

UNIT 8: I'M HAPPY - LESSON 1***Learning objectives***

- Can say some common feelings words

Target language

- Happy, hungry, sad, scared, thirsty, tired
- I'm (happy).

Receptive language

- Is he (scared)?

Resources and Materials

- Pupil's Book page 60
- Activity Book page 53
- Audio CD 2
- Flashcards
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the flashcards and make an example for the first flashcard. Nominate a pupil to say, <i>Happy!</i>. • Put pupils into groups. Point to a picture and then to a group and ask them to say the word. Show through all the flashcards. • Return to the start and work through the words as a class, reviewing any words that are difficult. 	<ul style="list-style-type: none"> • Look at an example for the first flashcard and say, <i>Happy!</i> • Work in groups; look at the picture and say the word. Do the same through all the flashcards
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 1 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning feelings words.</i> • Ask pupils what English words they know for feelings, e.g. <i>happy, sad</i>. Write them on the 	<ul style="list-style-type: none"> • Look at the lesson 1; listen and answer T's question to recognize the lesson objective • Say what English words they know for feelings, e.g. <i>happy, sad</i>

	board. <ul style="list-style-type: none"> Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i> 	<ul style="list-style-type: none"> Look at the poster and listen
PRESENTATION		
	<ul style="list-style-type: none"> Introduce the new words using the flashcards. Show the image and say the words for pupils to repeat. Ask individual pupils to say the words. <p>happy sad hungry thirsty tired scared</p>	<ul style="list-style-type: none"> Look at the image; listen and repeat the new words, then individual pupils to say the words
PB page 60, Act.2 5 min	<p><i>Listen.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 2 in their Pupil's Books. Play the audio and ask pupils to listen first. Ask, <i>Who's tired? Who's hungry? Who's happy?</i> <p>AUDIO SCRIPT – CD3:15 <i>Cody:</i> <i>Wow! I love funfairs. I'm happy!</i> <i>Harry:</i> <i>Oh, no! I don't like funfairs. I'm scared.</i> <i>Beth:</i> <i>I'm thirsty. Mmm, I like juice.</i> <i>Aunt Fifi:</i> <i>I'm tired!</i> <i>Waldo:</i> <i>Mmm! Look at the ice cream! I'm hungry!</i></p>	<ul style="list-style-type: none"> Look at Activity 2 in their Pupil's Books Listen first Listen and answer T's questions
PRACTICE		
	<ul style="list-style-type: none"> Show the pictures on the board and play the first audio. Nominate a pupil to match the audio to the picture. 	<ul style="list-style-type: none"> See the pictures on the board; listen and match the audio to the picture Individual pupils come to

	<ul style="list-style-type: none"> • Work through the answers as a class, and ask individual pupils to come to the screen to match the audio with the picture. The class gives feedback on whether they think the pupil is correct or not. • Move on to the next pupil until all the audio and pictures have been matched. Check answers on the board. Review as a class any questions that pupils got wrong. 	<p>the screen to match the audio with the picture. The class gives feedback on whether they think the pupil is correct or not</p> <ul style="list-style-type: none"> • Move on to the next pupil until all the audio and pictures have been matched
PB page 60, Act.3 5 min	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Pupil's Books. • Focus on the small pictures at the bottom of the page. Ask questions, e.g. <i>Is (she) (hungry)?</i> • Play the audio. Pupils listen and point to the small pictures. • Play the audio again. Pupils listen, point to the small pictures and repeat the words. <p>AUDIO SCRIPT – CD3:16</p> <p><i>1 hungry 2 tired</i> <i>3 thirsty 4 scared</i> <i>5 happy</i></p>	<ul style="list-style-type: none"> • Look at Activity 3 in their Pupil's Books • Look at the small pictures at the bottom of the page; listen and answer T's question • Listen and point to the small pictures • Listen, point to the small pictures and repeat the words
AB page 53 5 min	<p><i>Look and trace.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 1 in their Activity Books. • Pupils trace the word under each character and read them. 	<ul style="list-style-type: none"> • Look at Activity 1 in their Activity Books • Trace the word under each character and read them.
POP QUIZ		
	<p><i>Say the feeling.</i></p> <ul style="list-style-type: none"> • Nominate a pupil to name the feeling (<i>Happy!</i>). 	<ul style="list-style-type: none"> • Name the feeling (<i>Happy!</i>)

	<ul style="list-style-type: none"> • Ask for 5 more volunteer pupils and ask them to line up at the board. Then go through the rest of the words and ask pupils to name the word. Show the flashcard to confirm the answer. • Once all words have been said, ask another group of pupils to line up at the screen and go through the activity again. <p>happy sad hungry thirsty tired scared</p>	<ul style="list-style-type: none"> • 5 more volunteer pupils line up at the board. Then name the word when T goes through the rest of the words • Once all words have been said, another group of pupils line up at the screen and go through the activity again
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UNIT 8: I'M HAPPY - LESSON 2***Learning objectives***

- Can talk about feelings

Target language

- He's/She's (happy).

Recycled language

- Feelings
- I'm (happy).

Receptive language

- Are you (happy)?
- Is he (happy)?

