

3

Body and face

Unit objectives

By the end of this unit, students can:

- draw and write about a monster, identifying and naming different parts of the body, and giving a simple description
- read and understand a story about helping our friends
- name actions and give instructions
- talk about their emotions and do related actions
- talk about the five senses

Skills development

Listening: recognize and understand body and action words, and simple descriptions and instructions.

Reading: read and understand a short, simple cartoon story and very short texts about the five senses.

Speaking: give simple descriptions of physical appearance; give simple instructions; name emotions and accompanying actions; say simple sentences about the five senses

Writing: write body and action words

Vocabulary

Lesson 1: arm, body, head, leg

Lesson 2: ear, eye, face, finger, hair, hand, mouth, nose

Lesson 5: close, listen, open, show, sit down, stand up

Myself and others

Expressing my emotions 1 In this unit, a Disney video and a story introduce the theme of expressing emotions. Students will learn how to recognize some emotions they express in different situations.

Language: cry, hide, jump, smile

Self-awareness

My world

Science: Our five senses

hear, see, smell, taste, touch

Grammar

Lesson 3: I have brown eyes. He has ten fingers. She has one nose.

Lesson 6: Listen! Don't talk! Stand up! Don't sit down!

Story

My monster

Let's play! Are you OK? Don't cry! Thank you!

Project

Design a monster

Self-management: how to behave during project work

Listen! Open/Close your books. Sit down! Stand up!

Disney·PIXAR MONSTERS, INC.

Unit overview

Sulley

A huge blue monster with purple spots. He looks mean, but he's really friendly and soft-hearted, and he loves to laugh.

Mike

Sulley's scare assistant and best friend. A small green monster with one eye. He's funny, but sometimes he can be grumpy!

Boo

A cute two-year old human girl who wants to make friends. She can only say about three words, but she is curious and lovable!

Monsters, Inc. is the most successful scream-processing factory in the monster world, and there is no better Scarer than James P. Sullivan. But when Sulley accidentally lets a little human girl into Monstropolis, life turns upside down for him and his buddy Mike.



Video 3A: The monsters are scared
Video 3B: Get up, Sulley!

Did you know?
Boo's real name is Mary. The character of Boo was inspired by the daughter of one of the story artists.

Online modules

Phonics

Words with c, g, and o
can, cap, gas, on

Big Project

Make a monster!

Extra reading >>>



Objectives

Lesson aim: name parts of the body

Target language: arm, body, head, leg

Recycled language: colors, numbers; *This is my ...*

Receptive language: cry, hide, smile; *I have (two)(arms).*

Materials: Video 3A; Audio; Picture cards / Word cards (Parts of the body 1, Disney characters); Sticker (Boo); Mickey Mouse puppet

GSE Skills

Reading: can recognize some frequent everyday words (21)

Listening: can recognize isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures and gestures (16)

Speaking: can name common parts of the body (23)

Writing (WB): can trace simple words and phrases in upper and lower case (10)

Teacher toolkit

Video summary – 3A

The monsters are scared Videoscript see p.246
Sulley and Mike hide Boo, a girl from the human world, in Mike's apartment while they're trying to figure out what to do with her. They are scared of the little girl, as any contact with a human could end badly for a monster, but Boo is happy to make new friends.

Engage

Students find pictures of their favorite movie, television, or book characters (e.g., in magazines, from the internet) to make a body collage. They label the pictures using body words they learn across the unit.

Expressing my emotions 1

cry, hide, jump, smile

Use the video story to talk about the feelings and behavior of the characters in different situations.
Say: Imagine! You see a (big monster / small girl). How do you feel? What do you do? Students say or mime their answers.

Self-awareness

Warm-up

- Greet students with the Mickey Mouse puppet, and sing the *Hello, Friends!* song (track 0.2).

Presentation

Video story

- Students look at the Big Picture. Introduce the movie and the characters: *This is the movie Monsters, Inc. This is (Sulley).*
- Elicit any vocabulary students may know. Ask: *Is he big or small? What color is it/he? How many monsters can you see? Is he (happy)?*

1 3A Watch the video. Check (✓).

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's video time! Let's watch!*
- Play Video 3A, and students watch and listen.
- Ask: *Who do you see?* Students check the pictures. Ask: *Who's the girl? (Boo) Is she (big)? (no) Is she (scared)? (no) Are the monsters (big)? (yes) Are they (scared)? (yes).*

2 3A Watch again. What do they do?

- Students look at the pictures. Read the words aloud with the class and mime each action. Ask about each picture: *How does he/she feel? (sad, happy, scared).*
- Play the video again, pausing occasionally to ask: *How does he/she feel? Is he/she (scared)? What does he/she do? (hide, cry, smile).* In each instance, students say the emotion word and mime the action. ([0:23] scared – hide; [1:24] sad – cry; [2:01] happy – smile)

Picture cards / Word cards (optional) Show the picture cards one by one to introduce the new vocabulary. Repeat several times, encouraging students to remember the words. Then show each word card, and elicit the words.

Practice

3 3.1 Listen, find, and say. Then ask a friend.

- Students explore the Big Picture. Point and say the body words.
- Students look at the small pictures. Ask: *What's this? Is it a (leg)? Is it (Mike)?* Students find each small image in the Big Picture and say the body word.
- Play the audio, and students point to the Big Picture. Play the audio again, and they point and say the words. Play the audio one more time, pausing for students to point and read the words.
- Students work in pairs, taking turns to point to each of the pictures for their partner to say the words.

SUPPORT Say a word and students point to the correct picture card.

STRETCH Place the picture cards and word cards on the board in random order. Invite individual students to match them.

Audioscript (track 3.1)

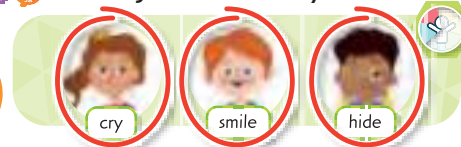
Look at the monsters. Find ... a head ... a body ... an arm ... a leg.

3 Body and face

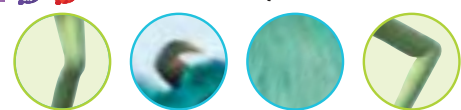


video story

2 Watch again. What do they do?

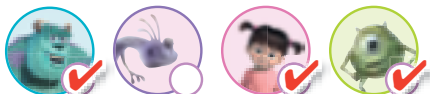


3 Listen, find, and say. Then ask a friend.



4 Listen, chant, and act.

1 Watch the video. Check (✓).



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I can name the parts of my body.

Collect your friend!



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4 3.2 Listen, chant, and act.

- Play the audio, demonstrate the actions, and students listen to the chant.
- Say: *Listen and chant!*, and play the audio again. Students join in with the chant and the actions.

TPR chant

head – put hands on your head
body – touch your body

arm – show your arms
leg – touch your legs

Audioscript (track 3.2)

This is my body. (x2)
My head.
Two arms.
Two legs.
I have two arms.
I have two legs.
This is my body.

Collect your friend Show the picture card of Boo to help students identify the correct sticker. Students stick the sticker on p.4 in the Student's Book. Ask: *What's her name? (Boo) Who are her friends? (Sulley and Mike).*

Wrap-up

- Play Mickey says (see Games Bank p.254), using the Mickey Mouse puppet. Make Mickey say: *Mickey says "Touch your (head)." Touch your (legs).* Repeat with different parts of the body. Students do the actions only if they hear Mickey says.
- Students say goodbye to Mickey as they leave class.

