

# 1 My face

## Lesson 1

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

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

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

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

### Starting the lesson

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

### Presentation

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

### Pupil's Book, page 4

#### 1 Listen and chant.

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

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

1.10

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

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

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

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

1.12

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

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

### TPR

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

### Activity Book, page 4

#### 1 Match and say.

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

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

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

### Ending the lesson

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

### Extra activity, Activity Book, page 71

#### 1 Look and match.

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



## Lesson 2

**Lesson aims:** to learn colours.

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

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

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

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

### Starting the lesson

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

### Presentation

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

### Pupil's Book, page 5

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

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

Pink, purple, orange, brown.

1.13

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

#### 4 Listen and circle.

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

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

1.14

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

### TPR

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

### Activity Book, page 5

#### 3 Find and circle.

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

#### 4 Look and colour. Then say.

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

### Ending the lesson

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

### Extra activity, Activity Book, page 72

#### 3 Read and colour.

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

**3 Listen and say. Then match and colour.**
CD 1.13

**4 Listen and circle.**
CD 1.14

Lesson 2: brown, orange, pink, purple. My (blue) (eyes). Colours: Face.
5

## Lesson 3

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

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

**Revision:** parts of the face.

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

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

### Starting the lesson

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

### Presentation

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

### Pupil's Book, page 6

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

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

- I'm happy!
- I'm sad.
- I'm (...) sad!
- I'm (...) happy.

1.15

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

#### 6 Listen and sing.

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

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

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

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

1.16

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

### TPR

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

### Activity Book, page 6

#### 5 Find and circle or .

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

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

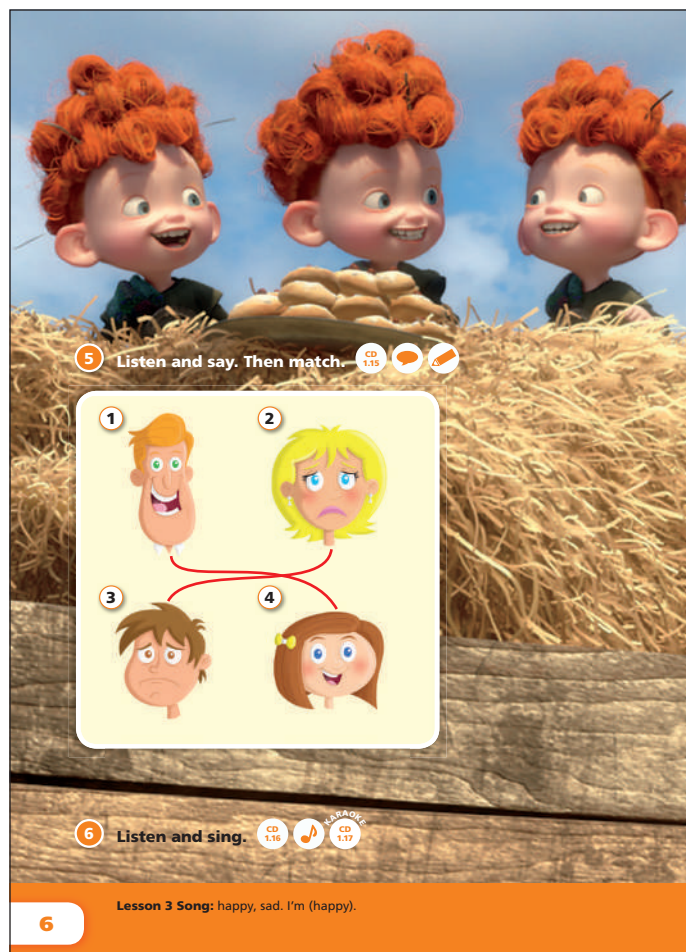
- Pupils match the faces of the same family members by drawing lines and draw a smile or a frown accordingly.
- Answers:** 1 – *happy*, 2 – *sad*, 3 – *happy*, 4 – *happy*, 5 – *sad*.