Resources and Materials

- Pupil's Book page 61
- Activity Book page 54
- Audio CD2
- Flashcards
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Act. Guess.</i> <ul style="list-style-type: none"> • Have pupils look at you. Tell them that you are going to act out one of the feelings, and the class needs to guess what it is. Act as yawning and elicit, <i>Tired!</i>, from pupils. Once pupils get the idea of the game, read through the example together. Put pupils in pairs and ask them to act and guess. 	<ul style="list-style-type: none"> • Act out one of the feelings and guess what it is; get the idea of the game to make the example ; then work in pairs to act and guess.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 2 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. 	<ul style="list-style-type: none"> • Look at the lesson 2, listen and answer T's question; then look at the image and guess what they will be learning in the lesson to

	<ul style="list-style-type: none"> Look at the lesson objective: <i>We're talking about feelings.</i> 	recognize the lesson objective
PRESENTATION		
CHANT PB page 61, Ac.4 5 min	<p><i>Listen and find.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 4 in their Pupil's Books. Play the audio. Pupils listen and point to the characters in the main scene. Play the chant and ask pupils to chant along. <p>AUDIO SCRIPT – CD3:17</p> <p><i>He's hungry.</i> <i>Waldo.</i> <i>She's thirsty.</i> <i>Beth.</i> <i>She's tired.</i> <i>Aunt Fifi.</i> <i>He's scared.</i> <i>Harry.</i> <i>He's happy!</i> <i>Cody.</i></p>	<ul style="list-style-type: none"> Look at Activity 4 in their Pupil's Books Listen and point to the characters in the main scene Listen and chant along
	<ul style="list-style-type: none"> Ask pupils to look at the board. Write and read the sentences, <i>Hungry. He's hungry.</i> Read again and ask pupils to say along with you. Write words, put pupils in pairs, and have them make sentences. Review as a class. 	<ul style="list-style-type: none"> Look at the board, listen and say along Work in pairs, look at the words and make sentences
PRACTICE		
PB page 61, Act.5 5 min	<p><i>Listen and match. Say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 5 in their Pupil's Books. Focus on the pictures at the bottom of the page. Ask pupils to identify each character. Then 	<ul style="list-style-type: none"> Look at Activity 5 in their Pupil's Books See the pictures at the bottom of the page and identify each character,

	<p>point to the pictures in the thought bubbles and ask, e.g. <i>What's this?</i> Use L1 if necessary.</p> <ul style="list-style-type: none"> • Play the audio. Pupils listen and point to the characters being described. • Play the audio again and ask pupils to match the characters with the objects. • Play the audio again and ask the class to say the adjectives. <p>Activity answer key: 1 b 2 a 3 c 4 e 5 d AUDIO SCRIPT – CD3:18 1 (<i>sound of someone unwrapping a gift, gasping and screaming Wow!</i>) She's happy. 2 (<i>sound of a stomach rumbling</i>) He's hungry. 3 (<i>sound of someone yawning</i>) He's tired. 4 (<i>sound of a loud bang, as if fireworks</i>) He's scared. 5 (<i>sound of someone gulping a drink</i>) She's thirsty.</p>	<p>listen and answer T's question</p> <ul style="list-style-type: none"> • Listen and point to the characters being described • Listen the audio again and match the characters with the objects • Listen the audio again and say the adjectives
QUEST	<p><i>Listen and sing.</i></p> <ul style="list-style-type: none"> • Ask pupils (in L1) to remember the Quest items from the Welcome Unit which the characters have to find. Ask them to guess which item could be found here. • Play the Quest song. Pupils listen for the Quest item. Pupils then look at the main scene to find the Quest item (the hat). • Ask pupils to turn to the stickers 	<ul style="list-style-type: none"> • Remember the Quest items from the Welcome Unit which the characters have to find and guess which item could be found here • Listen for the Quest item; look at the main scene to find the Quest item • Turn to the stickers at the

	<p>at the back of their books. They find the sticker of the hat and stick it into the correct place on page 61, over the hat.</p> <ul style="list-style-type: none"> • Play the audio again and pupils sing the Quest song. <p>AUDIO SCRIPT – CD3:19 <i>Come with us, come on a quest. Come on a quest today! Come with us, come on a quest. Look for a hat today. A balloon, a cake, a tablet, a photo, a teddy, a bird, a door, an apple and a hat. Look for a hat today.</i></p>	<p>back of their books</p> <ul style="list-style-type: none"> • Listen the audio again and sing the Quest song
<p>AB page 54 5 min</p>	<p><i>Listen and tick or cross.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 2 in their Activity Books. • Play the audio. Pupils listen to the audio to see if what they hear is correct or not and write a tick or a cross in each box. <p>Activity answer key: 1 tick 2 cross 3 cross 4 tick</p> <p><i>Find. Then read and circle.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Activity Books. • Pupils follow each character's path to find the picture as a clue to how the character is feeling. • They then read the sentences and circle the correct word that describes each character. <p>Activity answer key: 1 tired 2 thirsty 3 happy 4 scared 5 hungry</p>	<ul style="list-style-type: none"> • Look at Activity 2 in their Activity Books • Listen to the audio to see if what they hear is correct or not and write a tick or a cross in each box • Look at Activity 3 in their Activity Books • Follow each character's path to find the picture as a clue to how the character is feeling. • Then read the sentences and circle the correct word that describes each character.

	AUDIO SCRIPT – CD3:20 1 He's scared. 2 She's thirsty. 3 He's hungry. 4 He's tired.	
POP QUIZ		
	<ul style="list-style-type: none"> As pupils are leaving the class, ask, <i>Are you happy?</i> They answer, <i>Yes, I'm happy.</i> 	<ul style="list-style-type: none"> Leave the class; listen and answer T's question

UNIT 8: I'M HAPPY - LESSON 3***Learning objectives***

- Can say more feelings words
- Can follow a simple song

Target language

- Drink, eat
- Let's have fun.

Recycled language

- Actions, Feelings, Food, Numbers
- I'm (happy).

Receptive language

- Turn around.

