



How do we express feelings?

Literacy

Read: a nonfiction text and poem about strong feelings and emotions; a fiction text about feelings on the first day at a new school

Reading Strategies: identifying theme; identifying plot, setting, and character

Process Writing: write an acrostic poem

Improve Your Writing: adjectives: *I felt bored. The movie was boring.*

Oracy

Skill: Ground Rules

Cue Cards 1–3: 1. *How about ... ?* 2. *That's important.* 3. *That's not important.*

Speaking Mission: preparing to give advice to a friend

Language

Key Words 1: *stomp your feet, smile, annoyed, drive someone crazy, apologize, nervous, upset, shake*

Key Words 2: *sweat, tantrum, scream, pout, unhappy, proud, hug*

Key Words 3: *rant, calm down, pull, automatic*

Key Words 4: *embarrassed, stand out, stressful, lucky, strict, shy, courage, lost, relieved, follow*

Speaking Mission Words: *hurt, frustrated, anxious, embarrassed, happy, jealous, hopeful*

Grammar in Context

Interrupted Past: *While I was writing a poem yesterday, I started to feel better.*

First Conditional: *If I don't like my teacher, I won't be happy at school.*

Spelling Patterns and Word Study

Vowel Diphthongs: *ai, ay, ei, ea*

Listening

Interview: Children's Feelings

Values

Being a Good Friend

The Big Challenge

How can we show respect for our classmates' feelings?
Make a class contract



How do we express feelings?

- **Talk** about feelings.
- **Learn** oracy ground rules.
- **Write** a poem.
- **Make** a class contract.
- **Prepare** to give advice to a friend.



How do the children feel?



Can you imagine why the children in the photos feel like this?

When do you feel like this?



Key Words 1

- | | |
|---------------------|-----------|
| stomp your feet | apologize |
| smile | nervous |
| annoyed | upset |
| drive someone crazy | shake |

- 1 ▶ 1.1 Watch the video and number in order.
 - 3 What do you do when you feel happy?
 - 1 What do you do when you feel angry?
 - 2 What do you do when you feel nervous?
- 2 ▶ 1.1 Watch again. Complete the graphic organizer in the Activity Book.

AB page 2

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Objective: to introduce the topic of feelings

Key Words 1: stomp your feet, smile, annoyed, drive someone crazy, apologize, nervous, upset, shake

Materials: Audio CD 1.1, Video 1.1, Flashcards 1.1–1.8



HOW DO WE EXPRESS FEELINGS?

- Read the Big Question aloud. Encourage students to give possible answers, and accept all their ideas. Write a list of events and situations on the board (for example, a birthday party, a test, an argument with a friend). Ask students how they feel at these times. Elicit different ideas, and write them on the board.
- Go over the pictures and questions on the page. Provide language as needed.
- Ask the first question, and point to each picture. Ask: *Which people are smiling? (The girls.) Do they feel the same way? How do you know? (Maybe the girl with the microphone is embarrassed, while the other girl is happy with the score on the test.)*
- Ask students the second question. Encourage them to give reasons for their answers. Point to each picture, and ask questions: *What is the girl doing? Why is she happy? What grade does she have? What is the boy thinking about?* etc.
- For the final question, allow students to use the situations on the board and to think of similar situations.
- Read the unit objectives aloud, and discuss them with students.



1.1 Key Words 1 Use the flashcards and audio to present Key Words 1. Ask: *What is this person doing? Can you stomp your feet? When do people apologize? What drives you crazy? How do people feel when they shake?* Ask questions about each flashcard to check comprehension.



1.1 Watch the video and number in order.

Watch the video, and invite students to ask questions. Watch the video again, pause as needed, and ask: *How can people show their feelings? What drives Rosie crazy? (When her sister plays in her room.) What makes Haluk nervous? (Speaking in class.) What advice does he have? (Breathe.) What does Jacob want to do when he's happy? (Run, jump, dance.)* Accept all logical answers, and encourage individual students to share how they express feelings.