Workbook

pages 28–29

Learning Heroes

1 Watch again and do the quiz.

- Check (✓). Who's Mike's friend? *b ✓, d ✓*
 - Check (✓). What do you see in the video? *a ✓, b ✓, d ✓*
 - Look and match. *a 2, b 1*
- 2 Trace and match. *1 b, 2 a, 3 c, 4 d*
- 3 Challenge! Trace. Then find and circle. Students circle *bear* in the wordsearch.

Objectives

Lesson aim: name parts of the body

Target language: ear, eye, face, finger, hair, hand, mouth, nose

Recycled language: parts of the body, colors, numbers

Materials: Audio; Picture cards / Word cards (Parts of the body 2); Mickey Mouse puppet

GSE Skills

Reading: can recognize some frequent everyday words (21)

Listening: can recognize familiar words in short phrases and sentences if spoken slowly and clearly (19)

Speaking: can name common parts of the body (23)

Writing (WB): can trace simple words and phrases in upper and lower case (10)

Teacher toolkit

Teaching vocabulary

Place picture cards or word cards for classroom objects, family, and parts of the body on the board. Students come up and organize the cards according to topic, saying each word. Then divide the class into three teams, one team for each topic. Say different words from each topic, e.g., *head*, and invite a student from the "body" team to come up and touch the corresponding card.

Extend

Students draw self-portraits and label the parts of their face. Alternatively, they could draw a portrait of a friend. They present their pictures to the class: *(I have) (blue eyes), (brown hair), (a pink mouth)*. Make a class gallery, and students see if they can guess who's who.

Home-school link

Students bring in one or more photos of family members to describe to the class in the next lesson: *This is my (mom). (Brown eyes), (brown hair)*. Alternatively, ask them to bring in photos of people cut out from magazines.

Warm-up

- Greet students with the Mickey Mouse puppet.
- Point to parts of Mickey's body, and students say the words (*head, body, arm, leg*). Students say any other body words they know.
- Say: *Listen and chant!* Play the chant (track 3.2), and students do the actions.

Presentation

Picture cards / Word cards (optional) Show the picture cards one by one to introduce the new vocabulary. Repeat several times, encouraging students to remember the words. Then show each word card, and elicit the words.

1 3.3 Listen, point, and say. Then play.

- Students look at the pictures and say any words they already know.
- Say: *Listen and point.* Play the audio, and students listen. Play the audio again, and they point to the pictures. Play the audio one more time, pausing after each word. Students read each word and point to their own body.
- Say a number, e.g., *two*, and students say the word (*eye*). Do the same with other numbers and words.
- Students play the game in pairs. They take turns to say a number from one to eight for their partner to say the corresponding word.

SUPPORT Students point to the pictures, without saying the words.

STRETCH Students say complete sentences, e.g., *This is my (hand)*.

Teaching star

Linguistic competence Encouraging students to notice individual letter sounds in new words will help them improve their pronunciation. Encourage students to notice the sound *h* in the parts of the body words: *head, hair, hands*. Say *h* and students repeat the sound. Ask what other words they know that have the same sound, e.g., *have, has, happy, hello, hi, he*.

Practice

2 3.4 Listen and say Yes or No.

- Students look at the picture. Say: *Look at the girl. Look at her (hair). What color is it? How many (ears)? What color are her eyes?* Invite individual students to answer.
- Play the audio, and students listen. Play the audio again, pausing after each body word, e.g., *mouth*, for students to point to the body part in the picture. Play the audio one more time, pausing after each description, e.g., *a pink mouth*. Students answer yes or no.

LESSON 2

Vocabulary

1 Listen, point, and say. Then play.



2 Listen and say Yes or No.



3 Read and circle.

- 1 A pink eye mouth
- 2 Brown hair hands
- 3 Two noses ears
- 4 Ten fingers eyes.

one hand → two hands

4 Play the game.

Two eyes.

Yes!

Pink eyes.

No!

Talk buddies

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I can name parts of the body.

4 Play the game.

- Read aloud the speech bubbles with the class. Demonstrate the game by saying a true description for a person, e.g., *one mouth*, and students say *yes*. Then say a false description for a person, e.g., *three mouths*, and students say *no*. Say more true and false descriptions, with various numbers and body words, and various colors and body words.
- Students play the game in pairs. Then invite more confident students to say true or false descriptions for the whole class.

Extra activity (class game) Play a variation of *Match it!* (see Games Bank p.252). Place the word cards on the board. Hide the picture cards around the room. Hold up the Mickey Mouse puppet, and make him point to different word cards and say the words. Invite individual students to find and hold up the matching picture cards.

Wrap-up

- Hold up the Mickey Mouse puppet and say: *Show me your (fingers).* Students hold up and show Mickey their fingers, saying *my (fingers).* Repeat for other parts of the body. Make Mickey give the instructions more and more quickly to challenge students' listening skills.
- Students say goodbye to Mickey as they leave class.

Workbook

page 30

- 1 Look and circle. Then read and color. 1 face, 2 hand, 3 ear, 4 mouth
- 2 Look at 1. Trace and match. 1 d, 2 b, 3 c, 4 a

Audioscript (track 3.4)

Look! My mouth. A pink mouth. // Yes!
 Look! My hair. Red hair. // No! Brown hair.
 Look! My eyes. Green eyes. // No! Brown eyes.
 Look! My ears. Two ears. // Yes!
 Look! My eyes. Three eyes. // No! Two eyes.
 Look! My fingers. Eight fingers. // No! Ten fingers.

3 Read and circle.

- Draw students' attention to the plural form. Read aloud the words in the tip box, and students hold up one hand, then two hands. Say the singular and plural form of other body words, e.g., *one finger, two fingers*, and students point or show you either one or two.
- Read aloud the first phrase with the class. Say: *Number one. A pink eye or a pink mouth?* Elicit the answer, and students circle the correct word.
- Students complete the activity on their own. They compare their answers in pairs, then check all together as a class. Students may choose both *hair* and *hands* for activity item 2. Depending on skin tone, both may be correct.

Objectives

Lesson aim: give basic descriptions of people

Target language: *I have brown eyes. He has ten fingers. She has one nose.*

Recycled language: parts of the body

Materials: Audio; Picture cards / Word cards (Parts of the body 1, 2); Stickers; Mickey Mouse puppet

GSE Skills

Reading: can understand basic sentences describing someone's physical appearance, if supported by pictures (26)

Listening: can recognize familiar words and phrases in short, basic descriptions of people, if spoken slowly and clearly (24)

Speaking: can describe someone's physical appearance in one or two words (24)

Writing (WB): can trace simple words and phrases in upper and lower case (10)

Teacher toolkit

Teaching grammar

Bring in photos of yourself and your family to present the structures *I have ... / He has ... / She has ...*. They might like to see photos of you and your parents or siblings when you were their age! Say, e.g., *This is me. I have black hair. I have brown eyes. This is my baby sister. She has a small nose.*

Extend

Students sit in a circle. Start a sentence by saying: *I / He/She ...*. Invite a student to say the verb (*have/has*), the next student to say a number or color (e.g., *two/blue*), and the following student to say a body part (e.g., *eyes/legs*), to make a complete sentence, e.g., *I have blue eyes*. Continue making sentences around the circle, using different words.

Differentiation

Describe a monster, and invite individual students to come up and draw on the board different parts of the monster, continuing until the picture is complete. For students who need more support, describe the monster in simpler language, e.g., *a body, three legs, four arms*. For students who are more confident, use more complex language, e.g., *He has a small body. He has three legs. He has four arms.*

Warm-up

- Greet students with the Mickey Mouse puppet.
- Point to parts of Mickey's body to review words from Lessons 1 and 2. Students say the words. Ask: *How many (eyes)? What color are Mickey's (legs)?*, etc. Say some true and false phrases about a person: *a green body (no), two hands (yes)*.