Resources and Materials

- Pupil's Book page 62
- Activity Book page 55
- Audio CD2 track
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Tell pupils that they are going to listen to the chant about feelings. Play the audio. Pupils point to the feelings when they hear the feelings in the chant. Play once more and have pupils chant along. <p>AUDIO SCRIPT – CD3:17</p> <p><i>He's hungry.</i></p> <p><i>Waldo.</i></p> <p><i>She's thirsty.</i></p> <p><i>Beth.</i></p> <p><i>She's tired.</i></p> <p><i>Aunt Fifi.</i></p> <p><i>He's scared.</i></p> <p><i>Harry.</i></p> <p><i>He's happy!</i></p>	<ul style="list-style-type: none"> • Listen to the chant about feelings and point to the feelings when they hear the feelings in the chant; then chant along

	<i>Cody.</i>	
Learning adventure 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 3 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning more words for feelings.</i> • Ask pupils what English words they can remember for feelings, e.g. <i>hungry, happy</i>. Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i> 	<ul style="list-style-type: none"> • Look at the lesson 3; listen and answer T's question to recognize the lesson objective • Say what English words they can remember for feelings • Look at the poster and listen
PRESENTATION		
	<p>Look and say.</p> <ul style="list-style-type: none"> • Focus on the pictures and labels. • Have pupils listen and repeat the words after you until they are comfortable with the new words. 	<ul style="list-style-type: none"> • Look at the pictures and labels • Listen and repeat the words after T until they are comfortable with the new words
PRACTICE		
SONG PB page 62, Act. 6 5 min	<p>Listen and find.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Pupil's Books. • Ask questions about the picture, e.g. <i>What food can you see? Which animals? Is he (happy)? Do you like (jelly)? What colour is it? How many boys/girls?</i> Ask pupils to point to various members of the family. Say, <i>Point to Dad.</i> Ask, <i>What's he got?</i> Elicit the 	<ul style="list-style-type: none"> • Look at Activity 6 in their Pupil's Books • Listen and answer T's questions; point to various members of the family • Listen and join in with

	<p>food that each family member has got.</p> <ul style="list-style-type: none"> • Play the audio. Pupils join in with the actions if they can. • Say various actions, e.g. <i>Clap your hands!</i>, and ask pupils to point to the children in the picture who are doing them. Do the same for <i>hungry, thirsty, tired</i>. <p>AUDIO SCRIPT – CD3:21, 22</p> <p>5, 4, 3, 2, 1</p> <p><i>I'm happy. I'm happy.</i></p> <p><i>Let's have fun!</i></p> <p><i>Clap your hands.</i></p> <p><i>Stamp your feet.</i></p> <p><i>Click your fingers.</i></p> <p><i>Drink and eat.</i></p> <p>5, 4, 3, 2, 1</p> <p><i>I'm happy. I'm happy.</i></p> <p><i>Let's have fun!</i></p> <p><i>Wiggle your toes.</i></p> <p><i>Jump up and down.</i></p> <p><i>Jump, jump, jump.</i></p> <p><i>Now turn around.</i></p> <p>5, 4, 3, 2, 1</p> <p><i>Now, I'm tired. I'm tired.</i></p> <p><i>Good night!</i></p>	<p>the actions if they can.</p> <ul style="list-style-type: none"> • Look at various actions; point to the children in the picture who are doing them. Do the same for <i>hungry, thirsty, tired</i>
<p>PB page 62, Act.7 5 min</p>	<p>Match. Say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Pupil's Books. • Pupils name the family members. • They find them in the main picture and match them with the food/drink they are eating/drinking. • They name the food each time. 	<ul style="list-style-type: none"> • Look at Activity 7 in their Pupil's Books • Name the family members • Find them in the main picture and match them with the food/drink they are eating/drinking.

	<p>Activity answer key:</p> <p>1 d (chocolate)</p> <p>2 b (juice)</p> <p>3 a (cheese)</p> <p>4 c (jelly)</p>	<ul style="list-style-type: none"> Name the food each time
HOME-SCHOOLING	<ul style="list-style-type: none"> Encourage pupils to sing the song at home for their families. 	<ul style="list-style-type: none"> Sing the song at home for their families
<p>AB page 55</p> <p>5 min</p>	<p>Match.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 4 in their Activity Books. Pupils identify the actions the children are doing and say the words. They then match each child with the silhouette that shows the same action. <p>Activity answer key:</p> <p>1 jump 2 turn around 3 stamp 4 clap</p> <p>Read. Then circle in green or blue.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 5 in their Activity Books. Pupils read the words on the page and circle the things you drink in green and the things you eat in blue. <p>Activity answer key:</p> <p>green = milk, juice</p> <p>blue = bread, jelly, cheese, salad, chocolate, fruit, honey</p>	<ul style="list-style-type: none"> Look at Activity 4 in their Activity Books Identify the actions the children are doing and say the words. Then match each child with the silhouette that shows the same action. Look at Activity 5 in their Activity Books Read the words on the page and circle the things you drink in green and the things you eat in blue
POP QUIZ		
<p>5 min</p>	<p>Do the action.</p> <ul style="list-style-type: none"> Show the activity on the pictures and look at the example for the first picture. Nominate a pupil to say, <i>Jump!</i>. Have all pupils do the 	<ul style="list-style-type: none"> Look at the example for the first picture and say, <i>Jump!</i>, and do the action

	<p>action.</p> <ul style="list-style-type: none">• Put pupils into groups. Point to the pictures and then to a group and ask them to say the sentence and then do the action.• Return to the start and work through the sentences as a class, reviewing any words that are difficult.	<ul style="list-style-type: none">• Work in group; see the pictures and say the sentence and then do the action
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UNIT 8: I'M HAPPY - LESSON 4***Learning objectives***