### Ending the lesson



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

### Extra activity

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



5 Listen and say. Then match.  

6 Listen and sing.  

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



## Lesson 4

**Lesson aims:** to revise the language from Lessons 1–3.

**Revision:** colours; parts of the face; *happy, sad; I'm (happy).*

**Receptive language:** *Is she (happy)? He's/She's (happy). What colour is it?*

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

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Encourage pupils to sing the song they learned in the previous lesson (Track 1.16) and make facial expressions accordingly: *happy/sad*.

### Revision

- Revise colours. Point to different objects in the classroom or to pupils' clothes and ask pupils to say the colour. T: *What colour is it?*
- Revise parts of the face, playing the "Spot the Difference" game (see: Resource Bank, page A21). Next, play the "Telephone" game (see: Resource Bank, page A24) using the words for different parts of the face and colours.

### Pupil's Book, page 7

#### 7 Listen and answer. Then draw.

- Tell pupils to open their Pupil's Books at page 7. Hold up your book and point to the pictures. T: *Look!* Discuss the pictures and the emotions they show (Merida and her mum, Queen Elinor, happy and sad). In L1 ask pupils what could make the two women happy or sad.
- Point to the picture which shows the happy mother. Ask: *Is Mum happy?* Pupils answer in one word: *Yes*. T: *Is she sad?* Pupils: *No*. Continue the activity, pointing to the next pictures.
- Tell pupils that they are going to listen to questions about the mood of the persons in the pictures. Tell pupils they should give the correct answers. T: *Listen*. Play the CD. Pause after each question for pupils to give answers. Then play the CD again for pupils to check their answers.

- Is Mum happy? (...) Yes, she's happy.
- Is Mum happy? (...) No, she's sad.
- Is Merida sad? (...) No, she's happy.
- Is Merida sad? (...) Yes, she's sad.

1.18

- Ask individual pupils about the pictures.
- Tell pupils to focus on the blank faces next to each picture. Ask pupils to give each face a smile or a frown depending on the emotions of the person in the picture.
- Point to the pictures one by one and encourage pupils to say: *happy* or *sad* accordingly.

#### 8 Look and play.

- Pair activity. Pupil 1 says: *I'm happy/sad*, and Pupil 2 points to a person in the page who is happy/sad. If Pupil 2 points to the correct picture, Pupil 1 says: *Yes*, and they swap roles. If Pupil 2 gives a wrong answer, Pupil 1 says: *No*, and Pupil 2 must try again.

### TPR

Pupils stand at their desks with their hands down. When you say: *I'm happy!* pupils jump up with their hands in the air. When you say: *I'm sad!* pupils mime crying and wiping tears away.

### Activity Book, page 7

#### 7 Match and say.

- Pupils draw lines to match pictures which show different situations and describe the emotions of the children and say eg.: *I'm (happy)*.
- Answers:** 1 – d, 2 – a, 3 – c, 4 – b.

#### 8 Colour and draw. Then say.

- Pupils colour the parts of the pictures marked with dots to see what is in the pictures (ice cream, a broken car). Then they draw a smile or a frown in the blank faces.
- Answers:** 1 – *happy*, 2 – *sad*.

### Ending the lesson

- Draw four faces on the board and give pony tails to two of them to stand for girls. Give each of the faces a smile or a frown. Point to each of the faces and make true or false statements about them: (*She's happy. He's sad.*) Have pupils say: *Yes!* if the statement is true, or *No!* if the statement does not correspond to the picture.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Hand out sheets of paper to all pupils. Divide the pupils into pairs and tell each pair to play noughts and crosses, drawing happy or sad faces instead of noughts. Have pupils say: *Happy/sad* whenever they draw a face.

## Lesson 5

**Lesson aims:** to listen to a story. To revise the language from Lessons 1–4.

**Target language:** (pink) flowers; Are you sad? Thank you! Oh, my (nose)!

**Revision:** colours; parts of the face; happy, sad; I'm (happy).

**Receptive language:** Today, it's story time! Is Minnie sad?

**Materials:** CD 1. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Cover the bottom part of your face with your hand. Move the hand up and uncover a smile. Say: *I'm happy!* Then cover the bottom part of your face again and make a frown. Uncover the face and say: *I'm sad.* Encourage pupils to mimic you and repeat the sentences.