1.1 Watch again. Complete the graphic organizer in the Activity Book.

Play the video again, and have students complete Activity 1 on page 2 in their Activity Books. Have pairs compare answers.

AB page 2

Unit 1A Ready to Read: Nonfiction

Reading Strategy:
Identifying Theme

The theme of a text is the most important message or topic.

1 Read and do the tasks.

- a What is the theme of this text?
monsters / family / jealousy
- b How many examples of jealousy can you find in the text? **three**
- c Why is the girl in the photo jealous?

Because the baby is getting all the attention from her mom.

2 Read the poem extract and do the tasks.

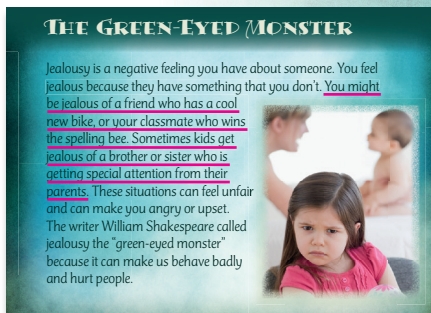
**I'm angry! I'm angry! I'm mad! I'm upset!
My forehead is red, and I'm starting to sweat.
My feelings are hurt, and I'm jumping around.
I'm having a tantrum and pounding the ground.**

- a What do you think the theme of the poem is? **feeling angry**
- b Underline words you don't know and look them up in a dictionary. Were you correct about the theme?
Answers will vary.

3 Play a word association game. One person says an emotion, the next says a related word, and so on.

Happy → Smile → Laugh

When you are angry, what happens to your body?



Objective: to practice the strategy of identifying theme in different texts

Key Words I: *stomp your feet, smile, annoyed, drive someone crazy, apologize, nervous, upset, shake*

Materials: Flashcards I.1–I.8, Audio CD I.1, Fun Corner: index cards (12 per group)

1.1 **Key Words 1** Use the flashcards and audio to review Key Words I.

1 Read and do the tasks.

Read the text in the Reading Strategy box aloud, and stress that identifying the theme of a text helps us understand what its most important message is. Explain that the theme connects all the different elements of a text, including points of view and conclusions. Tell students that we can often identify the theme of a text in the first sentence, where authors express their most important ideas. Explain that we can then look for details that connect to this idea.

Point to the title and picture in the text. Ask: *What feeling do you think "green-eyed monster" refers to? How are the people feeling in the picture?* Have students give reasons for their ideas, and then tell them to read "The Green-Eyed Monster." When they have finished, have them do the tasks, and divide the class into pairs to compare answers. For answer c, discuss different ideas for why the girl might be jealous of the baby.

2 Read the poem extract and do the tasks.

Have students continue to work in pairs to do the tasks. If they find a difficult, remind them that we can often find the theme of a text in the first line. Allow students time to find words in their dictionary to check their answers. Ask questions to check: *Did you have tantrums when you were small? What were the tantrums about? What is "pounding the ground"?*

3 Play a word association game. One person says an emotion, the next says a related word, and so on.

Point to the picture of the boy at the bottom of page 8. Ask: *How does he feel? Why do you think he feels like this? What do you do when you feel happy?* Point to the words *Happy, Smile, and Laugh*. Ask: *What other words do you associate with being happy?* Have students call out ideas. Divide the class into large or small groups, depending on the size of the class. Have groups stand in a circle, and call out a feeling adjective (*angry, sad, nervous, etc.*). Tell students to call out associated words, one at a time, around their circle. Monitor to see how long groups continue saying words. Then, have them continue with other feeling adjectives.

Big Question Link

Ask students what happens to the person in the poem when they feel angry. Ask: *Do you feel these things? What else do you feel?* Have students discuss ideas in their groups and then report back to the class.

Fun Corner!

Feelings and Actions

Divide the class into groups. Give each group 12 index cards. Tell them to write one different feeling adjective on six of the cards: *sad, happy, angry, nervous, excited, bored*. Tell groups to write a sentence describing what they do when they have each feeling on the other six cards. Have groups exchange sets of cards and match the feeling and action pairs.

Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Have students write a short description of what happens to them when they feel angry.	Have students write a short description of the last time they felt angry, including why they were angry and what happened to them.	Have students create a chart of different feelings and sentences describing what people do when they have those feelings.

1.2 **Key Words 2** Use the flashcards and audio to pre-teach Key Words 2.

1.3 **Page 9**

Have students look at the text and picture on page 9, and have them recall their ideas about feelings from the previous class. Play the introduction of Track I.3 up to “Do you sometimes feel like this?” Pause, and ask:

*What does “terrified” mean? What terrifies you?
Why do people get nervous before tests or shows?
Have you ever been in a show? How did you feel?
Why do people get excited about trips or parties?*

Digging Deeper

Have students look at the title again, and ask: *Can feeling nervous or excited be difficult? What problems can these emotions cause? What can you do to not have these difficulties?* Have students discuss ideas in groups.

1.3 **Page 9**

Play Track I.3 to the end. Then, ask:

*Who wrote the poem, and what is it called?
How does the boy feel?
What physical changes does being angry cause in the boy?
What color is associated with being angry?
What does the boy do? What noises does he make?
How do you think people react to his actions?
Do you think he is right to be angry? Why or why not?
What is the theme of the poem? What words are connected to this theme?
What physical changes happen to the body when people are angry?
Do you think this is a good feeling?
Why do people’s bodies react like this?
How do people’s eyes change?*

Personalization

Divide the class into pairs. Ask: *What makes you breathe faster or your heart beat faster?* Have them share ideas.

Think

Read the question in the Think box aloud. If students need help, give a personal example of when you have used being angry in a positive way. *I remember when a teacher gave me a bad grade. I felt angry, and so I studied really hard and got the top score in the class at the end of the year.* Have the class discuss other ideas.

Key Words 2

- sweat
- tantrum
- scream
- pout
- unhappy
- proud
- hug

Help! Dealing with Difficult Feelings

I'm Angry! I'm Angry!
By Kenn Nesbitt

I'm angry! I'm angry! I'm mad! I'm upset!
My forehead is red, and I'm starting to sweat.
My feelings are hurt, and I'm jumping around.
I'm having a tantrum and pounding the ground.

My temper is rising. My mood is extreme.
I'm ranting and raving and starting to scream!
I'm shouting. I'm pouting. I'm pulling my hair.
It's obvious life is completely unfair.

It happened today when I sat down to eat.
I opened my lunch, and I took out my treat.
I felt so unhappy I thought I might cry.
I wanted some cake, but I only got pie.

What happens to my body when I feel strong emotions?
We have physical reactions to emotions. There's a special part of your brain that reacts to anger. When you are angry, your body makes chemicals like adrenaline that give you extra energy and make you strong. Blood moves to your muscles. Your body is getting ready to fight or run. Your blood pressure and temperature go up. You breathe faster, and your heart beats faster, too. Even your eyes change!

Think
What are some positive things you can do when you're angry?

Objective: to identify themes in a nonfiction text

Key Words 2: sweat, tantrum, scream, pout, unhappy, proud, hug

Materials: Audio CD 1.2, 1.3, 1.4, Flashcards 1.9–1.15; Build Creativity: paper

Build Creativity!

Feelings Shapes

Objective: A Different Point of View

Elicit from students as many words for feelings as possible: *angry, sad, happy, tired, jealous*, etc. Draw a shape on the board, possibly something very angular or a shape with organic flow to express one of these emotions. Ask students which emotion they think it could represent and why. Encourage them to draw shapes for the other emotions. Have students share their shapes with their classmates, who then try to guess the emotion.

Help! Dealing with Difficult Feelings

You can't control these changes because they are automatic, but you can change the way you act in response to them. Some people say you should count to ten when you are angry. That will give you time to calm down. Good advice!

What about happiness? Happiness happens in the brain, too. There are two important chemicals that make you feel happy: dopamine and oxytocin.

Dopamine gives you the feeling you get when you are proud of something, like if you win a video game. This chemical makes you feel great.