- Can talk about feelings
- Can say the sounds sh and ch

Target language

- Cheetah, shadow, shark, shell

Recycled language

- Chair, cheese, chocolate
- Feelings

Resources and Materials

- Pupil's Book page 63
- Activity Book page 56
- Audio CD2
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Mime and guess.</i> <ul style="list-style-type: none"> • Have pupils look at you. Tell them that you are going to mime one of the feelings and the class needs to guess what it is. Act as if you are happy and elicit, <i>Happy!</i>, from pupils. Once pupils get the idea of the game, read through the example together. Put pupils in pairs and ask them to mime and guess. 	<ul style="list-style-type: none"> • Look at T's miming of the feelings and guess what it is; then work in pairs, mime and guess.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 4 and ask, <i>What are we learning today?</i> Ask pupils to look at the images and guess what they will be learning in the lesson. • Look at the lesson objectives: <i>We're talking about feelings and</i> 	<ul style="list-style-type: none"> • Look at the lesson 4; listen and answer T's question; then look at the images and guess what they will be learning in the lesson to recognize the lesson objectives

	<i>We're saying some English sounds.</i>	
SKILL PRACTICE		
PB page 63, Act.8 5 min	<p><i>Listen and number.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 8 in their Pupil's Books. • Ask (in L1) what the children are doing in the photos (playing a game finding matching pairs – <i>Pelmanism</i>). • Pupils look at the two photos and identify the upturned cards (<i>She's hungry. She's happy. He's scared.</i>). • Play the audio to give pupils an idea of the language they will need to play the game. • Ask them to listen to the audio and number the photos accordingly. <p>Activity answer key: 2, 1 AUDIO SCRIPT – CD3:23 <i>1 My turn!</i> <i>He's scared.</i> <i>She's happy. Your turn!</i> <i>2 She's hungry.</i> <i>She's hungry. Yes, it's a pair!</i></p>	<ul style="list-style-type: none"> • Look at Activity 8 in their Pupil's Books • Say what the children are doing in the photos • Look at the two photos and identify the upturned cards • Listen the audio to take an idea of the language they will need to play the game • Listen to the audio and number the photos accordingly.
	<p><i>Make and play.</i></p> <ul style="list-style-type: none"> • Ask pupils to find the Unit 8 Cutouts on page 79 of the Pupil's Book. <p><i>Pupils cut out the cards.</i></p> <ul style="list-style-type: none"> • Pupils now play a game of <i>Pelmanism</i> in pairs. Pupils 	<ul style="list-style-type: none"> • Find the Unit 8 Cutouts on page 79 of the Pupil's Book.

	<p>combine their two sets of cards. They arrange the cards on the table face down so that the pictures can't be seen. Pupils take turns to turn over two cards. They make a sentence about each card (<i>He's dirty. She's happy. or He's dirty. He's dirty.</i>). If the two upturned cards match, the player says, <i>It's a pair!</i>, and keeps the pair. If they don't match, the player turns them back over, remembering where they are for his/her next turn. The winner is the player with the most matching pairs.</p>	<ul style="list-style-type: none"> Listen to T's instructions and play a game of <i>Pelmanism</i> in pairs
PHONICS		
Presentation	<ul style="list-style-type: none"> Remind pupils of the words shadow and cheese. Ask pupils which sound they hear in both words. Say/sh/ sound and ask pupils to repeat after you. Do the same for the /ch/ sound Play the audio. Ask pupils which sound they can hear. Play the audio again and have pupils repeat. <p>AUDIO SCRIPT – CD3:24</p> <p><i>sh, sh, ch, ch</i></p> <p><i>sh, sh, sh</i></p> <p><i>ch, ch, ch</i></p> <p><i>sh, ch, sh, ch, sh, ch</i></p>	<ul style="list-style-type: none"> Remember the words shadow and cheese; say the words shadow and cheese Do the same for the /ch/ sound Listen the audio and say which sound they can hear; then listen again and repeat.
Practice	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> Play the audio and point to the sounds. Play the audio again and ask pupils to say the words. 	<ul style="list-style-type: none"> Listen to the audio and point to the sounds. Listen again and say the

	<p>AUDIO SCRIPT – CD3:24</p> <p><i>sh</i></p> <p><i>Sharon Shark</i></p> <p><i>shadow</i></p> <p><i>shell</i></p> <p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Play the audio and point to the sounds. Play the audio again and ask pupils to say the words. <p>AUDIO SCRIPT – CD3:24</p> <p><i>ch</i></p> <p><i>Charlie Cheetah</i></p> <p><i>chair</i></p> <p><i>chocolate</i></p> <p><i>cheese</i></p> <p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Play the audio. Pause after the first three lines. Ask pupils which sounds they can hear. Play the first three lines again and pupils repeat. • Introduce the two mascots by pointing and saying, <i>This is Sharon Shark. This is Charlie Cheetah.</i> • Point to Charlie's chair and Sharon's shadow and say the words. • Play the audio from the beginning to the end. <p>AUDIO SCRIPT – CD3:24</p> <p><i>Sharon Shark, Sharon Shark,</i></p> <p><i>shadow, shell</i></p> <p><i>Sharon Shark!</i></p> <p><i>Charlie Cheetah, Charlie Cheetah,</i></p> <p><i>chair, chocolate, cheese</i></p> <p><i>Charlie Cheetah!</i></p>	<p>words</p> <ul style="list-style-type: none"> • Listen to the audio and point to the sounds. Listen again and say the words • Listen the audio, say which sounds they can hear when T pauses after the first three lines. Listen to the first three lines again and repeat. • Look at T's introduction about the two mascots • Look and listen
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<p>AB page 56 5 min</p>	<p><i>Trace and colour.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Activity Books. • Pupils trace the letters <i>sh</i> and <i>ch</i>. • They then colour all the items next to each mascot or in their bags blue if the items begin with <i>sh</i> or green if they begin with <i>ch</i>. <p>Activity answer key: blue = shark, shell green = chocolate, cheese, chair, cheetah, chick</p> <p><i>Circle the odd one out. Then listen and check.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Activity Books. • Pupils read the words below each image and circle the one that starts with a different sound. • Play the audio so pupils can check their answers. <p>Activity answer key: 1 shadow 2 cheese AUDIO SCRIPT – CD3:25 1 ch, chocolate, shadow, chair, Shadow! 2 sh, cheese, shell, shark, Cheese!</p>	<ul style="list-style-type: none"> • Look at Activity 6 in their Activity Books • Trace the letters <i>sh</i> and <i>ch</i>. • Then colour all the items next to each mascot or in their bags blue if the items begin with <i>sh</i> or green if they begin with <i>ch</i> • Look at Activity 7 in their Activity Books • Read the words below each image and circle the one that starts with a different sound. • Listen and check their answers.
<p>POP QUIZ</p>		
	<p><i>Listen and choose.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at the pictures. Do the first question together as a class. Pupils look at the pictures while you play the audio and decide whether it is a <i>sh</i> (represented by the shadow) or <i>ch</i> (represented by the cheese). • Go through the answers as a class, 	<ul style="list-style-type: none"> • Look at the pictures and decide whether it is a <i>sh</i> or <i>ch</i>

