. How do you feel?*
- Have the children open their eyes. Recall the questions and encourage the children to share some of their ideas with the class, or in groups.

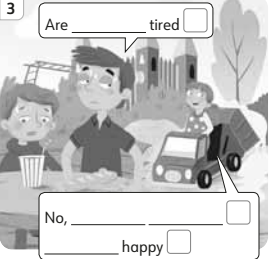
Lesson 8 Writing


1 Read and point.
 Use a question mark at the end of a question: Are you ready?
 Use a full stop at the end of a sentence: Yes, I am.

2 Read and complete. Use question marks and full stops. Be a star!

1  Are you ready? I am. No, I'm not. I'm

2  Are hot. I'm hot. I'm hungry

3  Are tired. No, happy

4  Help! It's OK! It's only you!

Unit 4 Write a story WB: pages 46-47 53

Learning objectives: Use question marks and full stops; Write a story

Resources: Unit 4 test

4.3 Warm-up: Sing the song!

- Play the song *This feeling* and have the children sing and act it out.

1 Read and point.


- Write the example sentences from the box on the board with the question mark and full stop missing. Point to and read out the information in the box.
- Then point to the examples on the board and read them out. Point to the place for the missing punctuation and prompt the children to draw the question mark or full stop in the air. Draw them in on the board.
- Divide the class into pairs. Have them look back at page 52 and find all the question marks they can (there are four). Then do the same with the full stops (there are eight).

Lesson 8 Writing

1 Read and tick (✓) the questions.

- | | |
|--|---|
| 1 Are you ready? <input checked="" type="checkbox"/> | 4 We aren't tired. <input type="checkbox"/> |
| 2 I'm scared. <input type="checkbox"/> | 5 Are you hot, Josh? <input type="checkbox"/> |
| 3 Are you hungry? <input type="checkbox"/> | 6 Hello, Alex. <input type="checkbox"/> |


2 Read and write the dialogue. Use question marks, capital letters and full stops.



hello, sara
1 Hello, Sara.

are you hungry
3 _____

are you thirsty
5 _____







hi, tom
2 _____




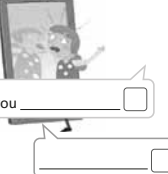
no, i'm not
4 _____

yes, i am
6 _____

3 Plan your Adventure Land story. Look and tick (✓).

1 	2 	3 	4 
happy <input type="checkbox"/>	angry <input type="checkbox"/>	cold <input type="checkbox"/>	happy <input type="checkbox"/>
tired <input type="checkbox"/>	hot <input type="checkbox"/>	hungry <input type="checkbox"/>	tired <input type="checkbox"/>
sad <input type="checkbox"/>	scared <input type="checkbox"/>	thirsty <input type="checkbox"/>	scared <input type="checkbox"/>

4 Read and complete with your answers from Activity 3. Use question marks and full stops.

1  Hooray! We're at Adventure Land. Are you sad <input type="checkbox"/> _____ <input type="checkbox"/>	2  Look at the sun! Are you hot <input type="checkbox"/> _____ <input type="checkbox"/>
3  Are you _____ <input type="checkbox"/> _____ <input type="checkbox"/>	4  Are you _____ <input type="checkbox"/> _____ <input type="checkbox"/>

5 Check your work. Tick (✓).

- question marks • full stops • spelling

1 Read and tick (✓) the questions.

- The children read the phrases and decide if they are questions. They tick those that are.

Answers: 1, 3, 5

2 Read and write the dialogue. Use question marks, capital letters and full stops.

- The children rewrite the dialogue using the correct punctuation.

Answers: 1 Hello, Sara. 2 Hi, Tom.
3 Are you hungry? 4 No, I'm not.
5 Are you thirsty? 6 Yes, I am.

3 Plan your Adventure Land story. Look and tick (✓).

- The children look at the situations and decide how they feel in their story.

Answers: Children's own answers.

4 Read and complete with your answers from Activity 3. Use question marks and full stops.

- The children complete the story with the feelings from Activity 3 and the correct punctuation.

Answers: Children's own answers.

5 Check your work. Tick (✓).

- The children use the check list to make sure their work is complete and correct.

- Play the audio again for them to check.
- For feedback, call out the numbers and elicit the family word.

Review 2

1 4.14 Look and match. Then listen and check.

mum dad baby brother grandpa sister grandma

2 Work in pairs. Look at the picture in Activity 1. Describe and say the family members.

3 Find the things in the picture in Activity 1. Write.

1 This is his hat.

2 _____ hat.

3 _____ book.

4 _____ book.

5 _____ bag.

She's hot. Mum.

This is his That's her

54 Review 2 Units 3 and 4

Audioscript

This is my family.

- 1 Look! That's my mum. She's very hot.
- 2 That's my brother. He's hungry.
- 3 Look at my sister. She's cold.
- 4 Look at my dad. He's thirsty.
- 5 This is the baby. She's angry.
- 6 This is my grandma. Look, she's tired.
- 7 And this is my grandpa. He's tired, too.

