

4

My body

Unit objectives

By the end of this unit, students can:

- talk about parts of the body and different actions
- read and understand a story about having fun with a pet
- recognize and name emotions and explore how people express these emotions
- talk about coding

Skills development

Listening: recognize and understand affirmative and negative instructions and complete them

Speaking: talk about their body; say how they express excitement; give instructions and directions

Vocabulary

Lesson 1: arm, body, hand, head, leg, nose

Lesson 2: clap, shake, stomp, touch

Grammar

Lesson 3: Stomp your feet. Don't move.

Lesson 5: What's this? It's my nose.

Myself and others

Expressing my emotions In this unit, a Disney video and a story introduce the theme of expressing our emotions. Students will identify how their bodies show when they are feeling different emotions.

Language: cry, excited, jump, smile; I'm happy. I smile.

Self-awareness

Story

Fun with Shelly

I have an idea. I'm excited! Yippee!

My world

Technology: Coding

up, down, left, right; Go left!



Disney FROZEN

Kristoff

A hardworking 21-year-old ice worker whose best friend is a reindeer (Sven). He's kind of a loner, but he's nice, respectful, and does everything he can to help Anna.

Sven

A reindeer and Kristoff's best friend. Kristoff saved Sven's life when he was a young reindeer and for this, Sven is fiercely loyal to his friend.

Olaf

A friendly snowman who is a good friend to Anna and Elsa. He's innocent, sincere, and very nice, and he loves summer!

Anna

Anna (pronounced Ah-na) is the younger sister of Princess Elsa. She's nice, optimistic, and daring, and she sets out on an adventure to search for her sister so they can live together happily as a family.

Elsa

When Elsa's parents die, she becomes Queen. She tries hard to stay calm and in control, but she has been keeping her emotions inside for many years and one day, she needs to let them out.

Anna and Elsa are princesses who live in the castle in Arendelle. Elsa has a special power – she can turn things into ice. However, this can be dangerous and she must keep her power hidden. During a party, Elsa is unable to control her power, and she freezes the city. She runs away to the mountains, and Anna goes in search of her sister, hoping to bring her back home.

Did you know?

The movie *Frozen* was inspired by the fairy tale *The Snow Queen* by Hans Christian Andersen, and the characters' names reflect this: Hans (Anna's boyfriend), Kristoff, Anna, and Sven.



Video 4A: Wake up, Elsa!

Video 4B: It's a nose

Online modules

Phonics

Words with Jj, Kk, and Ll sounds in initial position
jump, king, leg

Big Project

Have a puppet show!

Objectives

Lesson aim: name parts of the body

Target language: arm, body, hand, head, leg, nose

Recycled language: colors; sister, big; *This is Elsa. Who's this? Is it a ...? No. It's a ...*

Receptive language: *Wake up, Elsa. Ouch! Come on. Let's play, Snow! Yippeel! Let's dance! snowman*

Materials: Video 4A; Audio; Picture cards / Word cards (Body, Family, Disney characters); Sticker (Elsa); Mickey Mouse puppet; (optional) roll of paper or large sheet of paper

GSE Skills

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

Speaking: can repeat single words, if spoken slowly and clearly (10); can name common parts of the body (23)

Teacher toolkit

Video summary – 4A

Wake up, Elsa! Videoscript see p.202

Anna and her sister Elsa are in the castle at night. Anna can't sleep, and she wants to play, so she wakes up Elsa. Elsa makes snow, and the two sisters have lots of fun together.

Engage

Place on the floor a large sheet of paper that is bigger than one of the students (a roll of paper works best). Invite a student to lie down on the piece of paper, and ask another student to draw around him/her with a crayon. Stick the body outline in your display area. During the unit, as students learn the new vocabulary, ask them to label the different body parts. Also, ask them to add pictures of actions they do with each body part. Keep the body outline for use in Unit 5.

Expressing my emotions

cry, excited, jump

Use the video story to talk about the feelings and behavior of the characters. Students mime how Anna feels (excited) and what she does to express this feeling (she opens her eyes wide, jumps, claps, and dances).

Self-awareness

Warm-up

- Greet students with the Mickey Mouse puppet, and sing the *Hello, Stars and Heroes* song (track 0.1).

Presentation

Video story

- Students look at the Big Picture. Introduce the movie and the characters: *This is the movie Frozen. This is Elsa/Anna/Olaf/Kristoff/Sven.*
- Point to the characters, and ask: *Who's this? Who's a sister? (Anna/Elsa) Is (the snowman) big or small? (small)*

1 4A Watch. Who's in bed? Check (✓).

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's video time! Let's watch!*
- Play Video 4A, and students watch and listen. Point to the picture of the bed in the rubric, and mime sleeping. Play the video again, pausing at 0:30. Ask: *Who's in bed?* Point to the small pictures and say: *Anna, Olaf, or Elsa?* Ask students to point to and check the correct character.

2 4A Circle for Anna.

- Use facial expression and mime to pre-teach *excited*, and encourage students to copy you.
- Point to each small picture, and ask students to do the action: *cry, jump, clap*. Play the video again, and students copy what Anna does in each scene.
- Ask students to point to the actions Anna does, then circle the correct picture.

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. For Stretch students, then show each word card, and elicit the words.

Practice

3 4.1 Listen, find, and say. Then count.

- Hold up each picture card, and students find the corresponding body part in the Big Picture.
- Play the audio, pausing after each word. Students point to the body part in the Big Picture. Play the audio again, pausing for students to say the words. Play the audio a third time, and students say and point to the body parts.
- Hold up the body picture cards, and ask: *How many?* Students look at the Big Picture and count the number of each body part in the picture.