	calling on different groups to give you their answer. Review any incorrect answers.	
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UNIT 8: I'M HAPPY - LESSON 5***Learning objectives***

- Can understand a simple story
- Can act out a story

Target language

- Angry

Functional language

- Oh, wow!
- I'm (happy).
- Let's go home.

Values

- Being aware of the others' feelings

Receptive language

- Circus

Resources and Materials

- Pupil's Book page 64
- Activity Book page 57
- Audio CD2 track
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Remind pupils of the story from Unit 7. Then look at the questions and nominate a pupil to read the first question, <i>Where are they?</i> Nominate a pupil to answer (<i>They're at the market.</i>). • Move on to the next question and have pupils raise their hands if they know the answer. As an extension, see if any pupils can tell you anything more about the story. <p>Activity answer key: 1 Aunt Fifi, Harry, Waldo.</p>	<ul style="list-style-type: none"> • Remember the story from Unit 7. Then look at the questions, read the first question and answer • Read the next question and raise their hands if they know the answer

	2 Waldo likes ice cream.	
Learning adventure 2 min	<ul style="list-style-type: none"> Have pupils look at the lesson 5 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. Ask, <i>What are we learning today?</i> Look at the lesson objectives: <i>We're listening to a story and acting it out.</i> 	<ul style="list-style-type: none"> Look at the lesson 5; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objectives
PRESENTATION		
STORY PB page 64, Act.10 5 min	<p>Listen.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 10 in their Pupil's Books. Direct pupils' attention to the story. Teach the new words circus and angry. Ask questions about the characters and the scene: <i>What have the children got? (all the stickers). Where are they? (at the circus). Is Waldo (happy)? (No, he's hungry and thirsty.)</i> Ask pupils to predict what will happen in the story. Play the audio. Ask pupils to listen to the story and follow along in their books. Check pupils' understanding of the story. Point to each of the story frames one by one and ask pupils how Waldo is feeling in each. After pupils have a clear understanding of the story, play the audio again. Pause after each frame and encourage pupils to repeat the words and phrases 	<ul style="list-style-type: none"> Look at Activity 10 in their Pupil's Books. Pay attention to the story and learn the new words circus and angry; listen and answer T's question Predict what will happen in the story Listen to the story and follow along in their books Understand of the story, look at each of the story frames one by one and say how Waldo is feeling in each

	<p>aloud.</p> <p>AUDIO SCRIPT – CD3:26</p> <p>1</p> <p>Aunt Fifi: <i>Well done! You've got all the stickers!</i></p> <p>2</p> <p>Cody: <i>Oh, wow! The circus!</i></p> <p>Beth: <i>Ooh! I'm happy!</i></p> <p>Waldo: <i>The circus?</i></p> <p>3</p> <p>Harry: <i>He's angry.</i></p> <p>Waldo: <i>And I'm hungry!</i></p> <p>4</p> <p>Beth: <i>Wow!</i></p> <p>Waldo: <i>Now I'm thirsty.</i></p> <p>5</p> <p>Beth: <i>Thank you, Aunt Fifi.</i></p> <p>Aunt Fifi: <i>Let's go home. I'm tired.</i></p> <p>6</p> <p>All: <i>Oh, Waldo!</i></p>	
PRACTICE		
	<p>Yes or No?</p> <ul style="list-style-type: none"> • Check pupils' understanding of the story. • Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different students in open class or ask for a show of hands. • Repeat with the second and third pictures. <p>Activity answer key: 1 Yes 2 No 3 Yes</p>	<ul style="list-style-type: none"> • Make sure that understand of the story • Listen and answer T's questions
PB page 64, Act.11 7 min	<p>Act out the story.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Pupil's Books. • Invite a group of pupil volunteers to act out the roles. Say the lines 	<ul style="list-style-type: none"> • Look at Activity 11 in their Pupil's Books • A group of pupil volunteers acts out the

