

# 3 My body and face

## Vocabulary I

**Aims:** to learn body and face-related words. To learn new language.

**Target language:** blond/dark hair, chin, glasses, teeth; He/She has (brown) (eyes).

**Review:** body and face.

**Receptive language:** What color are (his) eyes? Are they small/big? Can you see ...? Touch your (nose).

**Materials:** CD1, flashcards with body and face parts, Levels 1 and 2 flashcards with body and face parts.

### Optional activity

- Ask students questions about their families. T: *Do you have a (brother)?*

### Presentation

- Tell them they are going to learn new words. Explain that you are going to focus on the body and face.
- Review body and face-related words (ears, eyes, face, hair, mouth, nose, arms, body, feet, fingers, hands, head, legs, toes, belly) with the flashcards. Hold up the flashcards one at a time and elicit the words.
- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have students repeat.
- Introduce *He/She has* by describing students' hair. T: *Look at (Anna). She has blond hair.* Have students repeat.

### Student's Book, page 20

#### 1 Listen and find.

- Tell students to open their Student's Books to page 20. Hold up your book and point to the pictures. T: *Look! This is Ralph and this is Vanellope.* Discuss the picture with the class. Ask students if they have seen the movie *Wreck-it Ralph*. (For a description of the movie, see page T24.)
- Tell students that they are going to listen to a recording. Explain that they should point to the body and face parts. T: *Listen.* Play Track 1.34 once.

Look! This is Ralph. He's big! He has a big mouth and a very big chin. He has dark hair and brown eyes. His friend Vanellope is small. She has small ears and a small nose. She has brown eyes, too. **1.34**

- Check comprehension. T: *Point to Ralph/Vanellope. What color are his/her eyes?* Students: *Brown.* Continue with other items.

#### 2 Read, listen and repeat. Then look and say Yes or No.

- Ask students to look at the pictures and read the words. Tell them they are going to listen to a recording and that they should repeat the words. T: *Listen.* Play Part 1 of Track 1.35.
- Pair activity. Student 1 points to a picture and Student 2 says the word. Then students switch roles.
- Tell students that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2.

Part 1: blond hair, dark hair, eyes, glasses, teeth, chin. **1.35**  
Part 2: She has blond hair. He has dark hair. She has blue eyes. He has glasses. She has white teeth. He has a big chin.

- Pair activity. Student 1 points to a picture and Student 2 says the sentence. Then students switch roles.
- Ask students to look at the picture in Activity 1 and say if they can see the features from Activity 2. T: *Can you see (blond hair)?* Students: *Yes/No.*

#### 3 Listen and say.

- Hold up your book and point to Ralph. Tell students to say the missing words. T: *This is...* Students: *Ralph.* T: *He's...* Students: *Big.*

- Tell students they are going to listen to a recording. Explain that they should say the missing words. T: *Listen.* Play Track 1.36 once.

Look! This is Ralph. He's big! He's has a big mouth and a very big (...) chin. He has dark (...) hair and brown (...) eyes. His friend Vanellope is small. She has small ears and a small (...) nose. She has brown (...) eyes, too. **1.36**

- Play Track 1.36 again for students to say the missing words once more.

### TPR

Play "Simon says" with instructions, e.g.: *Touch your (nose)* (see Resource Bank).

### Activity Book, page 20

#### 1 Read and match.

- Students draw lines to match the words to the face parts.

#### 2 Look and write He or She.

- Students look at the pictures and write *He* for Ralph and *She* for Tammy Calhoun. In the next class, you can have individual students read their sentences.
- Answers: 1 – *She*, 2 – *He*, 3 – *She*, 4 – *He*, 5 – *He*.

### Optional activity

- Play the "Remember and say it!" game with the flashcards (see Resource Bank).

### Extra activity

Students draw faces in their notebooks and label them with the words from Activity 2.

UNIT  
3

My body and face

1 Listen and find. CD 1.34

2 Read, listen and repeat. Then look and say Yes or No. CD 1.35

No Yes Yes No Yes Yes

blond hair dark hair eyes glasses teeth chin

3 Listen and say. CD 1.36

He has a big chin.

Vocabulary I: blond / dark hair, chin, glasses, teeth. He / She has (brown) (eyes).