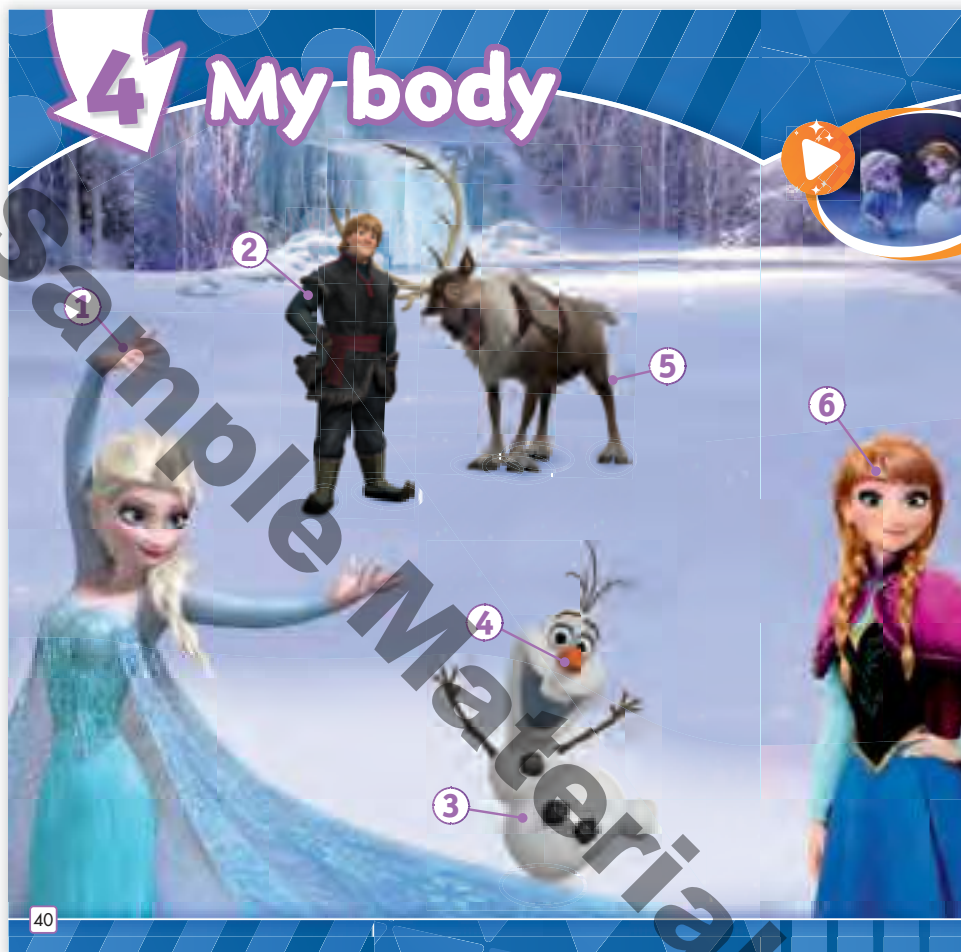
SUPPORT Hold up your book, and point to Elsa's head. Count all the heads together with the class: *one, two, three, four, five*. Do the same with the other body parts (except legs).

STRETCH Play the audio, pausing after each word for students to work with a partner to find and count the body parts.

Audioscript (track 4.1)

1 hand // 2 arm // 3 body // 4 nose // 5 leg // 6 head

4 My body



1 Watch. Who's in ? Check (✓).



2 Circle for Anna.



3 Listen, find, and say. Then count.

4 Listen, chant, and act.

Look at me!



arm, body, hand, head, leg, nose

4.2 Listen, chant, and act.

- Make the Mickey Mouse puppet jump around and say: *Look at me! Look at me!* Then make him say: *This is my body. / I have one head.*, etc. Point to the corresponding part of Mickey's body, and students point to it, too.
- Display the picture cards. Play the audio, and students listen and point to the correct picture card when they hear the word for each body part.
- Demonstrate TPR actions by pointing to the corresponding part of the body. Play the audio again. Students join in with the chant and do the actions.

Audioscript (track 4.2)

Look at me! (x2) This is my body.
Look at me! (x2) I have one head.
Look at me! (x2) I have two arms.
Look at me! (x2) I have two legs.
Look at me! (x2) I have two hands.
Look at me! (x2) I have one nose.
Body. Head. Arms. Legs. Hands. Nose.

Collect your friend Show the picture card of Elsa to help students identify the correct sticker. Students stick the sticker on p.4 in the Student's Book. Ask: *Who's this? (Elsa).*

Extra activity (video extension) Students draw a picture of Olaf, and point to and name his body parts.

Wrap-up

- Play Mickey says (see Games Bank p.206). For this version, make the Mickey Mouse puppet say the names of different body parts for students to touch on their own bodies.
- Sing the Goodbye song (track 0.7), and students say goodbye to Mickey as they leave class.

Workbook

pages 34–35

Audioscript see p.204

1 Watch again. Then answer.

1 Where are they? Check (✓). a ✓

2 Number in order. a 2, b 3, c 1

3 How does Anna feel? Circle. a

2 4.1 Listen and number. Then say. 1 hand, 2 body, 3 head, 4 leg, 5 nose, 6 arm

3 Challenge! Who's this? Say hello. Hello, Sven. Hello, Olaf.

Objectives

Lesson aim: name actions

Target language: *clap, shake, stomp, touch*

Recycled language: body

Materials: Audio; Picture cards / Word cards (Body, Actions 1); Stickers; Mickey Mouse puppet; (optional) music

GSE Skills

Listening: can understand basic action words, e.g., *clap, stamp, jump, walk* (15); can understand simple spoken commands as part of a game (18)

Speaking: can repeat single words, if spoken slowly and clearly (10); can use language related to basic actions, e.g., *clap, stamp, jump, walk* (21); can name common parts of the body (23)

Teacher toolkit

Teaching vocabulary

Play a game to practice the verbs after presenting them with the picture cards. Invite two students to the front, and ask them to stand with one student in front of the other. Tell the student in front that she/he is a puppet. The student behind is the "puppeteer." He/She holds the "puppet's" arms and moves them around. Give instructions to the "puppeteer." e.g., *Touch your head. Touch the desk. Clap your hands. Shake your arms.*

Engage

Play some music, and students use different body parts to make percussion sounds to accompany the beat. First, they clap their hands. Then, they stomp their feet. Elicit other ways in which students can make sounds with their bodies and the objects around them, e.g., tapping fingers on a desk, shaking a box of crayons, clicking your tongue. Then each student chooses one way of making a sound, and working together, the class provides the percussion section as you play the piece of music.

Home-school link

Students teach a family member the different actions they've learned.

Warm-up

- Greet students with the Mickey Mouse puppet, and sing the *Hello, Stars and Heroes* song (track 0.1).
- Make Mickey hold up the body picture cards from Lesson 1, and students say the words and point to their own body parts.
- Say: *Listen and chant!*, and play the chant from Lesson 1 (track 4.2). Students join in with the chant and 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. For Stretch students, then show each word card, and elicit the words.

1 4.3 Listen, point, and say. Then play.

- Make the Mickey Mouse puppet demonstrate each of the actions: *shake* (head), *clap* (hands), *stomp* (feet), *touch* (toes). Students look at the photos and point to the one showing the same action that Mickey is doing.
- Say: *Listen and point.* Play the audio, and students point to the corresponding photos. Play the audio again, pausing after each action. Students point to the corresponding photo and repeat the word.
- Point to a photo, and students do the action shown in the photo and say the word. Repeat with different photos.

SUPPORT Say an action word, and students do the corresponding action. Start slowly, giving students time to think and respond, then gradually say the words more quickly.

STRETCH Students work in pairs, taking turns to point to a photo for their partner to name and do the action shown in the photo.

TPR

clap – clap your hands
stomp – stomp your feet

touch – touch your feet
shake – shake your head

Audioscript (track 4.3)

1 shake // 2 stomp // 3 clap // 4 touch

Practice

Teaching star

Classroom management TPR games can be a fun way to give all students additional language practice, but they can easily get out of hand. Use non-verbal signals, e.g., hold up your hand to get students to stand still and listen, then bring your hand down when you want students to move.