	<p>while the pupils act out the story and then ask pupils to repeat them after you.</p> <ul style="list-style-type: none"> • Encourage pupils to say the lines from memory. You may wish to use props for the roleplay. • Divide pupils into groups of seven. Give groups time to practise their roleplay. • Read the lines again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story. <p><i>You might like to give the pupils feedback on their roleplay.</i></p>	<p>roles; then listen the lines and repeat</p> <ul style="list-style-type: none"> • Try to say the lines from memory • Work in groups of seven to practise their roleplay • Listen the lines again and speak along. Other groups of pupils comes to the front to act out the story.
<p>AB page 57 5 min</p>	<p><i>Listen and number.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 8 in their Activity Books. • Play the audio. Pupils listen and number the pictures. <p>Activity answer key: a 2, b 1, c 3, d 4</p> <p><i>Draw and write.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 9 in their Activity Books. • Pupils trace the pictures in Waldo's thought bubbles to reveal the hot dog and drink. • They then use one of the words from the word bank to complete Waldo's sentences. <p>Activity answer key: 1 hungry 2 thirsty</p> <p>AUDIO SCRIPT – CD3:27 1 He's angry.</p>	<ul style="list-style-type: none"> • Look at Activity 8 in their Activity Books • Listen and number the pictures. • Look at Activity 9 in their Activity Books. • Trace the pictures in Waldo's thought bubbles to reveal the hot dog and drink. • Then use one of the words from the word bank to complete Waldo's sentences

	<p><i>2 Wow! The circus. Beth's happy!</i></p> <p><i>3 Waldo's thirsty.</i></p> <p><i>4 Oh, Waldo!</i></p>	
POP QUIZ		
5 min	<ul style="list-style-type: none"> Say some of the lines from the story but leaves out the last word. Pupils finish the sentence, e.g <i>Wow! The circus. (Beth's happy!)</i> Repeat with other lines from the story. 	<ul style="list-style-type: none"> Listen to some of the lines from the story leaved out the last word and finish the sentence Repeat with other lines from the story
For the next lesson	<ul style="list-style-type: none"> Explain in L1 that in the next lesson pupils are going to talk about light and shadow. Ask pupils to bring various cardboard to make a shadow puppet. 	<ul style="list-style-type: none"> Listen to T's explanation and talk about light and shadow; bring various cardboard to make a shadow puppet.

UNIT 8: I'M HAPPY - LESSON 6***Learning objectives***

- Can talk about light and shadow

Cross-curricular

- Science: light and shadow

Target language

- It's a (big) shadow.

Recycled language

- Small, big
- Feelings, Colours

Resources and Materials

- Pupil's Book page 65
- Activity Book page 58
- Audio CD2
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the homemade flashcards of feelings one by one. Ask, Is she/he happy? • Tell the class to remember the feelings, and show the picture. Indicate the missing feeling, and ask if anyone can remember what it was (<i>scared</i>). Continue through the picture as a whole class activity. 	<ul style="list-style-type: none"> • Look at the homemade flashcards of feelings one by one; listen and answer T's question • Remember the feelings; see the picture and say the missing feeling if anyone can remember what it was. Continue through the picture as a whole class activity.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 6 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning about light and shadow.</i> • Ask pupils what words they 	<ul style="list-style-type: none"> • Look at the lesson 6; listen and answer T's question to recognize the lesson objective • Say what words they

	<p>know for feelings, e.g. <i>happy</i>, <i>scared</i>. Write them on the board.</p> <ul style="list-style-type: none"> Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure.</i> 	<p>know for feelings</p> <ul style="list-style-type: none"> Look at the poster and listen
PRESENTATION		
	<ul style="list-style-type: none"> Focus on the pictures and labels and read the words. Model the words for the pupils and then have pupils repeat the words until they are comfortable with them. 	<ul style="list-style-type: none"> Look at the pictures and listen Listen and repeat
PRACTICE		
<p>PB page 65, Act.12 5 min</p>	<p><i>Listen. Then point and say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 12 in their Pupil's Books. Play the audio. Pupils listen and point to the photo described. Play the audio again, pausing after each line for pupils to repeat. <p>AUDIO SCRIPT – CD3:28 Look at my shadow. It's a <i>small</i> shadow. Look at my shadow. It's a <i>big</i> shadow.</p>	<ul style="list-style-type: none"> Look at Activity 12 in their Pupil's Books. Listen and point to the photo described. Listen the audio again, repeat when T pauses after each line for pupils
	<p><i>Play.</i></p> <ul style="list-style-type: none"> Show the activity on the board. Explain (in L1) that pupils need to decide whether an object has a large or a small shadow. Say, <i>House?</i> Elicit, <i>A big shadow!</i> Do another example for a small shadow. Put pupils into pairs and have them take turns in saying the name of an object, with their 	<ul style="list-style-type: none"> See the activity on the board; listen to T's explanation and decide whether an object has a large or a small shadow Work in pairs and take turns in saying the name of an object, with their partner deciding what size

	<p>partner deciding what size of a shadow it might have, e.g. <i>Look at my shadow. It's a small shadow.</i></p>	<p>of a shadow it might have</p>
<p>PB page 65, Act.13 5 min</p>	<p>Match. Say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Pupil's Books. • Ask pupils to identify each of the pictures on the right side of the page (<i>cheese, a book, a flower, a violin</i>). • Pupils match each of the items with its shadow on the left side of the page. • Ask, <i>What's this? Is it (big)?</i> <p>Activity answer key: 1 d 2 c 3 b 4 a</p>	<ul style="list-style-type: none"> • Look at Activity 13 in their Pupil's Books • Identify each of the pictures on the right side of the page (<i>cheese, a book, a flower, a violin</i>). • Match each of the items with its shadow on the left side of the page. • Listen and answer T's question
<p>PROJECT</p>	<p>Make a shadow puppet.</p> <ul style="list-style-type: none"> • Tell pupils they are going to make shadow puppets. Prepare a few templates of animals or people using cardboard. • Give each pupil a template and a piece of cardboard. Pupils trace around your template, cut out their own puppets and attach a rod or straw to the back. • Pupils hold their puppets in front of a light source to cast a shadow on a wall or flat surface. Pupils can create simple dialogues to use with their puppets, e.g. <i>Hello, I'm (name). I'm a (mouse)</i>. Pupils show their shadow puppets to the class. 	<ul style="list-style-type: none"> • Make shadow puppets • Trace around the template, cut out their own puppets and attach a rod or straw to the back. • Hold their puppets in front of a light source to cast a shadow on a wall or flat surface. Pupils can create simple dialogues to use with their puppets. Pupils show their shadow puppets to the class