Face.

20

20

# Song

**Aims:** to learn more body and face-related words. To learn a song.

**Target language:** *neck, tail; He/She doesn't have a (long) (tail).*

**Review:** animals; body and face. *He/She has (big) (ears).*

**Receptive language:** *What animal is he/she? Does she have (dark hair)?*

**Materials:** CD1, flashcards with body and face parts, Levels 1 and 2 flashcards with body and face parts, Levels 1 and 2 flashcards with animals, a sheet of paper with a hole in the middle.

## Optional activity

- Review the body and face by playing the "Which card is this?" game with the flashcards from the previous lesson and Levels 1 and 2 flashcards (see Resource Bank).
- Review the animals with (*giraffe, lion, elephant, tiger, rabbit*). Hold up the flashcards one at a time and elicit the words. T: *What's this?* Students: A (*giraffe*).

## Presentation

- Introduce the new words using the flashcards. Hold up a flashcard, say the word and have students repeat.
- Review *He/She has* by describing students. Ask two boys with different hair and eye color to stand up. Describe one of them. T: *He has (brown hair) / (blue eyes).* Students say who it is. Repeat with two girls.
- Introduce *He/She doesn't have* by telling students in L1 that this time you will say what the student doesn't have. Ask the same boys to stand up. T: *He doesn't have (brown hair) / (blue eyes).* Students say who it is. Repeat with the same girls.

## Student's Book, page 21

### 4 Listen and say the animal.

- Tell students to open their Student's Books to page 21. Hold up your book, point to the pictures one at a time and ask: *What animal is he/she?* Students: A rabbit/giraffe/tiger/lion. Say: *Point to a short tail / long neck / long ears / white chin / big teeth* and have students point.
- Tell students that they are going to listen to a recording. Ask them to listen and say the animal. T: *Listen.* Play Track 1.37. Stop after each description. Students say the animal.

She has a long neck. She doesn't have a long nose.

She's brown and yellow. What is she?

He has big hands. He has a big head. He doesn't have a long tail. He's yellow. What is he?

She doesn't have big teeth. She doesn't have long ears. She has a white nose. She doesn't have a white chin. What is she?

1.37

- Play Track 1.37 again. Pause after each sentence and have students repeat as often as necessary.

### 5 Look at the other photo. Read and say Yes or No. Then describe the photo.

- Ask students to point to the photo which was not described in the previous activity. Ask: *What animal is she?* Students: *She's a rabbit.* Tell students to look at the words and say Yes or No. Read out the words. T: *Does she have dark hair?* Students: Yes. Continue with all items.
- Ask students to make sentences with the words. Write *She has* and *She doesn't have* on the board to help students. Students say the sentences as a class.
- Pair activity: Student 1 says a number from the activity. Student 2 says the whole sentence.
- Follow-up (optional): Students write the sentences down in their notebooks and draw the girl.

### 6 Listen and sing.

- Before playing the song, talk about the animals in the picture. T: *He has a long nose. What animal is he?* Students: *An elephant!* Continue using descriptions from the song.
- Tell students to listen to the song about the animals. T: *Listen.* Play Track 1.38.
- Play the song again. Ask students to do action mimes during the song of the different animals. Encourage students to join in the singing and actions.
- When students have learned the song, encourage them to sing along to the karaoke version (Track 1.39).

## TPR

Play the "Sing and respond" game with the song from Activity 6 (see Resource Bank).

## Activity Book, page 21

### 3 Look and circle.

- Students look at the pictures and circle the words that describe them.
- Answers:** *gray body, big ears, long nose; long neck, small ears, long legs.*

### 4 Look at Activity 3 and write has or doesn't have.

- Students look at the pictures in Activity 2 and complete the sentences accordingly, paying attention to the words *boy* and *girl* and the pronouns *he* and *she*.
- Answers:** 1 – *has*, 2 – *doesn't have*, 3 – *doesn't have*, 4 – *has*, 5 – *doesn't have*, 6 – *has*.

## Optional activity

- Describe a student in the class for students to guess who it is. T: *She has blue eyes. She doesn't have blond hair.* Ask other students to describe their classmates.