### Pupil's Book, page 8

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- Say: *Today, it's story time!* Tell pupils to open their Pupil's Books at page 8. Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie.* Talk to pupils about the pictures and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Mickey hands flowers to Minnie, but it turns out that Minnie is allergic to them). Point to the flowers and introduce the new word *flowers*.

### 9 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Is Minnie sad?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (Track 1.19) and with special EFL voice-overs (Track 1.20).

- 1 Mickey: Hi, Minnie!  
Minnie: Oh hello, Mickey!
- 2 Minnie: Oooh! Flowers! Pink flowers! Thank you!
- 3 Minnie: Mmm... Oh, my nose...!
- 4 Minnie: And my eyes...!
- 5 Mickey: Minnie? Are you sad?
- 6 Minnie: No, it's the flowers! *Achoo!* I'm happy!

1.19/1.20

- Repeat the question: *Is Minnie sad?* Elicit the correct answer. Pupils: *No, happy.* Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to Minnie) *Who's this?* Picture 2: *Is Minnie happy?* (Yes) Picture 3: (point to the flowers) *What colour are the flowers?* (Pink) Picture 4: *Point to Minnie's eyes.* Picture 5: (point to Mickey) *Is Mickey sad?* (Yes) Picture 6: (point to Minnie) *Is Minnie happy now?* (Yes).
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

### 10 Now act the story out.

- Put pupils in pairs (Mickey and Minnie) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

### Activity Book, page 8

#### 9 Listen and circle.

- Pupils listen to the story and circle the correct picture in each pair.
- Note: the recording is available with the voices of the original Disney characters (Track 1.21) and with special EFL voice-overs (Track 1.22).

- 1 Speaker: Are you happy Minnie?  
Minnie: Oh yes! I'm happy!
- 2 Speaker: Are you happy Mickey?  
Mickey: Oh no! I'm sad.
- 3 Speaker: Are you happy Minnie?  
Minnie: Oh no! I'm sad!
- 4 Speaker: Are you happy Mickey?  
Mickey: Oh yes! I'm happy!

1.21/1.22

- **Answers:** 1 – happy, 2 – sad, 3 – sad, 4 – happy.

#### 10 Choose and circle. Then draw.

- Pupils circle the right parts of the face and then draw them in the big picture to complete the portrait of Mickey or Minnie.

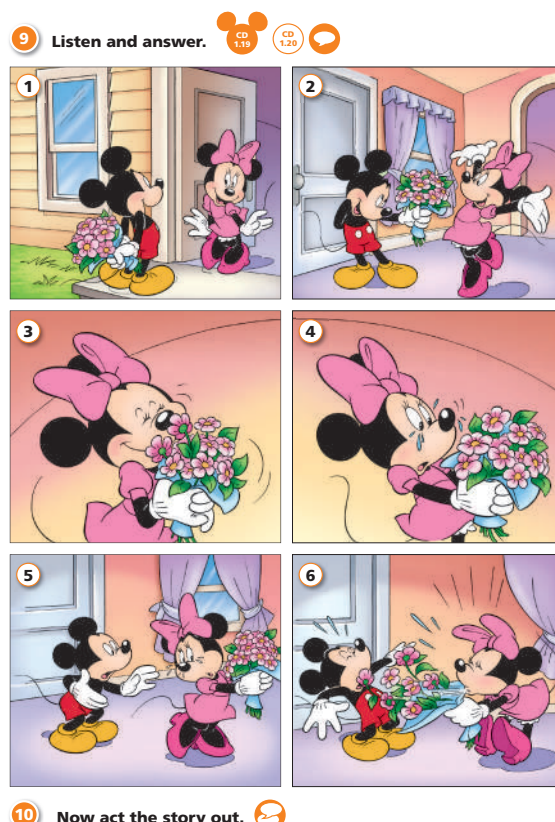
### Ending the lesson

- Ask individual pupils: *Are you happy/sad?*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 72

#### 4 Trace and match.

- Pupils trace the words and then draw lines to match them to the pictures of Mickey or Minnie.
- **Answers:** 1 – I'm sad, 2 – I'm happy.



#### 10 Now act the story out.

Lesson 5 Story: (pink) flowers. Face. Colours. I'm (happy).