Presentation

1 3.5 Listen and number.

- Remind students of Video 3A. Invite them to say what they can remember about the story and the characters.
- Students look at the picture, and ask: *Who's this? Is he big or small? What color is his (body)? How many (legs)?* Students name different parts of the body in the picture. Encourage them to include colors and numbers, e.g., *blue legs, one eye*.
- Play the audio, and students write numbers 1–3 in the boxes. Check students' answers. Say: *Number (one). He has one ... (eye)*.
- Read aloud the girl's speech bubble, and students point to their eyes and repeat the sentence.
- Say true and false sentences about the picture of Mike and Sulley: *Mike has (two legs). (yes) He has (three mouths). (no)*, etc.

Audioscript (track 3.5)

- 1 He has one eye.
- 2 He has one nose.
- 3 He has a big body.

3.6 Grammar Heroes

- Students look at the grammar box. Play the audio, and they listen and read. Play the audio again, pausing after each sentence for students to repeat. They point to Sulley, Mike, or the girl each time.
- Students work in pairs to read aloud the grammar box.

Practice

2 3.7 Listen and stick. Then circle.

- Students look at the stickers and the pictures. They say the body words they can see.
- Play the audio, and students point to the stickers. Play the audio again, and students place the stickers in the correct positions. Then play the audio one more time, pausing for students to stick each sticker. Say: *Number (one). How many (eyes)? What color is his/her (hair)?*
- Read aloud the first sentence with the class. Students say the correct word and circle it. Then they work on their own to complete the rest of the activity.
- Students compare their answers in pairs, then check all together as a class. Say: *Number (two). He has eight ... (fingers)*.

LESSON 3

Grammar

1 Listen and number.



I have two eyes!

I have brown eyes.
He has ten fingers.
She has one nose.

2 Listen and stick. Then circle.



She has gray
hair nose.

He has eight
hands **fingers**

She has one blue
mouth **eye**.

3 Play Guess who?

She has
purple hair.

Three!

I can give basic descriptions of people.

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SUPPORT Students say one or two words to describe the pictures, e.g., *one eye*.

STRETCH Students describe different students in the class, e.g., *She has (green) eyes. He has (brown) hair.*

Extra activity (class game) Fill a bag with a variety of toys that have body parts (e.g., a robot, a monster, a dinosaur, a teddy bear, a rabbit). One at a time, students come and put their hand in the bag. Ask them to tell you what body parts they feel, e.g., *two eyes! four legs! six arms!*

Wrap-up

- Play *True or false?* (see Games Bank p.254), using the Mickey Mouse puppet. Hold up Mickey and say a true or false sentence: *He has (white hands).* (true) *He has (four legs).* (false). Students say *true* or *false*. Nominate more confident students to say true or false sentences for the class.
- Students say goodbye to Mickey as they leave class.

Workbook

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- Look, read, and put a ✓ or ✗. 1 ✓, 2 ✗, 3 ✓, 4 ✗, 5 ✓
- Look and trace. Then number. *one 3, He 1, eye 4, has 2*
- Look, trace, and circle. 1 red, 2 two, 3 three
- Draw your face. Then color and trace.

Audioscript (track 3.7)

- She has two eyes. She has gray hair.
- He has a big mouth. He's blue. He has eight fingers.
- She has one eye. It's blue. She has purple hair.

Teaching star

Support understanding Reviewing words that students sometimes find confusing, e.g., *hands* and *fingers*, will help them grow in confidence. Hold up one hand, and students say the number (*one hand*). Then count the fingers on one hand, and students count to five with you (*five fingers*). Then show two hands, and students count all ten fingers with you.

3 Play Guess who?

- Read aloud the speech bubbles with the class. Students point to the correct picture in activity 2.
- Students play the game in pairs, taking turns to describe the pictures in activity 2.

Objectives

Lesson aim: read and understand a story about helping our friends

Story language: *Let's play! Are you OK? Don't cry! Thank you!*

Recycled language: parts of the body; *I have a (monster). (He) has (two) (arms).*

Receptive language: *Jump!*

Materials: Audio; Story cards (Units 2 and 3); Mickey Mouse puppet

GSE Skills

Reading: can recognize key words and basic phrases in short, simple cartoon stories (24)

Listening: can understand a few basic words and phrases in a story that is read aloud (18)

Speaking: can repeat phrases and short sentences, if spoken slowly and clearly (16)

Teacher toolkit

Story summary

The children are at a play date at Camila's house. They play with their monsters, but Hugo feels sad when his monster loses one eye. Luckily, Li has a plan to help.

Engage

Give students some plasticine or modelling clay, and ask them to make a monster, either in class or at home ahead of class. Alternatively, students bring a monster toy of their own to class, to use when acting out the story.

Expressing my emotions 1

In the story, the characters feel sadness and excitement, and they express these emotions by crying and jumping. Invite students to show how they behave when they feel different emotions. Say: *You're (happy)!*, and students mime what they do when they're happy. Repeat for *sad* and *excited*.

Self-awareness

Warm-up

- Greet students with the Mickey Mouse puppet.
- Make Mickey show the story cards from the Unit 2 story. Students say what they remember about the characters. Ask: *Who's this? (Camila) Who's in her family? (mom, dad, baby brother, grandma, grandpa).*

Presentation

1 3.8 Listen and read. Who helps Hugo?

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's story time!*
- Show each story card and ask: *Who's this? (Hugo) What's this? (a monster) What color is it? (red).*
- Play the audio, and hold up each story card. Ask: *Who helps Hugo? (Li).* Play the audio again, and students follow in their books. Pause after each frame, hold up each story card, and ask a comprehension question from the back of the story card. Students mime Hugo being sad (*cry*) and Hugo being excited (*jump*).

Spot! Read aloud the question with the class. Students look at frame 4 to find two monster eyes that are the same.

Teaching star

Communication Using functional language and phrases from the story will help students communicate more effectively in everyday situations. Students find these phrases in the story: *Let's play! Are you OK? Don't cry! Thank you!* Demonstrate the meaning of each phrase by a mime or gesture. Then students act out different scenarios in pairs using this language, e.g., one student is upset and another comforts them (*Are you OK? Don't cry!*), a student lends something to another student (*Thank you!*), one student invites another to play (*Let's play!*).

Practice

2 Look, read, and match.

- Students look at the story in their books and find the monsters. Then they look at the small pictures of monsters in this activity.
- Read aloud the speech bubbles with the class, and they point to the corresponding monsters. Students read the speech bubbles again. They match each one to a monster picture by numbering.
- Students compare their answers in pairs, then check all together as a class. Elicit that both monsters *a* and *b* match with sentence 2 *He has four legs*.

3 How does Hugo feel? Circle.

- Students look at the pictures of Hugo and find them in the story.
- Ask: *How does Hugo feel?* Read aloud the sentences with the class, miming each emotion. Students circle the correct word for each picture.
- Students role-play Hugo, first saying *I'm sad* and doing the action for *cry*, then saying *I'm happy* and doing the action for *jump*.

LESSON 4
Story

My monster

1 Listen and read. Who helps Hugo? Li

Look! I have a monster!

Look! My monster has two eyes!

Two eyes?

I have a monster too. Let's play!

Oh, no! His eye! He only has one eye!

Don't cry! Look!

Are you OK?

Monster eyes! Thank you!

Are you happy now?