**4 Listen and say the animal.** CD 1.37

*giraffe, lion, tiger*

**5 Look at the other photo. Read and say Yes or No. Then describe the photo.**

A dark hair	<i>Yes</i>	D long neck	<i>No</i>
B blond hair	<i>No</i>	E big ears	<i>No</i>
C yellow face	<i>No</i>	F white teeth	<i>Yes</i>

*She doesn't have blond hair. She has dark hair.*

**6 Listen and sing.** CD 1.38 KARAOKE CD 1.39

He has a gray body. He has big toes. He's a happy elephant! He has a long nose.	He doesn't have big ears. He has four legs. He's a happy giraffe! He has a long neck.	She has a long tail, And four big feet. She's a happy lioness! She has big teeth!
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**Song:** neck, tail. He / She doesn't have a (long) (tail). Animals: Body. Face. He / She has (big) (ears).

## Vocabulary II

**Aims:** to consolidate new language.

**Target language:** *strong*; *Does he/she have (long legs)?*

**Review:** body and face. *He/She has/doesn't have (big) (arms).*

**Materials:** CD1, flashcards with body and face parts, Levels 1 and 2 flashcards with body and face parts, a sheet of paper for each student.

### Optional activity

- Encourage students to sing the song they learned in the previous lesson (Track 1.38) and do the action mimes for the animals.

### Presentation

- Review the body and face with the flashcards by playing "Which card do you have?" game (see Resource Bank).
- Teach *strong*. Flex your arms like a body builder and say *I have strong arms*. Then try to lift a bag and pretend it's too heavy. Say: *Oh no! I don't have strong arms*. Have students copy and repeat. Explain *strong* if necessary.

### Student's Book, page 22

#### 7 Listen and say the number.

- Tell students to open their Student's Books to page 22. Hold up your book, point to the sportspeople and say: *Look at number (1). (He) has (strong arms)?* Students: *(Yes)*. Continue with the other pictures and a variety of questions T: *He/She has long legs / big teeth / glasses / blond hair / a big chin*.
- Tell students that they are going to listen to a recording. Tell them they should look at the sportspeople and say the number of the person being described T: *Listen*. Play Track 1.40. Stop after each description. Students say the number. Then play the answer for students to check.

A: Does she have dark hair?

B: No, she doesn't.

A: Does she have long legs?

B: Yes, she does.

A: Does she have big teeth?

B: Yes, she does.

A: It's number... four!

B: Yes!

A: Does he have glasses?

B: No, he doesn't.

A: Does he have blonde hair?

B: Yes, he does.

A: Does he have a big chin?

B: Yes, he does!

A: Is it number... three?

B: Yes, it is!

1.40

- Pair activity: Student 1 describes sportspeople number 3 or 4. *She has (blond hair)*. Student 2: *It's number 2*. Students then switch roles.
- Follow-up (optional): Students draw sportspeople 3 and 4 in their notebooks and write one sentence about each one. Write *He has* and *She has* on the board for help.

#### 8 Play a guessing game.

- Pair activity: Student 1 chooses one of the sportspeople from Activity 7 and says if it is a man or a woman, but does not say who it is. Student 2 makes tentative statements: Student 2: *She has (blond hair)*. Student 1: *(Yes)*. Student 2: *It's number (four)*. Student 1: *(Yes)*. Then students switch roles.
- Ask pairs to demonstrate their questions and answers to the class.

### TPR

Have all students mime the descriptions you say. T: *You have strong arms/legs. You don't have long legs/arms. You have big eyes/ears*. Then have pairs compete for the best mime.

### Activity Book, page 22

#### 5 Find and circle. Then write.

- Students circle the words in the word search. Then they write them in the correct places to label the picture.
- Answers:** 1 – *hair*, 2 – *teeth*, 3 – *arms*, 4 – *chin*, 5 – *legs*, 6 – *hands*, 7 – *feet*, 8 – *toes*, 9 – *body*.

#### 6 Read, look and circle.

- Students look at the pictures, read the questions and circle the correct answers.
- Answers:** 1 – Yes, 2 – Yes, 3 – No, 4 – Yes, 5 – No, 6 – No.

### Optional activity

- Divide the class into two teams. Play the "Snap!" game with the flashcards (see Resource Bank).