## Lesson 6

**Lesson aims:** to revise the language from Lessons 1–5. To play the game with cut-out cards.

**Revision:** colours; parts of the face; *happy, sad*.

**Receptive language:** *Look at me! (Eyes) – what colour? Is (he) happy? Cut out.*

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

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Encourage pupils to say the chant from Lesson 1 in the karaoke version (Track 1.11).

### Revision

- Revise parts of the face and colours, playing the “*Snap!*” game (see: Resource Bank, page A21).

### Pupil's Book, page 9

#### 11 Listen and tick (✓) or cross (X).

- Tell pupils to open their Pupil's Books at page 9. Hold up your book and point to the photos. T: *Look!* Discuss the children's portraits with the class. Ask: *Eyes – what colour? Is (he) happy?*
- Describe the children in the photos: (*Red*) hair and (*green*) eyes. Pupils point to the corresponding faces.
- Tell pupils that they are going to listen to a recording. Explain that they should put a tick (✓) next to the photos described correctly, and a cross (X) next to the photos described incorrectly. T: *Listen!* Play the CD. Pause after each statement to give pupils sufficient time to make the right decision.

- 1 Look at me! Brown hair and brown eyes.
- 2 Look at me! Red hair and blue eyes.
- 3 Look at me! Red hair and green eyes.
- 4 Look at me! Brown hair and blue eyes.

1.23

- Play the CD again. Pause after each statement and ask pupils to give their answer, saying *Yes* or *No* and correcting the wrong description.

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1

**11 Listen and tick (✓) or cross (X).** CD 1.23

1



X

2



✓

3



X

4



✓

**12 Cut out (page 73). Then listen and play.** CD 1.24



**Lesson 6 Skills: Face. Colours. I'm (happy).**

9

- Pair activity. Pupil 1 describes one of the faces, and Pupil 2 points to the right photo. Then they swap roles.
- Encourage pupils to describe themselves.

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

- Ask pupils to cut out and write their names behind the cards they find on page 73 of the Pupil's Book. Give instructions and demonstrate: *Cut out.* Pupils can stick an envelope inside the front cover of their books and keep the cut-out cards in the envelope.
- Tell pupils to open their Pupil's Books at page 9 again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen.* Play the CD.

Look! Brown hair. Blue eyes. Yellow nose.  
Red mouth. Brown ears

1.24

- Ask pupils what they think the game is about. (To use the cards to make a face and to describe the face). Tell pupils that they are going to play the game in a moment.
- Pair activity. Ask pupils to arrange the cut-out pieces to make a face, and then to describe the face to their partner. Once pupils have described the faces, encourage them to arrange the cut-out pieces to make a face following the description provided by their partner. Make sure pupils cannot see the face arranged by the other person. Pupil 1 arranges the cut-out pieces of their choice to make a face and describes the face to Pupil 2. Pupil 2 arranges their cut-out pieces following the description provided by Pupil 1. Then Pupil 1 and Pupil 2 compare their faces and swap roles.

### TPR

Activity for pupils sitting in rows of desks. Each row of desks forms a team. Whisper the name of a part of the face e.g. *green eyes* to the first pupil in each row. The pupil should pass the phrase to their neighbour. The last pupil in the row should say the phrase aloud. As the activity progresses, you can give pupils more difficult phrases e.g. *red hair and blue eyes*.

### Activity Book, page 9

#### 11 Find and circle six differences.

- Pupils focus on the two pictures and circle six differences between them in the bottom picture.
- **Answers:** (from the left) the sitting boy – *sad/happy*; the boy playing football – *happy/sad*; flowers – *purple/pink*; the doll – *red/purple* nose; the girl – *brown/orange* hair; the baby – *sad/happy*.

#### 12 Find. Then colour and say.

- Pupils circle the black and white face which is identical with the colour face. Then they colour the face and describe it.
- **Answers:** *the second face from the left.*

### Ending the lesson

- Encourage three volunteers to come to the board. Say sentences which describe their faces. Have pupils guess who you are describing. Continue with another set of pupils.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 71

#### 2 Look and circle.

Pupils look at the picture and circle the correct words for the indicated parts of the face.

### The next lesson

- Remind pupils to bring pictures of different sized objects they have cut out from magazines to the next lesson.