Answers: 1 mum 2 brother 3 sister 4 dad
5 baby 6 grandma 7 grandpa

2 Work in pairs. Look at the picture in Activity 1. Describe and say the family members.

- Refer the children to the speech bubbles. Read out the first one and have the class respond. Give another example and elicit the family name, e.g. *She's tired. (Grandma).*
- Divide the class into pairs to continue the activity.

3 Find the things in the picture in Activity 1. Write.

- Refer the children to the example. Have them find the hat in the picture (Tom's wearing it). Ask *Why 'this is'?* (*It's near.*) *Why 'his'?* (*his for a boy.*)
- Elicit the answer to 2 (*That's her hat.*) Ask *Why 'That's'?* (*It's further away.*) *Why 'her'?* (*her for a girl.*)
- Have the children complete the activity and compare with a friend.
- Ask different children to read out the sentences. Ask for whole-class agreement each time and write the answers on the board.

Answers: 1 This is his hat. 2 That's her hat.
3 That's her book. 4 This is his book.
5 That's her bag.

Learning objectives: Review vocabulary, grammar, and sounds and letters from Units 3 and 4; Pre A1 Starters: Listening Part 2; Reading and Writing Part 1

Grammar: *This is / That's, my / your, Who's this / that? his / her, to be* affirmative, negative, questions and short answers.

Resources: Flashcards

Vocabulary: family, feelings

Warm-up: Find and point

- Call out key words (*family, feelings*) from Units 3 and 4 and ask the children to find a picture of that word somewhere in their Pupil's Book.
- Have them hold up their book and point so they can see a variety of different illustrations. Have everyone repeat each word.

1 4.14 Look and match. Then listen and check.

- Refer the children to the picture. Elicit any names and family members that they can see.
- Play the first part of the audio. Stop and point out the example line from *mum* to the picture.
- Now play the rest of the audio, pausing after each part to give the children time to draw the lines.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–15), recalling all the key words from this Review lesson.

Cambridge Exams practice Pre A1 Starters

1 **4.15** Read the question. Listen and write a name or a number. There is one example.

Who is the friend? Hugo


1 How old is Hugo? _____

2 What is his family name? _____

3 Who is the girl in the picture? _____



4 How old is she? _____

5 What is the name of the cat? _____







2 **Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.**

Example

 This is a paint.  This is a pencil.

Questions

1  This is a bird. 2  This is a baby.

3  This is a candle. 4  This is a hamster.

Cambridge Exams practice Pre A1 Starters: Listening Part 2; Reading and Writing Part 1 55

1 **4.15** Read the question. Listen and write a name or a number. There is one example.

- This activity helps prepare the children for Part 2 of the Listening paper of the Cambridge English: Pre A1 Starters test.
- Refer the children to the picture and ask what they think the people are talking about.
- Have different children read out the questions. For each one, ask the class if they think the answer is a name or a number.
- Play the first part of the audio, pausing after the example. Point out that only one word is necessary.
- Play the rest of the audio and have the children complete the activity. Then check answers.
- (To help prepare for this part of the test, the children need to practise the alphabet. It is also useful if they are familiar with the simple names used in the Pre A1 Starters test. You can find a list of these in the Cambridge English Pre A1 Starters Handbook for Teachers.)

Audioscript

Mum: *Who's this?*
Boy 1: *He's my friend. His name is Hugo.*
Mum: *That's nice. Is that H-U-G-O?*
Boy 2: *Yes.*
Narrator: *Can you see the answer? Now you listen and write a name or number.*

1 Mum: *How old are you, Hugo?*
Boy 2: *I'm seven.*
2 Mum: *What's your family name?*
Boy 2: *It's Lewis. L-E-W-I-S.*
3 Boy 2: *Look at this picture. This is my sister.*
Mum: *What's her name?*
Mum: *Her name is Alice. A-L-I-C-E.*
4 Mum: *How old is Alice?*
Boy 2: *She's nine!*
5 Boy 2: *And that's her cat, Milo. M-I-L-O.*
Mum: *It's funny!*
Boy 2: *Yes!*

Answers: 1 7 / seven **2** Lewis **3** Alice **4** 9 / nine
5 Milo

2 **Look and read. Put a tick (✓) or cross (✗) in the box. There are two examples.**

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children look, read and tick or cross the boxes.
- Go through the examples first: read out the first sentence and point to the picture. Elicit that the sentence is correct and indicate the tick. Do the same with second example and elicit why there is a cross in the box (the sentence is incorrect).
- Point to the other pictures and read out the sentences. Give the children time to complete the activity.
- Read out the sentences and have the class call out *yes* or *no*. Write the ticks and crosses on the board next to the corresponding number.
- (To help prepare for this part of the test, the children need practice in recognising and naming items.)

Answers: 1 ✗ **2** ✓ **3** ✓ **4** ✗

Workbook page 116

My progress: Units 3 and 4

- Clarify the meaning of each *I can ...* statement. Elicit examples to help the children remember the content.
- Show the children the correct stickers for the *My progress check*. Give them time to decide if they are ready to give themselves a sticker. Provide encouragement if necessary. Help the children with sticking their stickers if they are having difficulty.
- Have all the children hold up their books and show all their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!