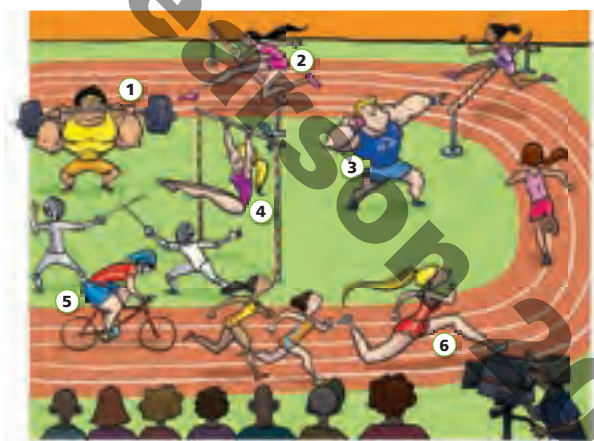
### Extra activity

Distribute a sheet of paper to each student. Students draw themselves doing a sport and write one sentence about themselves, e.g. *I have (strong legs)*. They may show their pictures to a friend and read each other's sentences.

#### 7 Listen and say the number.



4, 3



#### 8 Play a guessing game.



She has blond hair.

Yes.





## Practice

**Aims:** to review the language learned in the unit so far. Phonics /j/.

**Review:** body and face. *He/She has / doesn't have (big) (arms).*

**Receptive language:** *Touch your (nose).*

**Materials:** CD1, flashcards with body and face parts, Levels 1 and 2 flashcards with body and face parts, word cards with body and face-related words (self-made).

### Optional activity

- Make statements about your students and ask the class to correct you if you are wrong. T: *(Anna) has (blond hair).* Students: *(Yes.)*

### Review

- Play the "Match the cards" game with flashcards and word cards (see Resource Bank).
- Write the adjectives *long, short, big, small, dark, blond, and strong* on the board. Ask students to say which adjectives can be used for the different body and face parts. T: *I have long...* Students: *legs, arms, hair.*

### Student's Book, page 23

#### 9 Listen and find. Then read, say 1 (Ralph) or 2 (Vanellope) and describe.

- Tell students to open their Student's Books to page 23. Hold up your book and point to the pictures. T: *Look at Ralph and Vanellope.*
- Point to Ralph and ask: *Does he have small hands?* Students: *No.* Point to Vanellope and ask: *Does she have small hands?* Students: *Yes.*
- Tell students that they are going to listen to a recording with descriptions of Ralph and Vanellope. Explain that they should listen carefully and point to the body and face parts that are described. T: Listen. Play Track 1.41.

Look at Ralph and Vanellope.

1.41

He's tall. He has short dark hair. He has big strong hands. He has a big chin. She's short. She has long dark hair. She has small hands and feet. She has brown eyes.

- Check comprehension by telling students to listen to you and say the missing words. T: *Ralph has short dark ...* Students: *Hair.* Continue with other descriptions from Track 1.41.
- Pair activity: Student 1 reads out a sentence. Student 2 says 1 for Ralph or 2 for Vanellope. Students then switch roles.
- Tell students to use the words to say sentences about Ralph and Vanellope. T: *Long hair.* Students: *2. She has long hair.*
- Follow-up (optional): In their notebooks, students write sentences for Ralph under 1 and for Vanellope under 2.

#### 10 Tongue Twister! Listen and say.

- Ask students to look at the girl in the picture. T: *Does she have long blond hair?* Students: *No.* T: *Does she have short dark hair?* Students: *Yes.* Write *Does she have short dark hair?* Yes, she does. on the board and underline the letters as shown. Tell students that the letter sound for **sh** is /ʃ/. Read out *short dark hair* and have students repeat.
- Tell students that they are going to listen to a tongue twister. Explain that the letters in green are a /ʃ/ sound. T: Listen. Play Track 1.42.
- Play the recording again and stop after each line. Have students repeat. Make sure they pronounce the /ʃ/ correctly. Play the recording a few times and have students say the tongue twister with the recording.
- Have the class say the whole tongue twister without the recording. Then have pairs of students say the tongue twister.

### TPR

Give instructions to students to touch parts of their body and face.

T: *Touch your (nose!).* Start slowly and gradually get faster.