## Lesson 7

**Lesson aims:** Maths – to describe the size of objects. To learn new language. To make a poster.

**Target language:** *big, small; A (big) (book). It's (big).*

**Revision:** classroom objects; parts of the face; *flower*.

**Receptive language:** *What is it? Is it (big)?*

**Materials:** CD 1, sheets of paper for the poster, crayons, glue. Optional: different sized objects cut out from magazines, coloured paper.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Ask a volunteer to stand in front of the class. Ask the volunteer to point to different parts of his/her face and mimic different moods. Encourage the remaining pupils to give the corresponding words. Then ask another volunteer and play the game again.

### Presentation

- Introduce the words *big* and *small* using gestures. Draw a big flower and a small flower at a distance from one another on the board. Point to the flowers and say: *big/small*. Encourage pupils to repeat after you. Have pupils point to one or the other flower as they speak. Leave the flowers on the board for later.

### Pupil's Book, page 10

#### 13 Listen and say. Then listen and circle.

- Tell pupils to open their Pupil's Books at page 10. Hold up your book and point to the pictures. T: *Look!* Discuss the pictures with the class. Ask if they can see any differences between them). Say: *A big flower* and ask pupils to point to the corresponding picture. Continue with the next pictures. Change the order as you say the sentences. Have pupils point to the corresponding pictures.
- Tell pupils that they are going to listen to a recording. Explain that they should listen and point to the corresponding pictures. T: *Listen*. Play the CD.

- Part 1
- 1 It's small. A small flower.
  - 2 It's big. A big flower.
  - 3 It's small. A small face.
  - 4 It's big. A big face.
  - 5 It's small. A small book.
  - 6 It's big. A big book.

1.25

- Part 2
- It's big. A big book.
- It's small. A small flower.
- It's big. A big face.

- Play the CD again and encourage pupils to repeat the sentences.
- Tell pupils that they are going to listen to the second part of the recording. Explain that they should listen and circle the pictures which are being described. T: *Listen*. Play the CD.
- Ask individual pupils to describe the pictures they have circled.

#### 14 Match and say.

- Tell pupils to focus on the pictures. Point to each picture and say: *What is it? Is it big? Is it small?* Have pupils give the word for the object and answer: *Yes/No*. Then pupils match the big objects to their small counterparts by drawing lines.
- Ask individual pupils to describe the pairs of objects they have matched. Pupil: *A big (ruler), a small (ruler) or It's big. It's small.*

#### 15 Make a poster.

- Tell pupils they are going to make a poster illustrating small and big objects. Hand out sheets of drawing paper (and optional materials prepared by you or pupils, e.g. coloured paper or pictures cut out from magazines). Pupils can use any artistic technique for their posters, such as drawing, cut-and-paste or collage.
- Play a song or chant from this Unit while pupils are working.
- When pupils have finished, ask them to describe their poster to the pupil sitting next to them e.g. *It's (big). It's a (teddy bear).*

### TPR

Ask two pupils to come to the board (with the two flowers still on it). Say: *It's big* or *It's small*. The two pupils should stand next to the corresponding drawing. The remaining pupils can help the two by pointing to the correct flower. Then invite another pair of pupils and continue the game.

### Activity Book, page 10

#### 13 Listen and colour.

- Pupils listen to a recording and colour the corresponding picture in each pair any colour they want.

- 1 It's a big pencil.
- 2 It's a small nose.
- 3 It's a small mouth.
- 4 It's a big bag.

1.26

- Pupils describe the pictures: Pupils: *A pencil. It's big. It's (red).*
- **Answers:** 1 – a big pencil, 2 – a small nose, 3 – a small mouth, 4 – a big bag.

#### 14 Look and draw. Then say.

- Pupils draw the flower in the right scale. Then they describe both pictures.

### Ending the lesson

- Say *big* and *small* changing the order. When you say *small*, pupils squat down and pretend to be small. When you say *big*, pupils stand on their toes with their hands up in the air.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to browse through the first Unit in their Pupil's Books, find photos of 2 big and 2 small objects, and say: *(Book). (It's) big/small*.