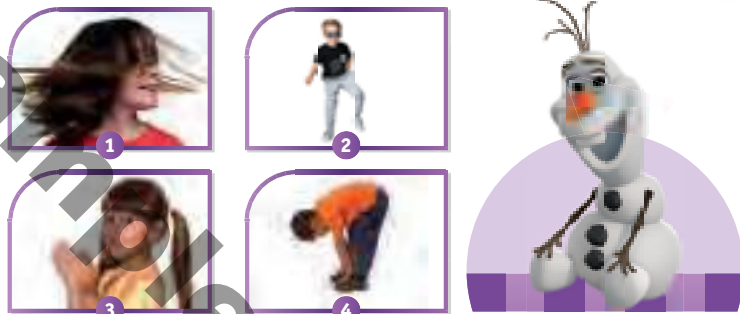
2 4.4 Listen and stick. Then say.

- Point to the first picture sequence, and elicit the actions (*clap, shake*).
- Then point to the empty sticker frame, and students say which action they think is missing (either *stomp* or *touch*). Play the first part of the audio, then pause for students to do the action they hear. Do the same with the second picture sequence.

LESSON 2

Vocabulary

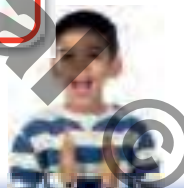
1 Listen, point, and say. Then play.



2 Listen and stick. Then say.



3 Listen and do. Then play. TPR



42

clap, shake, stomp, touch

- Play the audio again for students to listen and stick the correct stickers in the empty frames.
- Play the audio a third time, pausing for students to point and repeat the words.
- Say any three action words in sequence, e.g., *shake, touch, clap*. Students repeat the words and do the three actions in the correct order. Repeat with different action word sequences, changing the order of the actions each time.

Audioscript (track 4.4)

- 1 clap ... stomp ... shake
- 2 touch ... shake ... clap

3 4.5 Listen and do. Then play.

- Clap your hands and stomp your feet at the same time. Students copy you and say the words (*clap, stomp*). Then shake your head and touch your nose (*shake, touch*).
- Play the audio, pausing after each instruction for students to do the actions.
- Name and demonstrate two actions, and students do these actions. Then name two different actions, without demonstrating, and students do these new actions. Repeat a few times.

- Invite two confident students to name actions for the class to do. Repeat with different students and actions.

SUPPORT As you name the two actions, hold up the corresponding picture cards for students to do the actions.

STRETCH Students work in pairs, taking turns to say two actions for their partner to do.

Audioscript (track 4.5)

Clap and shake. ... Stomp and touch. ... Touch and shake. ... Clap and stomp.

Extra activity (whole class) Play the chant from Lesson 1 (track 4.2), and students do the actions they have learned in this lesson, e.g., *touch your body / shake your head / shake your arms / stomp your feet/legs / clap your hands / touch your nose*.

Wrap-up

- Play *Pass Mickey* (see Games Bank p.206). For this version, students count to ten as they pass the Mickey Mouse puppet around. When they reach ten, they stop passing Mickey around. Show an action picture card, and the student holding Mickey stands up, says the word, and does the action.
- Sing the *Goodbye song* (track 0.7), and students say goodbye to Mickey as they leave class.

Workbook

page 36

Audioscript see p.204

- 1 4.2 Listen and check (✓). 1 b ✓, 2 a ✓, 3 b ✓, 4 b ✓
- 2 Match. Then act and say. 1 c, touch; 2 b, clap; 3 d, shake; 4 a, stomp

Picture Dictionary

Students look at the Picture Dictionary on p.104 in the Student's Book and complete the activities. (Answer: 6)

Objectives

Lesson aim: give instructions

Target language: *Stomp your feet. Don't move.*

Recycled language: body, actions

Materials: Audio; Picture cards / Word cards (Body, Actions 1); Mickey Mouse puppet; (optional) pictures of places

GSE Skills

Listening: can understand basic action words, e.g., *clap, stamp, jump, walk* (15); can understand simple negative instructions related to everyday situations, e.g., *Don't run!*, if supported by gestures (16)

Speaking: can recite a short, simple rhyme or chant (16); can use language related to basic actions, e.g., *clap, stamp, jump, walk* (21); can name common parts of the body (23)

Teacher toolkit

Teaching grammar

Stand still in front of the class, and elicit from a confident student the name of an action from Lesson 2, e.g., *stomp*. Say: *Stomp. Hands?* (mime "stomping" your hands). Then elicit *feet*, and say: *Stomp your feet.*, and do the action. Students repeat *stomp your feet* and copy the action. Do the same with *shake (your head)*, *clap (your hands)*, *touch (your head)*.

Engage

Think of some places where you can and can't do the actions from the lesson, e.g., the library, the playground, a hospital, the school corridor, a theater. Show a picture of each place, and students say, e.g., *Clap your hands. / Don't clap your hands.*, depending on whether or not the action is appropriate in that place.

Differentiation

Some students may not be able to do the actions or may not wish to do them. Allow these students to remain seated during activities 2 and 3, if they prefer. Invite them to give instructions to their classmates, but only if they feel comfortable and ready to use the new language.

Warm-up

- Greet students with the Mickey Mouse puppet, and sing the *Hello, Stars and Heroes* song (track 0.1).
- Review the actions from Lesson 2. Hold up a picture card, and students say the word. Then make Mickey do the action. Repeat for all four actions.

Presentation

1 Sing-along 4.6 Listen and point. Then sing and act.

- Point to the characters, and ask: *Who's this?* (*Cam, Maya, Peter, and Leyla*).
- Say: *Look at Cam.* Hold up each action picture card, and ask: *Stomp? Clap? Shake? Touch?* Students say or mime *yes* or *no* to answer about the action Cam is doing (*shake*). Do the same for the other characters.
- Play the song audio. For each action, students point in the picture to the corresponding character.
- Play the song again, and students do the actions and dance during the chorus. Pause after *Don't move*, and demonstrate freezing. Students stop dancing and freeze. Then continue the song, and students continue moving.
- Play the song a third time, and encourage students to join in with some of the words as they do the TPR actions and dance. If students are confident with the words, play the karaoke version (track 4.6_karaoke), and students sing along.

Audioscript (track 4.6)

Shake, shake, shake your head. // Shake your head. (x2)
 Shake, shake, shake your head. // Shake your head with me.
 Let's dance! // Don't move! // Let's dance! // Don't move!
 Stomp, stomp, stomp your feet. // Stomp your feet. (x2)
 Stomp, stomp, stomp your feet. // Stomp your feet with me.
 Let's dance! // Don't move! // Let's dance! // Don't move!
 Clap, clap, clap your hands. // Clap your hands. (x2)
 Clap, clap, clap your hands. // Clap your hands with me.
 Let's dance! // Don't move! // Let's dance! // Don't move!
 Touch, touch, touch your head. // Touch your head. (x2)
 Touch, touch, touch your head. // Touch your head with me.
 Let's dance! // Don't move! // Let's dance! // Don't move!