### Activity Book, page 23

#### 7 Read, look and check (✓) or cross (X).

- Students look at the pictures and check the sentences that are true and cross the ones that aren't true. In the next class, you can read out the sentences and have students say Yes for a check and No for a cross.
- Answers: 1 – ✓, 2 – ✓, 3 – X, 4 – X, 5 – ✓, 6 – X.

#### 8 Look and write has or doesn't have.

- Students look at Felix, and complete the sentences accordingly.
- Answers: 2 – has, 3 – doesn't have, 4 – has, 5 – has

### Optional activity

- Show a student a flashcard without the other students seeing it. The student then points to the body or face part in the flashcard and the other students guess what it is. Have students take turns looking at the flashcards and pointing to the body and face parts.

UNIT  
3

**9 Listen and find. Then read, say 1 (Ralph) or 2 (Vanellope) and describe.** CD 1.41



**A** long hair  
**B** short hair  
**C** big hands

**D** small hands  
**E** big eyes  
**F** small feet

She has long dark hair.

**10 Tongue Twister! Listen and say.** CD 1.42

She has **short** hair, **short** dark hair.  
She has **short** hair, **short** dark hair.



Practice: Phonics: /j/. Body. Face. He / She has / doesn't have (big) (arms).

23

# Story

**Aims:** to listen to a story. To review the language learned in the unit so far.

**Target language:** *This is Goofy's house. Who's in the kitchen? You have a gray face!*

**Review:** body and face parts. *He/She has / doesn't have (strong)(arms). It's / It isn't Goofy.*

**Receptive language:** *Is it a monster?*

**Materials:** CD1, flashcards with body and face parts, Levels 1 and 2 flashcards with body and face parts, word cards with body and face-related words (self-made), a sheet of paper for each student.

## Optional activity

- Review body and face words with the "Find a match" game with the flashcards and word cards (see Resource Bank).

## Student's Book, page 24

- If possible, invite students to sit in a circle rather than at their desks.
- Say: *It's story time!* Tell students to open their Student's Books to page 24. Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie. This is Goofy.* Talk to students about the pictures and the situation and characters in L1. Ask students what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify students' ideas at this point. (Mickey and Minnie think there is a girl in Goofy's house. They describe the person, but when Goofy opens the door the girl is in fact a broom and Goofy brushes dirt all over Mickey's face).

## 11 Listen and answer.

- Tell students that they are going to listen to a story. Ask them to follow the story say *Yes* or *No* to this statement: T: *Goofy has strong arms.* Say: *Listen to the story!* and play Track 1.43. Hold up your book and help students follow the story, pointing to relevant pictures. You can also encourage students to point to the pictures as they listen.
- Say: *Goofy has strong arms. Yes or No?* Elicit the correct answer. Students: *Yes.* Make sure students understand the story. Ask students 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 the house) *What's this? (It's a house.)* Picture 2: (point to Goofy) *Is it Goofy? (No, it isn't Goofy.)* Does Goofy have long hair? *(No, he has short hair.)* Picture 3: (point to Goofy) *Does he have short ears? (No, he has long ears.)* (point to the broom) *Does she have a small nose? (No, she has a big nose.)* Picture 4: (point to Goofy's silhouette) *Who is it? (It's Goofy.)* Picture 5: (point to Goofy) *Who's this? (It's Goofy.)* Picture 6: (point to Mickey) *Does he have a red face? (No. He has a gray face.)*
- Play the recording again. Pause after each sentence. Encourage students to repeat the sentences together, then point to individual students and ask them to repeat.

## 12 Now act the story out.

- Put students in groups of three (Mickey, Minnie and Goofy) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteer students to demonstrate the story in front of the class.
- Tell students 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 units of the book.