#### 13 Listen and say. Then listen and circle.

1

2

3

4

5

6

#### 14 Match and say.

1

2

3

a

b

c

#### 15 Make a poster.

Lesson 7 CLIL: big, small, flower. A (big) (book). It's (big). Face. School objects.

## Lesson 8

**Lesson aims:** to revise the material from Unit 1. Self-assessment.

**Revision:** the language from Unit 1 – colours; parts of the face; *I'm happy/sad*.

**Receptive language:** *Look at dad/mum. He's/She's (happy). Is he/she (sad)? Who is it?*

**Materials:** CD 1, flashcards with parts of the face, self-made flashcards with colours, word cards with the words: *happy, sad*. Optional: Worksheet 6 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Help pupils recall the chant and the song from this Unit. Encourage them to chant and sing along (Tracks 1.10 and 1.16).
- You can divide the class into groups and hold a contest for the best performance of the song. Let pupils decide themselves which group is the winner. Give the winning group appropriate applause.

### Revision

- Revise the language from this Unit. Say words from different groups (colours; parts of the face; *happy/sad*). Have pupils listen carefully and point to the corresponding part of their face, or to the classroom object which is the same colour, or make a sad or happy face.
- Mix all the flashcards for this Unit and the word cards: *happy, sad*. Play "Which is different" game with pupils (see: Resource Bank, page A21).

### Pupil's Book, page 11


#### 16 Listen, tick (✓) and say. Then play.

- Tell pupils to open their Pupil's Books at page 11. Hold up your book and point to the picture. T: *Look!* Discuss the picture and the situation in it with the class. Point to the characters in the picture and ask: *Look at Merida. Is she happy?* Pupils: *Yes.* T: *Look at dad. Brown hair?* Pupils: *No, red hair.* T: *Look at mum. Is she sad?* Pupils: *No, happy.*
- Tell pupils that they are going to listen to recorded riddles. Explain that they should focus on the descriptions of different characters and put a tick (✓) (for 'yes') in the box next to the corresponding pictures. T: *Listen.* Play the CD.

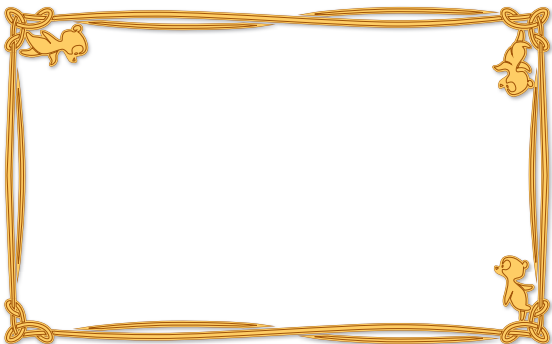
**16 Listen, tick (✓) and say. Then play.**

CD 1.27

UNIT  
**1**



**17 Draw and say.**



Lesson 8 Review: Face. Colours. I'm (happy).

1 Who is it? Red hair, blue eyes, and a big nose.

He's big. He's happy.

2 Who is it? Red hair, blue eyes, and a small nose. She's small.

3 Who is it? Brown hair and brown eyes. She's happy.

1.27

- Describe one of the characters in the picture. Ask pupils to guess who has been described.
- Encourage individual pupils to try and describe a character of their choice e.g. *Red hair, blue eyes, small*. Have other pupils guess who has been described.

#### 17 Draw and say.

- Ask pupils to draw their self-portraits and colour them. You can also explain what a caricature is and encourage pupils to draw their 'exaggerated' representations. Always give pupils a choice between regular self-portraits and caricatures. Monitor their work. When pupils have finished, ask volunteers to describe their drawings. Pupils: *Big ears, blue eyes, small nose, brown hair. I'm happy!*

### Activity Book, page 11

#### 15 Listen, draw and colour.

- Pupils listen to the recording, draw the missing parts of the face in the picture, and colour them accordingly.

A pink face. Big, brown eyes. A big red mouth.

A small nose. Purple hair. Small ears.

1.28

#### 16 Say and stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.

### Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 1. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which Lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 1, and then play the game.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Progress assessment

- Photocopiable materials, worksheet 6, page 84. The guidelines for using the worksheet can be found on page 76.
- New English Adventure 1*, Test Book, Test 1.