Practice

2 4.7 Listen and do. Then say.

- Play the first line of the audio, and pause for students to shake their heads. Then play the next line of the audio, and pause again. Mime *don't*, e.g., shaking your finger from side to side, and students stop shaking their heads.
- Play the first part of the audio again, and students do the action and then stop when they hear *don't*. Do the same with the rest of the action instructions.
- Play the audio, pausing after each sentence. Students repeat the sentence and follow the instruction.

Sing-along

- 1 4.6 Listen and point. Then sing and act.



- 2 Listen and do. Then say.

- 3 Listen and do. Then play.



Elsa says ...



Song: Stomp your feet. Don't (move).

43

SUPPORT Play a game all together as a class. Name an action, e.g., *Touch your head.*, and students do the action. Then say: *Don't (touch your head).*, and students stop doing the action. Encourage them to repeat the words.

STRETCH Students work in pairs, taking turns to give an action instruction for their partner to do or not do.

Audioscript (track 4.7)

Shake your head.
Don't shake your head.
Stomp your feet.
Don't stomp your feet.
Clap your hands.
Don't clap your hands.
Touch your head.
Don't touch your head.

Teaching star

Social and emotional learning Students of this age can find competitive games upsetting when they don't win. Avoid eliminating students in games like the one below. The game can still be fun without a competitive element.

- 3 4.8 Listen and do. Then play.

- Use the picture cards to review the names of parts of the body.
- Say: *Touch your ...*, and hold up a picture card. Students touch the corresponding body part on their own body. Do the same with *shake*, and ask students to see if they can shake that part of their body, e.g., they might find it difficult to shake their nose!
- Play the audio, and play the game all together as a class. When Elsa gives an instruction, students do the action and repeat the words. When she says *Don't ...*, they don't do any action, but they repeat the words.

Audioscript (track 4.8)

Elsa says, "Touch your nose."
Elsa says, "Don't stomp your feet."
Elsa says, "Don't clap your hands."
Elsa says, "Shake your leg."
Elsa says, "Clap your hands."
Elsa says, "Touch your head."

Extra activity (fast finishers) Students play the game in pairs, giving action instructions to their partner, with or without *Don't ...*

Wrap-up

- Play *Whispers!* (see Games Bank p.206). For this version, use the actions.
- Sing the *Goodbye* song (track 0.7), and students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

page 37

Audioscript see p.204

- 4.3 Listen and put a ✓ or ✗. girl ✗, boy ✓
- Put a ✓ or ✗. Then say and do. Students check the actions they want to do and put an ✗ on those they don't want to do.

Objectives

Lesson aim: listen to and understand a story about having fun with a pet

Story language: *I have an idea. I'm excited! Yippee!*

Recycled language: body, school items, actions; *small; Don't jump. This is Shelly. He's brown. He's happy. Let's play. Don't worry.*

Receptive language: *Have fun! Sorry.*

Materials: Audio; Story cards (Unit 4); Mickey Mouse puppet; (optional) modelling clay, a picture of a tortoise or a toy tortoise

GSE Skills

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); can say how they feel, using a limited range of common adjectives, e.g., *happy, cold* (22)

Teacher toolkit

Story summary

Leyla takes Shelly the tortoise home. However, Shelly doesn't come out of his shell, and Leyla feels sad. Leyla's mom has an idea. She makes an obstacle course for Shelly, and this makes both Shelley and Layla happy.

Engage

Students make an obstacle course for an imaginary class pet, using different classroom objects. If you have modelling clay, students could make a toy pet and make it complete the obstacle course.

Expressing my emotions

In the story, Leyla is excited to take home the tortoise Shelly. Hold up the tortoise picture or a tortoise toy, and tell students to imagine they can take him home. Ask: *Are you happy/sad/grumpy/excited/nervous?* Students say or mime *yes* or *no*.

Self-awareness

Warm-up

- Greet students with the Mickey Mouse puppet, and sing the *Hello, Stars and Heroes* song (track 0.1).
- Show students the tortoise picture or toy. Hold up the different body picture cards. Elicit the word for each body part, and students find it on the tortoise.

Presentation

Teaching star

Diversity and inclusion It is important for students to sit still during story time, but some students might have difficulty sitting still. Make sure that students have a comfortable space to sit in, and allow them to hold a teddy bear or small toy, if this helps them to sit still. Discuss the rules for story time, e.g., sit cross-legged, keep your hands to yourself, look and listen to the teacher and the story cards.

1 4.9 Listen to the story. Point to Shelly.

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's story time!*
- Point to the small picture of the tortoise in the rubric, and ask: *What's his name? (Shelly).*
- Play the audio. Students listen to the story and follow in their books, pointing to Shelly when they see the tortoise in the story frames.
- Use the story cards to tell the story again, with or without the audio. Pause after each story frame to ask a comprehension question, e.g., *What's this? (point to the box) (a tortoise / Shelly) Who's this? (Leyla's sister) Is Leyla happy or sad? (sad) Leyla says, "I have" (books, a marker, a pencil, a ruler) Is Leyla happy now? (yes).*

Spot! Students find the blue book and the white ruler in the story.
(**Answers:** book – frames 2 and 5; ruler – frame 5)

Practice

2 4.10 Who says it? Listen and point. Then say.

- Point to the small pictures, and ask: *Who's this? (Leyla, mom, sister).* Play the first part of the audio, then pause for students to point to the picture of the corresponding character (*mom*). Do the same with the second part of the audio (*Leyla*) and the third part of the audio (*sister*).
- Give each student a role: either Leyla, Leyla's mom, or Leyla's sister. Play the audio, and students act out their role, repeating the phrases.

Audioscript (track 4.10)

- 1 **Leyla's mom:** *Don't worry, Leyla. I have an idea.*
- 2 **Leyla:** *Wow! He's happy!*
- 3 **Leyla's sister:** *Clap your hands for Shelly!*



Fun with Shelly

1 Listen to the story. Point to .

1 Leyla: Yippee! I'm excited!
Leyla's mom: Shh, Leyla.
Don't jump!
Ms. Smart: Goodbye!
Have fun!

2 Leyla: This is Shelly.
He's green. His head
is small. His body is a
shell. Let's play!

3 Leyla's sister: No. Sorry.

4 Leyla's mom:
Don't worry, Leyla.
I have an idea.

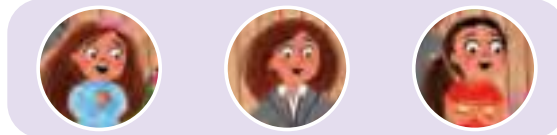
5 Leyla's mom: Look. Books,
a pencil, a marker.
Leyla: Wow! He's happy!