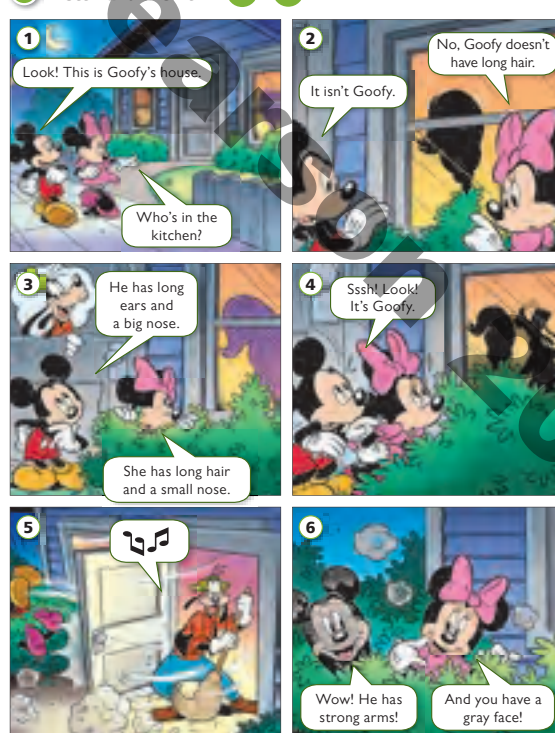
## Optional activity

- Make statements about Mickey, Minnie and Goofy that students can correct. T: *Mickey has small ears.* S: *No. He has big ears.*

## Extra activity

In their notebooks, students draw Goofy, Mickey or Minnie doing something from the story and then describe their pictures. Student: *This is (Goofy). He has long ears.*

## 11 Listen and answer.



## 12 Now act the story out.

Story: Body. Face. He / She has / doesn't have (strong) (arms).

## Skills

**Aims:** to review the language learned in the unit so far. To play the game with cut-out cards.

**Review:** body and face. *He/She has / doesn't have (strong) (arms).*

**Receptive language:** *Video game characters.*

**Materials:** CD1, flashcards with body and face parts, Levels 1 and 2 flashcards with body and face parts, Levels 1 and 2 flashcards with animals, safety scissors for each student.

## Optional activity

- Play the "Sing and stand in the correct order!" game with the song from Song (Track 1.39) (see Resource Bank).

## Review

- Use the flashcards to review body and face words with the "Draw the word" game (see Resource Bank).

## Student's Book, page 25

## 13 Read and say the number.

- Tell students to open their Student's Books to page 25. Hold up your book and point to the picture. T: *Look! Video game characters.* Ask questions about the characters. T: *Look at number 1. Does he have a long tail?* Students: *Yes.* Continue with other characters.
- Tell students to read the descriptions of three characters. Explain that they should find which character is described and say the number. Have students say their answers.
- Read out the descriptions and have students repeat. Confirm students' answers.

## 14 Go to page 77. Cut out. Then listen and play.

- Show students where to find the cut-out cards on page 77 of their Student's Books.
- Ask students to cut out and write their names behind the cards. Give instructions and demonstrate: *Cut out.* Remind students to keep the cut-out cards in their envelopes.
- Tell students to look at page 25 in their Student's Books again and ask them to focus on the photo of children playing a game. Ask students to listen to a recording. T: *Listen.* (Play Track 1.44.)
- Ask students what they think the game is about. (To use the cards to describe people for your friend to guess who they chose.) Tell students that they are going to play the game in a moment.
- Pair activity. Ask students to arrange their cut-out cards face up on the table in front of them and place pencil cases or books between them so they cannot see each other's cards. Student 1 chooses a person, but doesn't say who it is. Student 2 describes one of the people in the cards using the language for descriptions, in order to guess who it is.. Student 1 says "You're right! Go on.", if the description matches the person he/she chose, or "No, you're wrong!", if the description doesn't match the person.. If the student finds the correct person, he/she keeps the pair of cards. Then students switch roles.

## TPR

Students do mime actions for the descriptions you call out. T: *You have strong arms / a big mouth / short legs / small eyes, etc.*

## Activity Book, page 24

## 9 Read and number.

- Students read the sentences, find the person being described and number him/her.
- Answers: [L-R] 3, 1, 2, 4.

## 10 Look at Activity 9 and write Yes or No.

- Students color the pictures in Activity 9 in colors of their choice. They then write Yes or No for each sentence.
- Answers: 1- yes 2- no 3- yes 4- yes

## Optional activity

- Put the flashcards face up on your table. Write words for the body and face on the board with the first letter missing. Ask volunteer students to come to the board, write the missing letter and then find the flashcard.

## Optional activity

Pair activity: Student 1 does a mime action for a type of body or face part. Student 2 says: *You have (strong arms).* Student 1: *Yes.* Then students switch roles. Circulate round the class to check how students are playing the game and help as necessary.