Yes! Thank you, Li. You're a good friend!

Now he has two eyes! Jump! Jump!

Thanks!

Spot!
Can you find two eyes the same?

The end

2 Look, read, and match.

1 He has two eyes.

2 He has four legs.

3 He has three legs.

4 She has four arms.

3 How does Hugo feel? Circle.

1 I'm sad excited.

2 I'm worried happy.

4 Act out the story.

Oh no! His eye! He only has one eye!

Are you OK?

Talk buddies

I can read and understand a story.

4 Act out the story.

- Read aloud the speech bubbles with the class, and students find these sentences in the story.
- Divide the class into groups of four. Each student in a group role-plays one of the story characters.
- Play the audio again (track 3.8), and each student reads aloud or mimes their character's lines. Give the groups time to practice acting out the story.
- Invite more confident groups to come to the front of the class and act out the story, saying their character's lines and acting out their behavior. Use the story cards to prompt, as necessary.

SUPPORT Students role-play a character with fewer lines, e.g., Arjun, Camila. They mime or say single words if they can't say full sentences.

STRETCH Students role-play a character with more lines, e.g., Hugo, Li.

Extra activity (story extension) Students re-imagine the story with different monsters. They could use their own monster toys or their own picture of a monster. They act out the story again, describing what happens to the monster, e.g., *Oh, no! My monster only has one (leg)!*

Wrap-up

- Make the Mickey Mouse puppet place the story cards on the board. Read aloud a line from each story frame, e.g., *Don't cry. Look!* Invite a student to come up and touch the corresponding story card. Repeat with other students and lines.
- Students say goodbye to Mickey as they leave class.

Workbook

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- Think and number. a 3, b 4, c 2, d 1
- Look, read, and match. How do they feel? 1 b, 2 a
- Which monster is your favorite? Check (✓).

Objectives

Lesson aim: name actions

Target language: *close, listen, open, show, sit down, stand up*

Recycled language: parts of the body, numbers; *chair*

Materials: Audio; Picture cards / Word cards (Parts of the body 1, 2, Actions); Story cards (Unit 3); Mickey Mouse puppet

GSE Skills

Reading: can recognize basic action words (21)

Listening: can recognize familiar words and phrases in short, simple songs or chants (18)

Speaking: can use language related to basic actions (21)

Writing (WB): can trace simple words and phrases in upper and lower case (10)

Teacher toolkit

Teaching vocabulary

The initial sounds *sh* and *j* can sound similar. Demonstrate and drill the initial sounds **show** and **jump**. For *sh*, make a rounded shape with your lips, make a continuous *shh* sound, and put your finger to your lips, as if telling someone to be quiet. For *j*, make the same rounded shape with your lips, and make a short-voiced sound.

Extend

Look online for one of these action songs and do the actions all together:

The Hokey Cokey

Heads, Shoulders, Knees and Toes

If you're happy and you know it ...

Home-school link

Tell students to practice the actions and instructions from the song at home with parents, carers, or other family members and friends. They may have fun giving the instructions in English!

Warm-up

- Greet students with the Mickey Mouse puppet.
- Remind students of the story from Lesson 4. Make Mickey show the story cards. Ask: *Who's this? Look at the monster. What color is it? How many (legs)?*
- Play the story audio again (track 3.8), and students mime each of the characters as they speak.

Presentation

Picture cards / Word cards (optional) Show the picture cards one by one to introduce the new vocabulary. Repeat several times, encouraging students to remember the words. Then show each word card, and elicit the words.

1 3.9 Listen, point, and say. Then play.

- Point to the pictures. Ask: *Who can you see? A boy or a girl? How many (hands)? What color is the (eye)?* Students say any words they already know.
- Say: *Listen and point.* Play the audio, and students listen. Play the audio again, and they point to the photos. Play the audio one more time, pausing after each word for students to read and say the word.
- Say a number, e.g., *two*, and students say the word (*stand up*) and do the action. Repeat with other numbers and words.
- Students play the game in pairs, as in Lesson 2.

Ways to learn

- Read aloud the words with students and ask: *One word or two words?* Clap once for one word (e.g., *listen*), and clap twice for two words (e.g., *sit down*), encouraging students to join in. Students look at activity 1 and, for each vocabulary item, clap out whether there is one word or two words. Ask more confident students to write headings in their notebooks: *one word* and *two words*, then copy the new vocabulary items neatly under the two columns.
- Students look at the Picture Dictionary on p. 121 and apply this to the other new words they have learned in this unit.

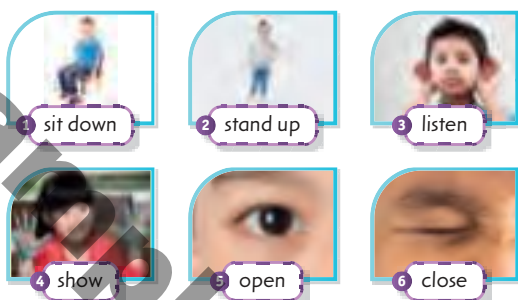
Practice

2 3.10 Listen and do. Then play in pairs.

- Play the audio, pausing after each instruction for students to do the action. Play the audio again, pausing after each instruction for students to repeat the words. Play the audio a third time, without stopping, and encourage students to do the actions and join in with the words.
- Read aloud the speech bubbles, and students repeat.
- Demonstrate the game by giving instructions to individual students, e.g., *(Peter), sit down!*
- Students play the game in pairs, using the speech bubbles as a model and taking turns to give instructions.

LESSON 5 Vocabulary

1 Listen, point, and say. Then play.



One word or two words?

one word
listen

two words
sit down

Picture Dictionary
page 121

2 Listen and do. Then play in pairs.



Stand up!



Sit down!

Sing-along

3 Listen, sing, and act.



Listen, listen,
Listen to the music.
Follow me.
One, two, three!

Stand up!
Show your hands!
Jump in the air!
Sit down on your chair!
Chorus

Close your eyes!
Touch your head!
Open your eyes!
Stand up again!
Chorus

I can name actions.

Extra
Lesson

Go online
Phonics

TPR song

listen – cup hand to ear
follow me – walk with fingers
one, two, three – count on fingers

Teaching star

Diversity and inclusion Songs are ideal to support students who learn through being physically active or engaged. Encourage all students to join in with the song actions, even if they can't sing the words, as this will help them to build meaningful connections through movement.

Extra activity (class game) Give a series of three instructions to students, e.g., *Close your eyes, stand up, sit down*. Students remember and do the actions in the correct order. Repeat with three different instructions. Progress to four or more instructions to make the activity more challenging. You could do this activity as a team game.

Wrap-up

- Play *Do it!* (see Games Bank p.254), using the Mickey Mouse puppet. Students give instructions to Mickey, e.g., *Sit down! Stand up! Show your hands! Jump! Make Mickey do each action*. Then invite different students to make Mickey do the actions.
- Students say goodbye to Mickey as they leave class.

Workbook

page 33

Audioscript see p.248

- 3.1 Listen and number. Then do the actions.
a 5, b 3, c 1, d 2, e 6, f 4
- SB 3.11 Trace and match. Then listen and check. 1 a, 2 c, 3 b, 4 d, 5 e
- Think and circle. 1 mouth, 2 eyes

SUPPORT Students work in mixed-ability pairs, with the less confident student following the instructions.

STRETCH Students work in mixed-ability pairs, with the more confident student saying the instructions.

Audioscript (track 3.10)

Listen! Stand up! Sit down! Close your eyes! Open your eyes! Show me your book! Open your book! Close your book! Show me your pencil! Show me your hands!