6 Leyla: Thanks, Mom!
Leyla's sister: Clap
your hands for Shelly!

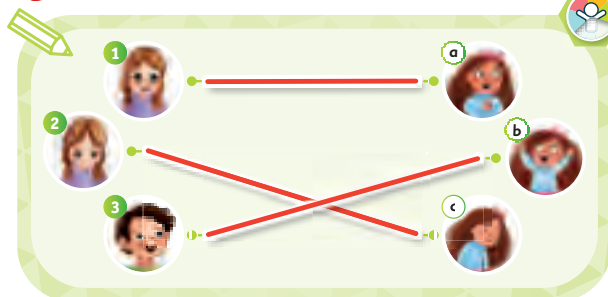
Spot!

The end

2 Who says it? Listen and point. Then say.



3 Look and match. Then show and say.



4 Act out the story.



Story: I have an idea. I'm excited! Yippee!

3 Look and match. Then show and say.

- Point to picture 3, and ask: *Is he happy/sad/excited?* (*excited*). Ask students to find the picture of Leyla when she's excited, then use your finger to draw a line to match the two pictures.
- Point to each of the small pictures, and elicit the emotion shown in each picture (1 *happy*, 2 *sad*, 3 *excited*, a *happy*, b *excited*, c *sad*). Students draw lines to match pictures showing the same emotions.
- Point to picture 1, and say: *I'm happy*. Students point to picture a of Leyla and repeat after you (*I'm happy*). Do the same with *sad* and *excited*.

SUPPORT Say: *I'm happy*., and students say the words and mime the emotion. Do the same with *I'm sad/excited*.

STRETCH Students work in pairs, taking turns to point to different pictures and say: *I'm (happy)*.

4 Act out the story.

- Students look at the photos of the boy and girl. Ask: *Is she/he happy/nervous/excited?* Play the story audio, and students act out Leyla's role.

Extra activity (story extension) Display the picture of a tortoise or a toy tortoise, and students think about what actions a tortoise can do. Hold up each action picture card, and say: (*Jump*.) Yes or no?, and point to the tortoise. Students mime the action if they think a tortoise can do it.

Wrap-up

- Hold up a story card. Say: *I'm (Leyla). I'm (excited)*., and students mime yes or no. Then do the same with the other story cards and with different emotions.
- Sing the Goodbye song (track 0.7), and students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

page 38

Audioscript see p.204

1 4.4 Listen and number in order. a 2, b 3, c 1, d 4

2 Who's excited? Draw. Leyla

Objectives

Lesson aim: ask and answer about the body

Target language: *What's this? It's my nose.*

Recycled language: body, numbers; *Who's this? He's excited. How many (arms)? It's big.*

Receptive language: *Brrr, Olaf says ... Be careful!*

Materials: Video 4B; (optional) Video 4A; Audio; Picture cards / Word cards (Body, Actions 1); Story cards (Unit 4); Cut-outs (Unit 4), with a cut-out model prepared; scissors, card or paper; (optional) small pieces of paper

Skills

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

Speaking: can repeat phrases and short sentences, if spoken slowly and clearly. (16); can ask about the identity of an object, using a basic phrase, e.g., *What is it?* (21)

Teacher toolkit

Video summary – 4B

It's a nose Videoscript see p.202

Anna is with Kristoff and Sven in the snow. There they meet a new friend – a snowman named Olaf.

Teaching grammar

Students will likely be familiar with the question *What's this?* However, they may be used to giving single-word answers. Hold up three fingers to elicit a full answer, one finger for each word, e.g., *It's / my / nose*. If students answer just *nose*, point to your third finger, and say: *nose*. Then point to your first finger to elicit *It's* and your second finger to elicit *my*, and then elicit the full sentence: *It's my nose*.

Engage

Give students a small piece of paper, and ask them to draw a part of the body. Stretch students could also write the word below their drawing. Tell students to scrunch up their drawing into a ball. Students stand in a circle and throw their ball into the middle of the circle. Then individual students take turns to go into the center of the circle, pick up a ball, open it, and say: *What's this? It's my (nose)*.

Warm-up

- Greet students with the Mickey Mouse puppet, and sing the *Hello, Stars and Heroes* song (track 0.1).
- Remind students of the story from Lesson 4. Show story cards 1 and 5, and ask: *How many (arms)?* Count together the number of each body part shown in each of these story cards, e.g., story card 1 – *three heads/noses/bodies, six arms/hands/legs*.

Presentation

Video story

1 4B Watch. Who's in the video? Circle.

- As a lead-in to Video 4B, students look once more at the Big Picture in Lesson 1. Remind them of what happened in Video 4A in Lesson 1. Point to Sven (the reindeer), and students count his body parts.
- Point to each of the small pictures, and point and elicit each character's name (*Elsa, Kristoff, Sven, Anna*).
- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's video time!*
- Play the video, and students point to the characters when they see them in the video.
- Ask students to circle the correct pictures. To check answers, ask: *Is (Elsa) in the video?* Students mime or say yes or no.

Practice

Teaching star

Communication Drilling gives students practice of the target structure, which will help them to use the structure communicatively at a later stage. Divide the class into two groups to drill questions and answers. Play the audio for activity 2, and encourage each group to repeat either the questions or the answers. Then they exchange roles. In this way, all students practice asking *What's this?* and answering *It's my ...*

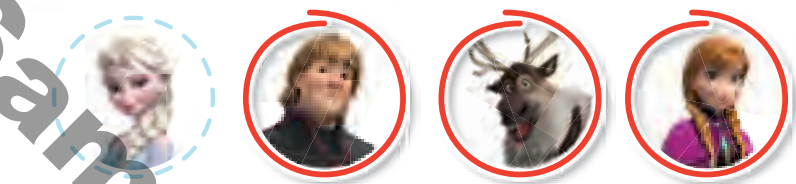
2 4.11 Listen and trace. Then ask and answer.

- Students look at the picture and find the snowman. Elicit or say the names of different body parts, and students point to the body parts on the snowman.
- Play the first part of the audio, pausing after the first exchange. Ask students to find and trace the snowman's head. Do the same for the rest of the audio.
- Divide the class into two groups. Drill the question *What's this?* with the first group. Hold up a body picture card, e.g., *arm*, and the second group says: *It's my arm*. Repeat with different picture cards, then groups exchange roles and start again.

SUPPORT Ask the question, then hold up a picture card, and say: *It's my ...*. Students repeat and complete the sentence.

STRETCH Students work in pairs, taking turns to ask and answer questions about the picture, following the model in the audio. They can also ask and answer using the Big Picture in Lesson 1.

1 Watch. Who's in the video? Circle.



2 Listen and trace. Then ask and answer.



3 Listen and point. Then make and play.



46

Skills: What's this? It's my (nose).