UNIT  
**3**

13 Read and say the number.

8

He has a big chin and big teeth. He has strong arms. He doesn't have legs. He has green hair.

6

She has a yellow head and purple ears. She has glasses. She doesn't have a tail.

2

She has a long neck and a small body. She has big eyes. She doesn't have a nose. She has a long tail.

6

14 Go to page 77. Cut out. Then listen and play.

6

**Skills:** Body, Face, He / She has / doesn't have (strong) (arms).

25



**Aims:** Social science – hygiene. To make bathroom signs.

**Target language:** *brush your hair/teeth, wash your hands/face; please.*

**Review:** body and face.

**Receptive language:** *children.*

**Materials:** CD1, a selection of flashcards from Units 1–3, a bag, a sheet of paper for each student, crayons.

### Optional activity

- Ask students to say two things to describe themselves. Student: *I have blond hair. I have big hands.*

### Presentation

- Discuss personal hygiene with students in L1. Talk about why it is important to brush your teeth and hair, and to wash your hands and face. Introduce the new phrases with mimes. Do a mime and say the phrase. T: *Brush your hair.* Have students copy and repeat. Repeat the mimes without saying anything. Elicit the new phrases.
- Review *please* by explaining the meaning in L1. Give individual students instructions. T: *(Anna). Please wash your face.*

### Student's Book, page 26

### 15 Listen and choose. Then act out.

- Tell students to open their Student's Books to page 26. Hold up your book and point to the children. T: *Look! Children. Brush your hair? What number is it?* Students point and answer: *(Three).* Continue with the other pictures.
- Tell students that they are going to listen to a recording. Explain that they should listen and point to children. T: *Listen.* Play Track 1.45.

1

A: Please brush your teeth.

B: Yes, Mom.

2

A: Please wash your hands.

B: Yes, Mom.

3

A: Please brush your hair.

B: Yes, Dad.

4

A: Please wash your face.

B: Yes, Dad.

1.45

- Pair activity: Student 1 is *Mom* or *Dad*. Student 2 acts out the phrase. Play Track 1.45 again and pause for students to repeat and act out. Then students switch roles. Then have pairs demonstrate to the class without the recording.

### 16 Read and write the number.

- Tell students to focus on the pictures and the phrases. Point to the pictures and ask: *Number 1. What's this?* Students: *Wash your face.* Continue with the other pictures.
- Ask students to write the number of each picture next to the appropriate sentence.

### 17 Project: Make bathroom signs.

- Tell students they are going to make bathroom signs. Distribute out a sheet of paper to each student. Draw students' attention to the sign in their books. Explain that they should choose a bathroom instruction, draw a picture for it and write the instruction clearly underneath. Encourage students to use their imagination to make the signs eye-catching.
- Play the song from this unit while students are working and help where necessary.
- When students have finished, ask them to show their signs to the class and read them out. They could also display their work in the classroom.

### TPR

Play the "Simon says!" game with the target language for this lesson (see Resource Bank).

### Activity Book, page 25

### 11 Look and write.

- Students look at the pictures and complete the sentences with words from the box. In the next class, you can have individual students read out their sentences.
- Answers:** *hands, face, teeth, hair.*

### 12 Write.

- Students unscramble the words to make sentences. Point out the use of comma after *Please*.
- Answers:** 1 – *Please, wash your face.* 2 – *Please brush your hair.* 3 – *Please wash your hands.* 4 – *Please brush your teeth.*

### Optional activity

- Play the "Repeat if it's a match" game with the flashcards (see Resource Bank).

### Extra activity

Pair activity: Student 1 gives an instruction: *Please (wash your hands).* Student 2 mimes the action: *Yes, (Robert).* Then students switch roles.

**15 Listen and choose. Then act out.** CD 1.45

1  2 

3  4 

**16 Read and write the number.**

1  2  3  4 

1 Wash your face. 2 Wash your hands. 3 Brush your teeth. 4 Brush your hair.

**17 Project: Make bathroom signs.**

CLIL: Brush your hair / teeth, wash your hands / face, please. Body. Face.