3 Sing-along 3.11 Listen, sing, and act.

- Students look at the pictures. Describe each picture, and students point to the correct one, e.g., *He has (green legs). She has (two eyes).*
- Play the song audio, and students listen. Ask: *What body words do you hear? (hands, head, eyes).* Demonstrate the actions. Play the song audio again, and students join in with the actions.
- When students are confident with the words, play the karaoke version (track 3.11_karaoke), and students sing along.

Objectives

Lesson aims: give instructions

Target language: *Listen! Don't talk! Stand up! Don't sit down!*

Recycled language: parts of the body, actions

Materials: Video 3B; Audio; Cut-outs 3; Mickey Mouse puppet; scissors, pencil

GSE Skills

Reading: can recognize basic action words (21)

Listening: can understand short, simple instructions addressed slowly and clearly (20)

Speaking: can use language related to basic actions (21)

Writing: can trace simple words and phrases in upper and lower case (10)

Teacher toolkit

Video summary – 3B

Get up, Sulley! Videoscript see p.246

Sulley does an exercise routine to prepare for his role as a "scarer" at Monsters, Inc. Mike helps Sulley with his workout and gives him different instructions.

Teaching grammar

Demonstrate the meaning of *don't* by shaking your head or wagging your finger, and students do the same. Say various instructions: *Listen. Don't talk.* Students shake their heads when they hear *Don't*.

Engage

Students make their own cut-out spinners, showing different instructions through drawings or words. Alternatively, students devise a different game with their existing cut-outs. They show their game to the class.

Warm-up

• Greet students with the Mickey Mouse puppet.

- Play the song audio (track 3.11), and students sing the song and do the actions.

Presentation

Video story

1 3B Watch the video. Circle. What does Sulley do?

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's video time!*
- Students look at the picture. Say: *Look at the (blue) monster. Is he (big)? (yes) How many (eyes)? (two).*
- Then students look at the small pictures. Demonstrate each action: *run, stand up, sit down*, and students join in.
- Say: *Watch! What does Sulley do?* Play Video 3B, and students watch and listen to find the actions Sulley does in the video.
- Ask again: *What does Sulley do?* Students circle the correct picture. Check students' answers by doing each action and asking: *Does he (run)? (yes/no).*
- Play the video again, pausing at various points. Ask: *Who's this? What does he do?* Students copy Sulley's actions, e.g., *up/down* – move hands up and down, *run* – move arms as if running, *fall down* – put your head on your desk.

3.12 Grammar Heroes

- Students look at the grammar box. Play the audio, and they listen and read. Play the audio again, pausing after each instruction for students to read and repeat.
- Students work in pairs, taking turns to read aloud the instructions and do the actions.

Practice

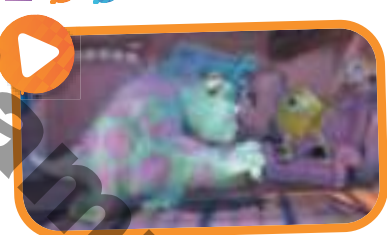
2 3.13 Listen and check (✓). Then say in pairs.

- Students look at the pairs of pictures. Ask them to say the actions they know (*stand up, sit down, listen, show, open/close the door*).
- Play the audio, and students listen and identify the correct picture in each pair of pictures. Play the audio again, pausing after each instruction for students to check the correct picture. Check students' answers by asking: *What's (one)? (Don't sit down.).*
- Say the opposite instructions for the various pictures: *Sit down! Don't listen to music! Don't show me your picture! Close the door!* Students point to the correct picture in each pair of pictures.
- Then students work in pairs, taking turns to give instructions for their partner to point to the correct picture.

LESSON 6

Grammar and Speaking

1 Watch the video. Circle. What does Sully do?

Listen!
Stand up!Don't talk!
Don't sit down!

2 Listen and check (✓). Then say in pairs.

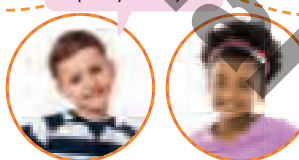


Let's communicate!

3 Use the cut outs. Play the game.



Open your eyes!



I can give instructions.

41

Audioscript (track 3.13)

- 1 Don't sit down!
- 2 Listen to the music!
- 3 Show me your picture!
- 4 Don't open the door!

Teaching star

Classroom management Lessons focusing on actions and instructions can get very animated! Teach some non-verbal signals to get students' attention during pair work or group work. For example, walk around the class with your hand in the air or your finger on your lips, saying: *Sh! Raise your hands. Listen!*

3 Use the cut outs. Play the game.

- Students cut carefully around the dotted lines of the cut-out.
- Students name each of the actions on the cut-out. Explain that an X next to a picture means *don't*.

- Demonstrate the game. Put a pencil through the middle of the cut-out to make a spinner. Spin the pencil, and see how the spinner lands. Say the corresponding instruction, e.g., *Stand up! Don't listen!* Students do the actions as instructed.
- Read aloud the speech bubble, and students point to the correct picture on the cut-out and do the action.
- Students play the game in pairs, taking turns to spin the spinner and give instructions for their partner to do the corresponding actions.

SUPPORT Students play the game with you, having them follow (but not give) instructions. Alternatively, they can play the game in pairs, giving only affirmative instructions if they have difficulty with using the negative form *don't*.

STRETCH Students give instructions using other verbs they know, e.g., *Talk! Sing! Look! Point! Touch!*

Extra activity (video extension) Play Video 3B again, this time without sound. Students say and mime the different actions Sulley does, e.g., *Up! Down! Jump! Run! Roar!*

Wrap-up

Play Tennis (see Games Bank p.254), using the Mickey Mouse puppet. Make Mickey "serve" an instruction to an individual student, e.g., *Talk!* Then the student does the action and "returns" the opposite instruction (*Don't talk!*). Students play the game with Mickey, then in pairs or in teams.

As students leave class and say goodbye to Mickey, they give him an instruction from the lesson.

Workbook

page 34

Audioscript see p.248

- 1 3.2 Look, read, and check (✓). Then listen and check. 1 a, 2 b, 3 a
- * Look and trace. Then number. stand 2, Don't 1, up! 3
- 2 Look and match. Then talk with a friend. Do: 2, 3, 4; Don't: 1



Objectives

Lesson aim: name actions and emotions

Target language: *cry, hide, jump, smile*

Recycled language: *I'm (happy).; excited, sad, scared*

Materials: Audio; (optional) Video 3A; *Myself and others* poster; Mickey Mouse puppet

GSE Skills

Reading: can recognize basic action words (21)

Listening: can recognize familiar words in short phrases and sentences, spoken slowly and clearly and supported by pictures (19)

Speaking: can say how someone is feeling if guided by questions or prompts (27)

Writing (WB): can trace simple words and phrases in upper and lower case (10)

Teacher toolkit

Expressing my emotions 1

In this lesson, students extend upon the work done in Units 1 and 2 around identifying their emotions, and they start to link their emotions to physical responses. At this age, students are conscious that their feelings can have physical effects such as crying and smiling. Through recognizing their physical responses, students can start to understand how to express their feelings appropriately.

Self-awareness

Engage

Using L1, talk about how it feels when we hold feelings inside, as well as how we can express different feelings. Put water, liquid soap, and different food colorings in a water bottle. Ask a student to shake up the bottle, so that the food colorings are mixed up. Elicit the emotions the different colors represent, e.g., blue for *sad*, yellow for *happy*. Explain that when we let our feelings stay inside, it doesn't feel comfortable, and we need to be able to express our feelings appropriately.