Extra

Lesson

Go online
Phonics

Audioscript (track 4.11)

- 1 What's this? // It's my head.
- 2 What's this? // It's my nose.
- 3 What's this? // It's my arm.
- 4 What's this? // It's my body.

3 4.12 Listen and point. Then make and play.

- Students use scissors to cut carefully around the dotted lines of the cut-outs. Make sure they only cut around the scissor lines, not the fold lines.
- Show students how to fold along the lines. Fold back the monster's head and the snowman's legs, so that the picture shows: a monster's head, a boy's body, and a snowman's legs.
- Play the audio, pausing after the first exchange. Students point to one of the three bodies on the cut-out. Then play the next part of the audio, and students point to a nose.
- Students fold their cut-outs. Monitor and help as necessary.

- Point to each section of the picture you've made on the cut-out, and ask: *What's this?* Elicit: *It's my (head).* Students point to the same body part on their picture and say: *It's my (head).*

SUPPORT Students can play the game in mixed-ability pairs. The less confident student answers their partner's questions, saying only the name of the part of the body.

STRETCH Students can play the game in mixed-ability pairs. The more confident student asks *What's this?*, and says full sentences to name the parts of the body, e.g., *It's my head.*

Audioscript (track 4.12)

What's this? // It's my body.

What's this? // It's my nose.

Extra activity (whole class) Students imagine they are a snowman that has come to life, like Olaf from Video 4B. They point to and name their different snowman body parts. Give instructions for students to follow, e.g., *clap your hands, stomp your feet.*

Wrap-up

- Play *What's this?* (see Games Bank p.206). For this version, as students turn over each card to reveal the picture, ask: *What's this?*, and the student names the picture.
- Sing the *Goodbye* song (0.7), and students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

page 39

Audioscript see p.204

- 1 4.5 Listen and match. 1 b, 2 a, 3 c
- 2 Draw your robot. Then ask and answer.



Objectives

Lesson aim: recognize and name emotions and actions

Target language: *cry, excited, jump, smile; I'm happy. I smile.*

Recycled language: *happy, sad, excited*

Materials: Audio; (optional) Video 4A; *Myself and others* poster; Stickers; Mickey Mouse puppet; (optional) cards for Teacher toolkit; cut out pictures from old magazines, construction paper

CSE Skills

Listening: can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures (19); can understand basic action words, e.g., *clap, stomp, jump, walk* (15)

Speaking: can say how they feel, using a limited range of common adjectives, e.g., *happy, cold* (22); can use language related to basic actions, e.g., *clap, stomp, jump, walk* (21)

Teacher toolkit

Expressing my emotions

In this lesson, students start to think about how they express different emotions. At this age, students are starting to be aware that strong feelings such as anger and excitement can have physical effects. Use the Mickey Mouse puppet to elicit actions we do when we feel different emotions. Make Mickey stomp his feet angrily, and say: *Mickey is grumpy. He stomps his feet.* Then make Mickey jump happily, and say: *Mickey is excited. Ask students to demonstrate how they show different emotions: happy, sad, grumpy, excited.*

Self-awareness

Engage

Make a digital emotions poster with the class. Invite students to act out different emotions, making sure they use appropriate body language and actions, and take photos or video them. Use presentation software or an online tool to create a simple poster, and insert or embed the photos or video. You could also create audio files, recording students saying what emotion they are feeling, e.g., *I'm happy!*

Home-school link

Ask students to show and tell their families what they do when they are happy, sad, or excited, e.g., *I'm happy. I clap my hands.* Encourage them to recognize when someone at home is happy, sad, or excited.

Warm-up

- Greet students with the Mickey Mouse puppet, and sing the *Hello, Stars and Heroes* song (track 0.1).
- Show the *Myself and others* poster and review different emotions. Make Mickey act out the following emotions: *happy, sad, nervous, grumpy, excited.* Ask: *Is Mickey excited? Is he nervous? Is he grumpy?* Students find each emotion on the *Myself and others* poster.

1.12 Listen and sing.

- Play the song audio, and students join in with the words and the actions.
- Ask: *How do you feel? Are you happy?*, and students respond *yes/no* or *I'm (happy)!*

Presentation

1 4.13 Listen and point. Then say and act.

- Remind students of the situations and the characters in Video 4A in Lesson 1 and the story. If required, play Video 4A and look at the story again.
- Students look at the pictures and say the names of the characters (*Olaf, Leyla, Anna*).
- Point to the first picture, and ask and mime: *Is Olaf happy? Is he excited? Is he grumpy?* Do the same for each of the pictures.
- Play the audio, and students point to the pictures.
- Play the audio again, pausing after each sentence for students to do or mime the corresponding actions: *jump, cry, smile.*
- Point to each picture again, and students copy the character's facial expression and action and say: *I'm (excited).*

Audioscript (track 4.13)

- 1 Olaf says, "I'm excited. I jump."
- 2 Leyla says, "I'm sad. I cry."
- 3 Anna says, "I'm happy. I smile."

Practice

2 Look, act, and say.

- Point to the first photo. Mime eating ice cream, and say: *I'm happy!* Students do the same mime. Ask: *Are you happy? Are you excited? Are you sad?* Students say how they feel: *I'm ...*
- Do the same for the rest of the photos. Use the photos as prompts for your mimes. Say how you feel, using different emotion adjectives that students know, e.g., *I'm sad.* Ask students to mime and say how they feel, too. Allow a range of different emotion responses.

SUPPORT As students act, they can say single words for the emotions: *happy, sad, excited.*

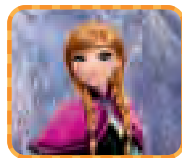
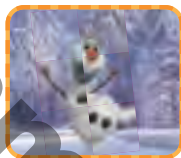
STRETCH As students act, they can say the corresponding actions, too, e.g., *I'm excited. I jump! / I'm happy. I smile. / I'm sad. I cry.*



Feelings and my body

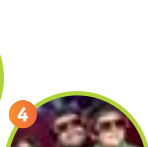
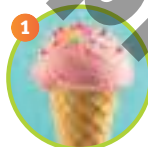
LESSON 6
Myself and others

1 Listen and point. Then say and act.



Listen and sing.

2 Look, act and say.



3 Listen and make an "I'm excited" dance.



Self-awareness: cry, excited, jump, smile; I'm (happy). I (smile).

47

- Make a new dance all together as a class, doing different sequences of actions. Invite students to choose the actions. Then play the music, and do the dance together.

Audioscript (track 4.14)

[instrumental – rhythmic music]

★ **I'm a hero!** ★ Point to the sticker picture, and elicit that Leyla is jumping because she's excited. Ask students to think of something that makes them feel excited, then they jump (or dance or clap) and say: *I'm excited!* Students stick the sticker in their books.

Extra activity (fast finishers) Students draw things that make them feel happy or excited. They could also cut out pictures from old magazines. They could stick the pictures onto construction paper and make a classroom display.