## Review 3

**Aims:** to review the material from Unit 3. Self-evaluation.

**Review:** the language from Unit 3: body and face. *He/She has/doesn't have (strong) (arms).*

**Receptive language:** *Touch your (belly). Please (wash) your (face). What's this? Is it a (neck)? Does (she) have (big) (arms)?*

**Materials:** CD1, flashcards with body and face parts, Levels 1 and 2 flashcards with body and face parts, word cards with body and face-related words (self-made); Optional: Worksheet 8.

## Optional activity

- Help students recall the song and the tongue twister from this Unit (Tracks 1.38 and 1.42).

## Review

- Review the language from this unit. Play the "Music cards" game with the flashcards and word cards (see Resource Bank). Use the karaoke version of the song (Track 1.39).
- Have students stand up and work in pairs to say one sentence about each other.

## Student's Book, page 27

## 1 Listen and say the number. Then play.

- Tell students to open their Student's Books to page 27. Hold up your book and point to the pictures. T: *Look! Ralph, Vanellope and video game characters.* Read out the numbers and say the names in order. Have students point to the correct characters. Make a few statements describing a couple of characters and ask the students to correct your mistakes T: *King Candy has a big head.* Students: Yes. Continue for the other characters.
- Tell students that they are going to listen to a recording with descriptions of two of the characters. Explain that they should listen to the descriptions and say which character it is by saying the number of the picture T: *Listen.* Play Track 1.46. Pause before the answer to give students time to say their answers. Play the answers for students to confirm their answer.

A: Does he have short brown hair?

B: No. He has short grey hair.

A: He has a small chin.

B: Does he have a small

A: No. He doesn't.

B: It's number... 6! King Candy!

A: Yes!

B: My turn. She has a big head and big eyes.

A: Does she have short white hair?

B: Yes. She has short white hair.

A: Does she have long legs?

B: No. She doesn't.

A: It's number... 4, Taffyta!

B: Yes!

1.46

- Pair activity: Students play a game in pairs. Student 1 describes a character, but does not say which one. Student 2 listen and has to find out who it is. Student 1 answers and gives more information until Student 2 finds who the character is. Students then switch roles. Ask pairs of students to demonstrate to the class.

## 2 In your notebook, describe your favorite character. Then tell a friend.

- Ask students to look at the picture and ask questions about it. T: *Who's this?* Students: *Felix.* T: *Does he have a small head?* Students: Yes. Read out the description of Felix and then ask more comprehension questions. Tell students they are going to write about a character, too.
- Tell students to open their notebooks and to write about their favorite character from Activity 1. Tell students to use the description in Activity 2 for help. Check students' work individually. Then ask students to read out their descriptions to the class.

## Activity Book, page 27

## 1 Draw and write.

- Students draw two friends, a boy and a girl. Then they complete the sentences.

## Self-evaluation

## 2 Read and check (✓). Then stick.

- Ask students to find the stickers for this Activity at the end of their Activity Books. Students assess their own skills. If they can check (✓) all the boxes, they can put a sticker with the movie character in the box.

## Optional activity

- Praise your students: *Well done!* Explain that you have just finished the whole of unit 3. Spend some time browsing through the work they have done in this unit. Recapitulate what they have learned. Ask students in L1 which activities they enjoyed the most.

## Progress evaluation

- Resource Pack, Level 3, Test 3

## Extra practice, page 26

## 1 Look and write.

- Students look at the picture and complete the words.
- Answers: 1 – hair, 2 – nose, 3 – mouth, 4 – chin, 5 – eyes, 6 – glasses, 7 – ears, 8 – teeth, 9 – neck.


## 2 Look at Activity 1 and circle.

- Students look at the girl in Activity 1, read the sentences and circle the appropriate words to complete them.
- Answers: 1 blond hair 2 blue eyes 3 a small chin 4 a short neck 5 blue glasses

REVIEW  
3


**1 Listen and say the number. Then play.** CD 1.46

1




Ralph

2



Felix


3



Sergeant Calhoun


She has long hair. It's dark.

4




Taffyta

5



Vanellope

6



King Candy

It's Vanellope.

**2 In your notebook, describe your favorite character. Then tell a friend.**

Student's own answers

I like number 2.

He has a small head.

He has short arms and legs.

He doesn't have glasses.