Home-school link

Ask students how we can make someone smile. Elicit ideas, e.g., give them a hug, tell a joke. Then tell students to try to make someone at home smile.

Warm-up

• Greet students with the Mickey Mouse puppet.

- Use the *Myself and others* poster to review emotion words the students know from Units 1 and 2: *happy, sad, scared, worried, excited, proud*. Say: *I'm (happy)!*, and students mime the emotion.

1.14 Listen and sing.

- Play the song audio, and students join in with the words and the actions.

Presentation

1 Think and say. How do they feel?

- Students look at the pictures of Boo. Ask what they can remember about the video in Lesson 1, and they look once more at the Big Picture on pp.34–35. If necessary, play Video 3A again to remind students of the characters' reactions. Say: *The monsters see Boo. How do they feel? (scared) What do they do?* Students mime what the monsters do when they feel scared (*hide*). Ask about Boo: *Boo sees the monsters. How does she feel? (happy/sad)*. Students mime what Boo does when she's happy (*smile*) and sad (*cry*).
- Students look at the pictures of Hugo and find the pictures in the story on pp.38–39. Ask what they can remember about the story: *Is Hugo (excited)? What does he do?* Students mime the answer (*jump*).
- Read aloud the captions with the class, and students mime each type of behavior.
- Ask students to look back through the unit to find other pictures of the characters showing each of the behaviors: *cry, smile, hide, and jump*.

Practice

2 3.14 Listen and circle. Then say and act.

- Students look at the photos. Ask: *How does he/she feel? (happy, sad, scared, excited)*.
- Play the audio, and students listen and read the speech bubbles. Play the audio again, and students circle the correct word for each photo.
- Ask students to compare their answers in pairs, then check all together as a class.
- Students work in pairs, taking turns to say an action for their partner to act it out, e.g., *I (cry)*.

SUPPORT Lead the activity, saying the sentences and students act out the behavior.

STRETCH Students say the emotion and the corresponding action, e.g., *I'm (sad). I (cry)*.

Audioscript (track 3.14)

- 1 I'm happy. I smile.
- 2 I'm sad. I cry.
- 3 I'm scared. I hide.
- 4 I'm excited. I jump.

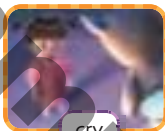
LESSON 7
Myself and others

Expressing emotions

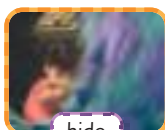


Listen and sing.

1 Think and say. How do they feel?



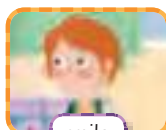
cry



hide



jump



smile

2 Listen and circle.

Then say and act.

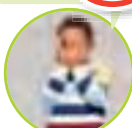
1 smile hide!



2 I jump cry



3 I smile hide!



4 I hide jump!



I'm happy.

I smile!

3 Match and say.



Be a hero!

Can you make your friend smile in 30 seconds? Try making a funny face.



Self-awareness I can name actions and emotions.

Teaching star

Social and emotional learning Reassure students that there are no right or wrong answers when they are talking about their feelings: *Say what you feel. It's OK. It will make them feel more secure.* For example, in activity 3, students may give different answers about where in their body they feel different emotions.

★ **Be a hero!** ★ Students do an action to make their partner smile. Encourage them to have fun with this. Share ideas around the class, and invite more confident students to show the class how they made their partner smile.

Extra activity (whole class) Create or print a large body outline, similar to the picture in activity 3. Put this on the wall in the classroom. Each time students learn to identify a new emotion, e.g., anger, they mark where they feel this emotion in their body, keeping in mind that this may be different for different students.

Wrap-up

Hold up the Mickey Mouse puppet, and invite four students to stand near the *Myself and others* poster. Say an emotion or a phrase from one of the *Myself and others* lessons, e.g., *I'm (happy). I (smile)!*, and students find the corresponding picture as quickly as they can on the poster. Repeat with other students and phrases.

Students say goodbye to Mickey as they leave class.

Workbook

page 35

Audioscript see p.248

1 3.3 Look and say how they feel. Then listen and number. a 2, b 4, c 1, d 3

2 Trace and draw for you. Then say. Students draw a picture of themselves in the frames.

3 Match and say.

- Students look at the emojis and say the emotions and corresponding actions, e.g., *happy – smile*.
- Using L1, ask students to think about where in their body they feel or show each emotion. Say: *I'm (sad). I (cry) with my (eyes)*. Students name or point to the part of their body where they feel each emotion. Support students by prompting as necessary, telling them the body word if they don't know it, or allow them to point to the part of the body.
- Students draw matching lines from each emoji to the matching part of the body.
- They compare their answers in pairs, then compare their answers all together as a class, e.g., *I'm (excited). I (jump with my legs)*.

Objectives

Lesson aims: read and understand about the five senses

Target language: *hear, see, smell, taste, touch*

Recycled language: parts of the body, colors; *lunch, music*

Receptive language: *I (see) with my (eyes).*

Materials: Audio; Mickey Mouse puppet; (optional) soft beanbag or small ball

GSE Skills

Reading: can understand basic phrases in short, simple texts (24)

Listening: can understand simple phrases relating to familiar topics, if spoken clearly and supported by pictures (25)

Speaking: can talk about things in their immediate surroundings or in pictures (19)

Writing (WB): can trace simple words and phrases in upper and lower case (10)

Teacher toolkit ✨

Cross-curricular

Bringing the real world into cross-curricular lessons will make learning more memorable. Take the class outside if possible to find things students can see, hear, touch, and smell. Alternatively, bring some real objects into the classroom, for students to experience with their five senses, e.g., a flower, a soft toy, a toy drum, a picture, some food. You could create a sensory station from these objects in the classroom.

Extend

Divide the class into groups and give each group a large sheet of paper. Each group chooses one of the senses, e.g., *hear*, and make a mind map by writing or drawing as many things as possible that they can (*hear*). Invite the groups to compare their mind maps. Put the mind maps on the classroom walls, if possible, to act as a record for the next class.

Home-school link

Students find examples of things they can see, hear, taste, smell, or touch at home. They take a photo, draw a picture, or bring an object into the next class to show and tell: *I see a (picture). I smell ...*

Warm-up

- Greet students with the Mickey Mouse puppet.
- Point to parts of Mickey's body and say: *eyes, ears, nose, mouth, fingers*. Students point to their own eyes, ears, nose, mouth, and fingers, and say the words.
- Show your fingers and ask: *What can I do with my fingers?* Students mime their answers, e.g., playing a musical instrument, clicking or clapping, touching something, pointing. Repeat, asking students to mime what they can do with their eyes (see, open, close), ears (listen), mouth (eat, sing) and nose (smell, sneeze).

Presentation

1 🎧 3.15 Let's explore! Listen and number.

- Students look at the pictures and ask: *What's this? What color is it?* Elicit any known body vocabulary.
- Play the audio, pausing after each set of sentences, and students point to the corresponding photo. Play the audio again, pausing so that students can number the photos 1–5. Students compare their answers in pairs, then check answers all together as a class.
- Read aloud the sentences with the class, stopping at each of the words in bold for students to mime. Check understanding by asking students to find in the text a body word associated with each sense, e.g., *see* – eyes. They underline the body words in the text.
- Then ask students to practice reading aloud in groups. Give each group a different sense word: *see, hear, touch, taste, or smell*. Each group reads aloud the relevant text.

Teaching star ✨

Diversity and inclusion Reflecting on the fact that not everyone has all of the senses will help develop students' empathy and understanding of the world. Talk about people with differing abilities who might not be able to see or hear, or even smell or taste. Using L1, you could discuss how people who don't have all five senses are helped in their everyday lives, e.g., guide dogs, braille, sign language.