Wrap-up

- Invite two students to stand with their backs to the *Myself and others* poster. Point to an emotion on the poster, then ask the rest of the class to act it out for the two students to guess.
- Sing the Goodbye song (track 0.7), and students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

page 40

Teaching star

Creativity Allowing students the freedom to be creative and imaginative can help them feel that they are a valued member of the class. Encourage students to devise their own actions for the dance in activity 3, even if these actions don't fit with the target vocabulary. You can give each move a name, or students can make up names for their new actions, e.g., turn around, floss, moonwalk.

3 4.14 Listen and make an I'm excited dance.

- Point to the small pictures showing actions, and elicit the words and phrases (*clap your hands, stomp your feet, jump*).
- Play the music and dance, doing different actions for four beats, e.g., clap your hands for four beats, then stomp your feet for four beats, then jump for four beats. Encourage students to join in with the dance.
- Say: *I'm excited! I clap my hands. I stomp my feet. I jump!*

- Match. Then point and say. 1 I'm happy. I smile. 2 I'm excited. I jump. 3 I'm nervous. 4 I'm sad. I cry.
- What do you do when you're excited? Circle.

Objectives

Lesson aims: understand coding

Target language: *up, down, left, right; Go left!*

Recycled language: colors

Receptive language: *snowflakes*

Materials: Audio; Mickey Mouse puppet; (optional) a large arrow cut out of card, masking tape, arrows and clues

GSE Skills

Listening: can recognize isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (1 6)

Speaking: can repeat single words, if spoken slowly and clearly (10); can repeat phrases and short sentences, if spoken slowly and clearly (1 6)

Teacher toolkit

Cross-curricular

Physical movement can really help students internalize language and concepts. If possible, use masking tape to design a grid on the classroom floor or in the playground, and students move around the grid, following instructions: *go left, go right, go up, go down*.

Extend

Set up a treasure hunt in the classroom or in a small area in the school yard. Make clues with arrow sequences, e.g., three left arrows means three steps to the left. Place the clues in different places to show students where to go next. Students can play in teams. The "treasure" students find at the end of the hunt could be a fun activity that they enjoy.

Home-school link

Students can play a directions game with their family. They can use chalk to draw a grid on the floor and demonstrate different directions, saying *go up, go right, etc.*

Warm-up

- Greet students with the Mickey Mouse puppet, and sing the *Hello, Stars and Heroes* song (track 0.1).
- Play *Follow the leader* (see Games Bank p.206). For this version, students do a sequence of actions, e.g., *stomp my feet, clap my hands, jump*.

Presentation

1 4.15 Listen and trace. Then say and act.

- Demonstrate the TPR actions, and say the direction phrases. Students copy the actions.
- Ask students to look at the picture with different arrows. Play the audio, and students point to each arrow. Draw on the board a left-facing dotted arrow. Play the first part of the audio again, then pause and trace the arrow on the board. Students trace the first arrow in their books. Then play the rest of the audio, pausing after each phrase for students to trace the arrows. Play the whole audio again, and students do the corresponding TPR actions.
- If you have prepared a card arrow, use this to point up/down/left/right. Alternatively, point to the arrows on the page. Ask students to say the correct phrase, then do the TPR action.

SUPPORT Say a direction phrase, and students repeat it, then do the TPR action.

STRETCH Students work in pairs, taking turns to say a direction phrase and do the TPR action.

TPR

go left – step/jump to the left
go right – step/jump to the right
go up – stand on tiptoes, reaching up with arms
go down – crouch down

Audioscript (track 4.15)

1 go left // 2 go right // 3 go up // 4 go down

Practice

2 4.16 Help Sven. Count. Then listen and check (✓).

- Point to the picture of Sven (the reindeer), and say: *This is Sven*. Then point to Kristoff, and say: *This is Kristoff*. In L1, ask students to help Sven find Kristoff, pointing to Sven then Kristoff. Point to the pictures of snowflakes in the grid, and explain that they need to avoid these.
- Ask: *How many squares?* Follow the path from Sven to Kristoff, avoiding the snowflakes, counting the squares as a class: *one, two three, four, five*. Then point to the first sequence of arrows, and say: *go up, go up, go right, go right, go right*. Do the same with the second sequence of arrows.
- Ask students to compare the sequences of arrows with the squares in the grid, avoiding the snowflakes, and check the correct sequence.
- Play the audio, and students follow the direction phrases, moving their fingers along the grid.

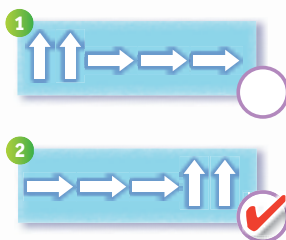


Coding

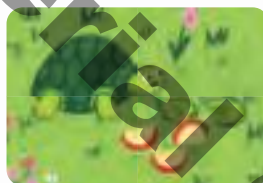
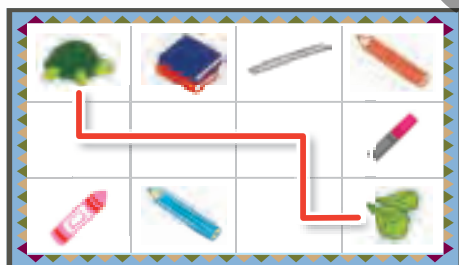
1 Listen and trace. Then say and act. TPR



2 Help Sven. Count. Then listen and check (✓).



3 Help Shelly. Draw. Then tell a friend.



48

Coding: up, down, left, right; go (left)

Audioscript (track 4.16)

go right ... go right ... go right ... go up ... go up

3 Help Shelly. Draw. Then tell a friend.

- Ask students to look at the grid, and ask: *Where's Shelly?* Students point to the picture of the tortoise. Say and mime: *Shelly is hungry.* Point to the picture of lettuce, and say and mime: *Mmm! Shelly likes lettuce!* Point to one or two school objects, and say: *Oh no, a (marker)! In L1, explain that Shelly can't pass where there are school objects.*
- Copy or display the grid on the board. Demonstrate how to draw a path from Shelly to the lettuce. Say: *go down, go right, go right, go down, go right.*
- Students draw the corresponding arrows in their own grids, to draw the path from Shelly to the lettuce.
- Elicit the direction phrases for Shelly's path (*go down, go right, go right, go down, go right*).

SUPPORT Students do the corresponding TPR action for each direction phrase.

STRETCH Students work in pairs, taking turns to say the direction phrases for Shelly's path.

Teaching star

Application Use the floor grid to create a dance, to provide additional practice of the direction phrases. Invite a pair of students to stand in the grid. Say a pattern of direction phrases for the students to follow, e.g., *go left, go left, go right, go down, go right, go right, go left, go up.* Do the same with different pairs of students. Then invite individual confident students to say the direction phrases, to create the dance for pairs of students to follow.

Thinking skills

Understand In activity 2, students follow a series of visual directions in a maze in order to identify the correct path.