<p>AB page 58 5 min</p>	<p><i>Read and tick or cross. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Activity Books. • Pupils read the sentences. If the sentence is true, pupils put a tick and if it is false, they put a cross. • Pupils then point to each picture and say, <i>It's a big/small shadow.</i> <p>Activity answer key: 1 tick 2 cross 3 cross</p> <p><i>Read and circle.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Activity Books. • Pupils read the sentences and circle the word that corresponds with the image to complete the sentences. <p>Activity answer key: 1 chair 2 hand 3 butterfly 4 window</p>	<ul style="list-style-type: none"> • Look at Activity 10 in their Activity Books • Read the sentences. If the sentence is true, pupils put a tick and if it is false, they put a cross. • Then point to each picture and say <ul style="list-style-type: none"> • Look at Activity 11 in their Activity Books. • Read the sentences and circle the word that corresponds with the image to complete the sentences.
<p>POP QUIZ</p>		
	<p><i>Big shadow or small shadow?</i></p> <ul style="list-style-type: none"> • Show the first picture on the board. Model the example sentence, <i>A small shadow.</i> • Ask pupils to work in pairs as you click through the remaining screens. Pupils should decide if the item would create a large or small shadow. Once done, return to the first screen and nominate pupils to give you the correct answer.. <p>Activity answer key: 1 A small shadow. 2 A big shadow. 3 A small shadow. 4 A small shadow.</p>	<ul style="list-style-type: none"> • Look at the first picture on the board and the example sentence • Work in pairs as T clicks through the remaining screens. Pupils should decide if the item would create a large or small shadow

UNIT 8: I'M HAPPY - LESSON 7***Learning objectives***

- Can assess what I have learnt in Unit 8

Recycled language

- Feelings
- I'm (happy).

Receptive language

- Is he (tired)?
- Are you (happy)?

Resources and Materials

- Pupil's Book page 66
- Activity Book page 59
- Stickers
- Crayons
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Look. Remember.</i> <ul style="list-style-type: none"> • Show the activity on the board and take the class through the feelings quickly. Tell the class to remember the feelings, and show the next picture. Indicate the missing feeling, and ask if anyone can remember what it was (<i>scared</i>). Continue through the screens as a whole class activity. 	<ul style="list-style-type: none"> • See the activity on the board, try to remember the feelings and see the next picture; say the missing feeling if anyone can remember what it was. Continue through the screens as a whole class activity.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're thinking about our learning adventure.</i> • Ask pupils if they can remember 	<ul style="list-style-type: none"> • Look at the screen; listen and answer T's question to recognize the lesson objective • Say the things they have been learning in the unit if

	<p>the things they have been learning in the unit, e.g. <i>How many words for feelings can you remember?</i> Put their ideas on the board.</p> <ul style="list-style-type: none"> For each example, ask pupils, <i>Where are you on your learning adventure?</i> Reassure pupils who are less confident that they will have opportunities for more practice. 	they can remember
PRACTICE		
PB page 66, Act. 14 5 min	<p><i>Trace and stick. Say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 14 in their Pupil's Books. Ask pupils to trace the words for feelings. Ask pupils to turn to the stickers of the feelings at the back of their books and name the feelings. Pupils stick the stickers in place, next to the corresponding words. In pairs, pupils point to the pictures and say, <i>He's/She's (hungry)</i>. Check the activity by pointing to individual pictures and asking questions, e.g. <i>Is she (scared)?</i> Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary successfully. 	<ul style="list-style-type: none"> Look at Activity 14 in their Pupil's Books. Trace the words for feelings. Turn to the stickers of the feelings at the back of their books and name the feelings. Stick the stickers in place, next to the corresponding words. Work in pairs, pupils point to the pictures and say, <i>He's/She's (hungry)</i>. Listen and answer T's question Stick the star sticker in place if they feel they have learnt the unit vocabulary successfully
PB page 66, Act. 15 5 min	<p><i>Listen and number. Say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 15 in their Pupil's Books. Play the audio. Ask pupils to 	<ul style="list-style-type: none"> Look at Activity 15 in their Pupil's Books Listen and point to the

	<p>listen and point to the pictures.</p> <ul style="list-style-type: none"> • Play the audio again. Pupils listen and number the pictures. • Check the activity by saying, <i>I'm (happy)</i>. Pupils say the number of the picture. • Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary successfully. <p>Activity answer key: a 5 b 1 c 2 d 4 e 3 f 6 AUDIO SCRIPT – CD3:29 <i>1 Oh! I'm tired.</i> <i>2 Ah! I'm thirsty.</i> <i>3 Oh! I'm sad.</i> <i>4 Mmm! I'm hungry.</i> <i>5 Argh! I'm scared!</i> <i>6 I'm happy!</i></p>	<p>pictures</p> <ul style="list-style-type: none"> • Listen again and number the pictures • Say the number of the picture. • Stick the star sticker in place if they feel they have learnt the unit vocabulary successfully
GAME	<p><i>Complete the word.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at the board. Do the first question together as a class. Pupils look at the picture and word. Then pupils work out the missing letter to complete the word (<i>sad</i>). • Put pupils into pairs and click through the questions. Review the questions as a class, and ask for volunteers to come to the board to complete the word. <p>Activity answer key: 1 sad 2 happy 3 tired 4 thirsty</p>	<ul style="list-style-type: none"> • Look at the picture and word, then work out the missing letter to complete the word • Work in pairs and click through the questions.