Practice

2 💡 Think Look and match.

- Read aloud the words with the class, and they name the parts of the body in the pictures.
- Say: *I see with my ...* Students complete the sentence (*eyes*) and point to the correct part of their body.
- Students use their fingers to trace lines to match the words and the pictures. Then they use pencils to draw matching lines.
- Students compare their answers in pairs. Encourage them to use full sentences, e.g., *I (see) with my (eyes)*. Then check the answers all together as a class.

Our five senses



LESSON 8
My world

1 Let's explore! Listen and number.

I **see** with my eyes. I see colors – red, blue, orange, and green.

3

I **smell** with my nose. I smell the flowers.

4

I **hear** with my ears. I hear music.

5

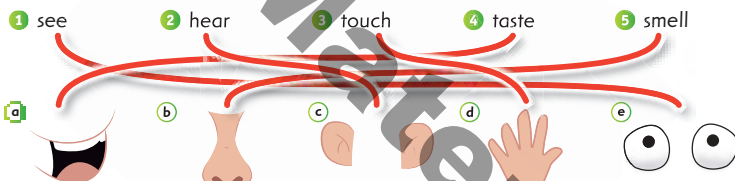
I **taste** with my mouth. I taste my lunch. Yum!

1

I **touch** with my fingers. I touch the water. It's wet!

2

2 Think Look and match.



3 Do Think and say. Draw one more.



I see...



I can read and understand about my senses.

43

3 Do Think and say. Draw one more.

- Ask students to look at the photos, and read aloud the boy's speech bubble. Elicit any words students know to describe what they can see in the photos.
- Students work in pairs to say what senses they can use relating to the items shown in each photo, e.g., *I see/taste/touch ...*
- Ask them to think about what they can see, hear, taste, touch, or smell right now, then draw a picture of it.
- Students work in pairs to compare their pictures, then invite them to show the class.

SUPPORT Students mime the different senses or point to the part of the body they use, instead of saying the words.

STRETCH Students name other items they can taste, see, hear, touch, or smell, using known vocabulary, e.g., *I taste (lunch). I touch my (desk). I see my (teacher). I smell a (flower). I hear a (song).*

Thinking skills

Remember In activity 2, students remember what they have learned about the five senses in activity 1, and they match senses words with pictures showing parts of the body.

Apply/Create In activity 3, students apply their knowledge to identify what senses they can use in relation to items shown in photos. Then they draw a picture to depict what they are experiencing through their senses in the present moment.

Analyze You can extend HOTS by asking students to exchange their books and compare similarities and differences in their pictures.

Extra activity (extension) Students think about items they can see, hear, smell, taste, and touch at home. They draw a picture of themselves with all five of these items, labeling each item with the corresponding sense, e.g., see.

Wrap-up

- Play *Throw the ball* (see Games Bank p.254), using the Mickey Mouse puppet. Students sit or stand in a circle. Use a soft beanbag or small ball. Make Mickey start a sentence *I see with ...*. Then make Mickey throw the ball to a student, and they complete the sentence, e.g., *my eyes*. Continue the game with different senses, students, and words.
- Students say goodbye to Mickey as they leave class.

Workbook

page 36

- Read and circle.** 1 see, 2 smell, 3 hear, 4 taste, 5 touch
- Look and trace.** Students trace the initial upper case letter.
- Think. Trace and put a ✓ or X.** 1 ✓, 2 X, 3 X, 4 ✓, 5 X

3

Objectives

Lesson aim: draw and write about a monster

Target language: *This is my (mom). He/She has (two) (ears). Listen! Open/Close your books. Sit down! Stand up!*

Recycled language: parts of the body, numbers, colors, classroom objects, actions

Receptive language: *Show me ...*

Materials: Audio; Picture cards / Word cards (Parts of the body 1, 2, Actions); Mickey Mouse puppet; pens, pencils, paper

GSE Skills

Reading: can understand basic sentences describing someone's physical appearance, if supported by pictures (26)

Listening: can understand short, simple instructions addressed slowly and clearly (20)

Speaking: can describe someone's physical appearance in a basic way (29)

Writing: can copy short phrases containing only familiar words, if presented in standard printed form (13)

Teacher toolkit ✨

Project skills: Self-management

In this lesson, students learn to follow instructions in order to get ready for doing their project. Model the behavior you expect of students in project lessons. Say: *Project time! Sit down! Listen! Get ready! Show me your pencil!* Encourage students to gradually take more responsibility for getting themselves ready with just a short prompt: *Project time!*

Extend

Create a class gallery of students' monster pictures. Use these throughout the year to introduce and reinforce new language. In Unit 6, students could have a monster picnic, using *I like ...*. In Unit 7, students could imagine what their monsters can do, using *She can ...*. In Unit 8, you could rearrange the monster pictures and ask: *Where's the yellow monster?* Elicit from students, e.g., *It's next to the window.*

Digitizing projects

There are lots of free multi-modal digital tools available online that your students could use to digitize their projects. Encourage students to build their monster using drawing and collage tools. They could also use voice tools to record audio of them describing their monster.

Warm-up

- Greet students with the Mickey Mouse puppet.
- Make Mickey hold up body picture cards (*arms, legs, body, head*), and students say the words.
- Play the chant audio (track 3.2), and students join in with the words and actions.

Let's review

1 Read and write the number.

- Students look at the pictures. Ask: *What color is it? Is it (green)? How many (arms)?*
- Read aloud the captions with the class. To complete the sentences, students look at the pictures and say the correct numbers. Then they write the numbers, in words, in the gaps.
- Students work in pairs to describe each picture, e.g., *He has (three) (eyes). He has (green) (legs).*

Get ready

2 3.16 Think and circle. Then listen and check.

- Explain to students they are going to draw their own monster and then present it to the class.
- Ask: *How can you get ready?* Use the photo as a prompt to help elicit the classroom objects students will need to get ready (*crayon, pen, pencil, eraser*). Make sure that all students have everything they need on their desk before they start their project.
- Read aloud the instructions, and students mime each one. Then they work in pairs to think about and circle the instructions that help them be ready.
- Play the audio, and students listen and check their answers. Play the audio again, pausing after each sentence for students to do the corresponding actions, to show they are following the instructions.

Audioscript (track 3.16)

Children! One, two, three.

Sh! Don't talk! Sit down! Now listen!

Now close your books. Show me your pen and pencil. Show me your crayons. Show me your ruler ... and your eraser.

Are you ready? Now draw your monster.

Create

3 Now design your monster. Write.

- Direct students to go to p.37 in their Workbooks and do the scaffolded activities to create their project.

Workbook

page 37

- 1 **Are you ready? Check (✓).** Students look at the two photos and check the one that shows a student who is ready. (*Answer: 2 ✓*)

LESSON 9
Project

Design a monster



Let's review

1 Read and write the number.

1 This is my monster.
He has four arms.

2 This is my monster.
She has one eye.



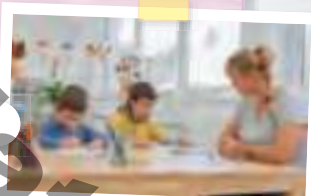
Get ready

2 Think and circle. Then listen and check.

Sit down! Stand up!

Listen! Don't listen!

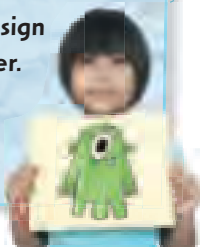
Open Close your books.