Apply In activity 3, students apply their understanding of how simple directions show how to reach an objective by drawing arrows in a partially completed maze. They give directions orally as they "read" their maze.

Extra activity (extension) Students sit in pairs, one student behind the other so that they can use their finger to draw on their partner's back. The student at the front says directions, e.g., *go up, go right, go down, go left.* The student at the back draws the path through an imaginary grid on their partner's back. Then they both turn around and exchange roles.

Wrap-up

- Play *Mickey says* (see Games Bank p.206). Make the Mickey Mouse puppet say direction phrases for students to follow. If necessary, demonstrate each TPR action as Mickey says it.
- Sing the *Goodbye song* (track 0.7), and students say goodbye to Mickey as they leave class.

Workbook

page 41

- Draw and color. Then say.** 1 right (yellow), 2 down (pink), 3 up (purple)
- Help Anna. Draw and circle. Then say.** Students help Anna find Elsa and Sven. 1 Elsa, 2 Sven

Objectives

Lesson aim: review target language from Unit 4

Target language: body, actions; *What's this? It's my (nose).*

Recycled language: colors

Materials: Audio; (optional) Video 4A, Video 4B; Picture cards / Word cards (Body, Actions 1); Stickers; Mickey Mouse puppet; *My progress* poster

GSE Skills

Listening: can recognize isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures and gestures (1.6)

Speaking: can say single words related to familiar topics, if supported by pictures or gestures (1.8)

Teacher toolkit

Video review

You can return to Video 4A and Video 4B at the end of the unit for a "second play." Play on mute, and students say any words or phrases they know as they watch.

Remediation

You can provide additional practice of target language for those who need it and also involve students who are comfortable with the language. Play a TPR game to review the names of body parts and actions, inviting students who know the vocabulary to give the instructions. This will help create an atmosphere of support and cohesion within the class, as well as leading to higher levels of confidence and the feeling of *I can do it!*

Home-school link

Students share the language they've learned in the unit with a family member, e.g., *What's this? It's my leg.* Encourage students' families to ask the question *What's this?* to elicit answers in English in different situations at home.

Warm-up

- Greet students with the Mickey Mouse puppet, and sing the *Hello, Stars and Heroes* song (track 0.1).
- Play *Yes or no?* (see Games Bank p.206), using the unit picture cards.
- Play the song audio from Lesson 3 (track 4.6), and students join in with the words and the actions. If students are confident with the words, play the karaoke version (track 4.6_karaoke).

I can do it!

Teaching star

Growth mindset At this age, students may find it difficult to play games in teams. In the game in activity 1, choose a different student to answer each time. Give the student time to think before they answer, and encourage the other team members to whisper the correct answer to the student so they can check their answers. Give a round of applause for each correct answer, and say *Good try!* for any incorrect answers.

1 Play. Say and draw O or X.

- Students look at the pictures in the grid. Elicit or say the corresponding words and phrases (top line: *body, sad, head*; middle line: *stomp feet, leg, happy*; bottom line: *nose, clap hands, hand*).
- Copy the grid onto the board, and play all together as a class in two teams: Team O and Team X.
- A student from Team O chooses a picture from the grid. The student says the corresponding word or phrase and does the TPR action.
- If the word or phrase is correct, draw an O in the corresponding square in the grid on the board.
- Then Team X takes their turn in the same way. Teams continue to take turns. The team that wins three squares in a row (left to right, up down, or diagonally) wins the game.
- Play the game again, this time allowing Team X to go first.

ACHIEVE

Students name different parts of the body and emotions, and say and act out the actions they do to express their feelings.

SUPPORT

Play the game all together as a class against the Mickey Mouse puppet. Make Mickey make mistakes once or twice to help the class win the game. Allow students to use single words and short phrases.

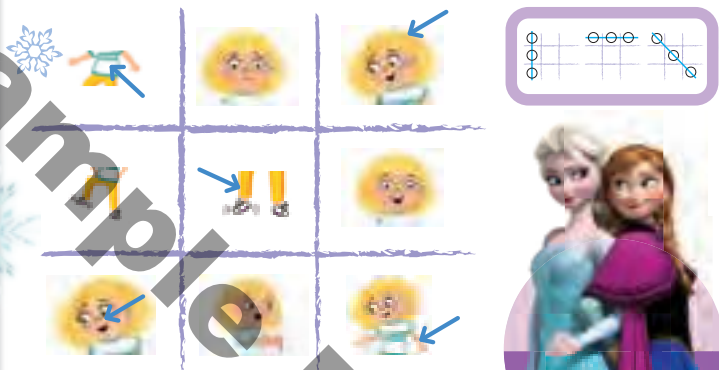
STRETCH

Demonstrate the game, then students work in pairs to play the game, using the grid in one of their books. They take turns to choose a square, say the word or phrase, and do the TPR action. One student draws O, and the other student draws X.

I can do it!

LESSON 8
Review

1 Play. Say and draw O or X.



2 Think and color. Then stick!

I can ...



Go online
Big Project

49

My Star and Hero! Students look at the picture of Elsa on p.4 of the Student's Book. They point to and name different parts of Elsa's body.

Extra activity (class game) Play *Draw it!* (see Games Bank p.206). Show a student a picture card from the unit, and they draw it on the board for other students to guess the word.

Wrap-up

- Students reflect on which lesson or activity they most enjoyed in Unit 4. Have a class vote and choose one activity to do again as a class, e.g., watch the video, sing the song or chant, listen to the story, or play a game.
- 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 talk about the body, I can express feelings*).
- Sing the *Goodbye* song (track 0.7), and students say goodbye to Mickey and tell him their favorite word from Unit 4.

Workbook

pages 42–43

My progress

Audioscript see p.204

- 4.6 Listen and check (✓). 1 b ✓, 2 a ✓, 3 b ✓
- Match. Then ask and answer. a – nose, b – hand, c – leg, d – head, e – arm

Units W–4 My practice

1 **Match. Then point and say.** Students match the puzzle pieces with the jigsaw, then point and name the body parts.

Find 3 noses. Students look at the puzzle and find three noses. *snowman, polar bear, reindeer*

2 **Choose and circle. Then say and do.**

Unit 4! My favorite activity: Students stick the small star sticker next to their favorite activity.

2 Think and color. Then stick!

- Point to each picture and say the *I can ...* statements: *I can name parts of the body and actions. I can sing a song. I can say what I do when I'm excited, happy, and sad.* For each statement, give an example, and then ask: *Can you do this?* If necessary, explain in L1.
- Students demonstrate what they can do. They work in pairs, taking turns to point to or touch and say the names of different body parts, and to give each other instructions to follow. Sing the song all together as a class. Students work in pairs, taking turns to say and act out the emotions: *happy, sad, and excited.* Monitor and assess students' performance.
- Students color the stars next to what they can do. Then they stick the reward sticker to show they have completed Unit 4.