<p>AB page 59 5 min</p>	<p><i>Find. Then read and write.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Activity Books. • Pupils look at the pictures and identify how each character is feeling. • They then read the words in the word bank and use each one to complete the sentences beside the pictures. <p>Activity answer key: 1 tired 2 hungry 3 happy 4 scared 5 thirsty</p> <p><i>Read and tick.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Activity Books. • Pupils read the sentences. • They then look at the picture and tick the sentence which describes how Waldo is feeling. <p>Activity answer key: I'm hungry.</p>	<ul style="list-style-type: none"> • Look at Activity 12 in their Activity Books. • Look at the pictures and identify how each character is feeling. • Then read the words in the word bank and use each one to complete the sentences beside the pictures. <ul style="list-style-type: none"> • Look at Activity 13 in their Activity Books • Read the sentences. • Then look at the picture and tick the sentence which describes how Waldo is feeling
<p>POP QUIZ</p>		
	<p><i>Say the Unit 8 words.</i></p> <ul style="list-style-type: none"> • Tell pupils that we are reviewing the words that have been learnt in the unit. Ask for a volunteer pupil to say the first word. Click on the first picture to check the answer. Repeat the word and have the rest of the pupils repeat. • Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. 	<ul style="list-style-type: none"> • A volunteer pupil says the first word; the rest of the pupils listen and repeat • Work in pairs, look at the pictures and say the words

	<p>Review any difficult words..</p> <p>Activity answer key:</p> <p>hungry, tired, happy, sad</p>	
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UNIT 8: I'M HAPPY - LESSON 8***Learning objectives***

- Can assess what I have learnt in Unit 8

Recycled language

- Feelings

Resources and Materials

- Pupil's Book page 67
- Activity Book page 60
- Audio Cd2 track
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<p><i>Listen and do the actions.</i></p> <ul style="list-style-type: none"> • Show the activity on the screen and check that pupils know all of the feelings. • Play the audio and have pupils do actions for each of the feelings as they hear them. <p>AUDIO SCRIPT – CD3:29</p> <p><i>1 Oh! I'm tired.</i></p> <p><i>2 Ah! I'm thirsty.</i></p> <p><i>3 Oh! I'm sad.</i></p> <p><i>4 Mmm! I'm hungry.</i></p> <p><i>5 Argh! I'm scared!</i></p> <p><i>6 I'm happy!</i></p>	<ul style="list-style-type: none"> • See the activity on the screen and say all of the feelings they know • Listen to the audio and do actions for each of the feelings as they hear them
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 8 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're talking about feelings.</i> 	<ul style="list-style-type: none"> • Look at the lesson 8; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective

PRACTICE		
<p>PB page 67, Act. 16 5 min</p>	<p><i>Find and match. Say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 16 in their Pupil's Books. • Ask questions about the people in the picture, e.g. <i>Where are they? (At a funfair.) Is he (happy)? Is she (scared)?</i> • Talk (in L1) about the various funfair rides and ask pupils how they feel when they e.g. go on the ghost train or the rollercoaster, etc. • Pupils then look at the pictures at the bottom of the page and find them in the main picture. They draw a matching line from each to the corresponding person in the main artwork. • Pupils then compare their answers in pairs or in small groups and say, <i>Hes/She's (happy).</i> <p>Activity answer key: 1 (boy in train) He's scared. 2 (girl holding balloon) She's happy. 3 (boy eating hot dog) He's hungry. 4 (girl drinking) She's thirsty. 5 (girl in pram) She's tired. 6 (boy sitting down) He's sad/angry. 7 (boy with dropped ice cream) He's sad. 8 (Dad) He's angry.</p>	<ul style="list-style-type: none"> • Look at Activity 16 in their Pupil's Books • Listen and answer T's questions • Listen to the various funfair rides and say how they feel when they e.g. go on the ghost train or the rollercoaster, etc • Look at the pictures at the bottom of the page and find them in the main picture. They draw a matching line from each to the corresponding person in the main artwork. • Then compare their answers in pairs or in small groups and say, <i>Hes/She's (happy).</i>
<p>PB page 67, Act. 17 5 min</p>	<p><i>Now act and say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 17 in their Pupil Books. • Pupils work in pairs. They each mime one of the pictures from the activity and say, <i>She's</i> 	<ul style="list-style-type: none"> • Look at Activity 17 in their Pupil Books • Work in pairs. They each mime one of the pictures from the activity and say,

	(happy). His/her partner guesses which feeling they are acting out and says the number of the picture which shows that feeling.	<i>She's (happy)</i> . His/her partner guesses which feeling they are acting out and says the number of the picture which shows that feeling
WHAT I KNOW	<ul style="list-style-type: none"> Tell pupils that for homework, they will check and review what they learnt in the unit. <p><i>What I Know:</i> Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</p> <p><i>Let's Review:</i> Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</p> <ul style="list-style-type: none"> Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box. 	<ul style="list-style-type: none"> Do the homework; check and review what they learnt in the unit Look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box. Revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer. Repeat the <i>What I Know</i> activity and see how many more words they can remember this time.
POP QUIZ		
	<ul style="list-style-type: none"> Ask the class to look at the picture. Nominate a pupil to say, <i>Look at this boy. He's happy.</i> Have the class repeat the sentence. Put pupils into groups. Point to a picture and then to a group and ask them to say two sentences. 	<ul style="list-style-type: none"> Look at the picture and say, <i>Look at this boy. He's happy.</i> Listen and repeat the sentence. Work in groups; look at the picture and say two sentences

	<ul style="list-style-type: none">• Return to the start and work through the words as a class, reviewing any words that are difficult	
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