Workbook page 37

Create

3 Now design your monster. Write.



Reflect

4 How did I do?

I listen to my teacher. ☐

I get my pencils ready. ☐

I create my monster. ☐

44

I can design and write about my monster.

2 Check (✓) and choose for your monster. Then trace, write, and draw.

Ask students to read the list of body parts, and check the ones they want on their monster. They complete the table with the numbers and colors. Then they complete the sentences and draw their monster.

- If suitable, give each student a piece of paper and ask them to refer to their completed table in their Workbooks and draw their monster. They follow the Workbook model they have completed to write two or more sentences to describe their monster.
- Give students time to draw and write. Circulate around the class, helping as necessary. Encourage students to raise their hands and ask for help if needed.
- When they are ready, students work in pairs, taking turns to show and describe their picture.
- Invite more confident students to show and describe their picture to the class, e.g., *This is my monster. She has (red) (legs).*

ACHIEVE

Students draw a monster showing different body parts and write at least two sentences about their monster drawing, using *He/She has ...* and the names of body parts, numbers, and colors.

SUPPORT

Students either label the individual body parts, or they point and say the names of different body parts.

STRETCH

Students write more sentences, giving additional information to describe their monster, e.g., *This is my monster. He has two, blue legs. He's funny.* Alternatively, they draw another monster with contrasting numbers and colors of different body parts, and write sentences to describe both monsters.

Reflect

4 How did I do?

- Read aloud the sentences with the class. Students draw emojis to assess their own performance in this lesson.

Extra activity (class game) Play *Touch it!* (see Games Bank p.252). Invite two students to come to the front of the class. Place on the board two body word cards (or picture cards). Call out one of the words, and students race to touch the matching word card (or picture card).

Wrap-up

- Play *Find someone who ...* (see Games Bank p.253). Students find someone else in the class whose picture is the same as theirs in some way, e.g., the same number of body parts or the same color. They take turns to describe the similarity in their pictures, e.g., *This is my monster. She has three legs. / This is my monster. He has three arms.*
- Students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

page 37

- 3 **Think and color.** Students color the stars to show how well they did on their project.

Objectives

Lesson aim: review target language from Unit 3

Target language: parts of the body, actions; *He/She has (one) (eye).*

Recycled language: colors, numbers

Materials: Audio; (optional) Video 3A, Video 3B; Picture cards / Word cards (Parts of the body 1, 2, Actions); Stickers; Mickey Mouse puppet; *My progress* poster

GSE Skills

Reading: can understand basic sentences describing someone's physical appearance, if supported by pictures (26)

Listening: can recognize familiar words and phrases in short, basic descriptions of people, if spoken slowly and clearly (24)

Speaking: can describe someone's physical appearance in a basic way (29)

Writing (WB): can trace simple words and phrases in upper and lower case (10)

Teacher toolkit

Video review

You can return to Video 3A and Video 3B at the end of the unit for a "second play." Encourage students to notice how many new words they have learned since the beginning of the unit.

Remediation

Review the picture cards one by one to elicit the name of each body part. Place the picture cards on the board, and review the word cards one by one, asking individual students to match each word card to the corresponding picture card on the board. Play *Guess who?* (see Student's Book p.37) with the two pictures in activity 2.

Home-school link

Students use the language they've learned in the unit to describe one of their toys at home to a family member, e.g., with a doll, robot, or teddy bear: *This is (name). He/She has (gray) (legs).*

Warm-up

- Greet students with the Mickey Mouse puppet.
- Make Mickey hold up each of the word cards for Unit 3. Students read aloud the word and point to the matching part of their body.
- Play the song audio (track 3.11), and students join in with the actions. If students are confident with the words, play the karaoke version (track 3.11_karaoke).

I can do it!

1 Look and number. Then say.

- Students look at the picture for one or two minutes. Ask them to try to remember as much detail as possible.
- Then say: *Close your books. Ask: Who can you see? What color is the (big) monster? How many (legs)? Is the green monster big or small? How many (eyes)?*
- Students read each of the words and point to the corresponding part of the body in the picture.
- Then students write the correct numbers next to each of the words.
- Check the answers by saying: *Number (one). What's this? (body).*

SUPPORT Students point and say the name of each body part, with support as necessary.

STRETCH Students write in their notebooks a numbered list of the body parts in the picture.

2 3.17 Write a or b. Then listen and check.

- Students look at the pictures and say the names of body parts and colors they can see.
- Read aloud the first sentence with the class. Students point to the correct monster and write the letter (b). Give students time to read the other sentences and to write the letters a or b.
- Play the audio. Pause after each sentence, and students say their answers. Then play the answer on the audio.

SUPPORT Students talk about each picture, using the names of body parts, numbers, and colors. They make sentences using *He/She has ...*, with support as necessary.

STRETCH Students write in their notebooks their own sentences about each picture, using *He/She has ...*, and the names of body parts, numbers, and colors.

Audioscript (track 3.17)

- 1 He has one eye. // b!
- 2 She has purple hair. // a!
- 3 He has two arms. // b!
- 4 She has six legs. // a!

3 Think and check (✓). Then stick!

- Read aloud the *I can ...* statements with the class. Students check what they feel they can do after they have completed Unit 3.

I can do it!

1 Look and number. Then say.

eye 5
face 6
finger 4
head 2



leg 7
body 1
nose 3
mouth 8

2 Write a or b. Then listen and check.



- 1 He has one eye. b
2 She has purple hair. a
3 He has two arms. b
4 She has six legs. a



3 Think and check (✓). Then stick!

I can ...

- ☐ name body parts and actions
☐ read a story
☐ sing a song
☐ name actions and emotions

Sticker time



I completed Unit 3!

Go online
Big Project

45

- Invite individual students to read aloud the sentences they have checked, e.g., *I can sing a song*. Students demonstrate what they can do.
- Students stick the sticker to show they have completed Unit 3.

Teaching star

Growth mindset Praise students for effort and attitude rather than for their abilities. This kind of "process praise" motivates students and helps build resilience. Say: *Good job! I can see you worked hard today. I'm proud of you.*

My Star and Hero! Students look at the sticker of Boo on p.4 of the Student's Book. They work in pairs to describe Boo, e.g., *She's small/young/happy. She has brown hair. She has two legs.*

Extra activity (whole class) Ask students to create a monster that will be the class mascot. Have a vote for the monster's different facial features and body parts, and give it a name!

Wrap-up

- Draw students' attention to the *My progress* poster, and ask them to identify the picture that reflects this unit. Read aloud with students the *I can ...* statements (*I can name body parts and give instructions, I can express my emotions*).
- Hold up the Mickey Mouse puppet. Invite individual students to tell Mickey two or three new words they have learned in the unit, or tell him what new skills they have learned, e.g., *I can sing a song! I can say body words. I have (two) (arms).*
- Students say goodbye to Mickey and tell him their favorite word from Unit 3.

Workbook

pages 38–39

My progress journal

- 1 Find and circle. Then play. 1 doll, 2 teddy bear, 3 robot, 4 monster
- 2 Draw your own toy. Circle and trace. Then color and write.
- 3 Think and draw 😞, 😊, or 😄. Students draw the face which represents how well they did in each lesson.

Unit 3 Exam practice

Audioscript see p.248

Listening

- 1 3.4 Listen and check (✓). 1 a, 2 a, 3 c, 4 c

Reading

- 2 Read and write Yes or No. 1 Yes, 2 No, 3 No, 4 Yes

Speaking

- 3 Look at 2. Color. Then talk about the picture.

Sticker time Choose your favorite activity in the unit and stick.