Oxytocin is the reason we feel good when we hug. It's really important for new babies to have skin-to-skin contact with their moms and dads because it increases their oxytocin.

What else can I do?
Everyone has difficult emotions sometimes. It is OK to have these feelings! What can I do when I'm angry, sad, or scared?

- Identify the feeling: *I'm scared*. Knowing how you feel can help you decide what to do.
- Talk to someone, like a parent, a teacher, or a friend.
- Write about your feelings in a diary.
- Draw or paint your feelings.
- Write a poem about your feelings.
- Run around or kick a ball really hard. You can even do a crazy dance!
- Shout your feelings at the sky or at the trees. *Raaaah!*
- Imagine your difficult feeling is a big bubble. Now blow it away!

How can I help my friends to deal with their emotions?

- Let them talk. Be a good listener.
- Practice breathing slowly together.
- Tell them that tomorrow is a new day.
- Remind them that you are their friend.
- Give them a hug if they want one.

Think
Do you think it's important to talk about your emotions? Why or why not?

While I was writing a poem yesterday, I started to feel better.

1.4 Page 10

Play the Track 1.4 up to the sentence "While I was writing a poem yesterday, I started to feel better." Pause, and ask:
Which three difficult feelings does this section talk about? Which tips do you think are the most useful? Why? Look at the speech bubble. Why do you think writing a poem helped the boy? Have you ever tried one of these things? When did you try it? Did it help you?

1.4 Page 10

Play the Track 1.4 to the end, and ask:
Who do you talk to when you have difficult feelings? How do these people help you? How do you help your friends? Why do you think breathing slowly helps? Do you think you are a good listener? Why or why not?

Digging Deeper

Have students think about difficult emotions. Ask: *Why do people sometimes feel sad, angry, or scared?* Have students discuss ideas in groups.

Think

Read the question in the Think box aloud, and have students discuss ideas in their groups. On the board, write a list of advantages and disadvantages of talking about emotions.

1.4 Page 10

Have students look at the pictures on page 10, and ask:
What can you see? How are these pictures related to feelings? Play Track 1.4 up to "it increases their oxytocin." Pause and ask:

- Why is counting to ten good advice?*
- What are the differences between dopamine and oxytocin?*
- What other kinds of things make people feel great?*
- When and why do people hug each other? How do they feel?*
- How does the girl feel in the picture? Which chemical in her brain is activated?*

Personalization

Ask: *When was the last time you were proud of something you did? How did you feel?* Have students share ideas.

Differentiated Instruction

Below-level ★

Have students locate the highlighted words in the texts. Have them act out and guess the words in pairs.

On-level ★★

Have students work in pairs. Tell them to draw their feelings and have their partner guess how they're feeling and why.

Above-level ★★★

Have students research and write something else they can do if they feel sad, angry, or scared and suggest another way to help their friends deal with their emotions.

Explore the Text

1A

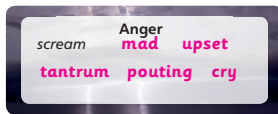
- 1 Which of these themes is not covered by the article? Circle.
- a Things you can do to control your emotions
 - b Your body's response to feelings
 - c How people express feelings differently in different cultures
 - d How to help your friends with difficult emotions



- 2 Complete the chart with details from the text.

Anger	Happiness
Your body makes the chemical called <u>adrenaline</u> .	Your body makes chemicals called <u>dopamine</u> and <u>oxytocin</u> .
Your body is getting ready to <u>fight</u> or <u>run</u> .	Your body makes dopamine when you are <u>proud</u> about something.
Blood moves to your <u>muscles</u> . You breathe <u>faster</u> .	Your body makes oxytocin when you <u>hug</u> .

- 3 Find and circle words or phrases in the text associated with anger and happiness. Add them to the word clouds.



- 4 1.5 **Key Words 3** Find the words in the text and circle them. Then match them with the definitions.

- a rant
 - b calm down
 - c pull
 - d automatic
- 1 relax
 - 2 able to function without the help of a person
 - 3 shout in an angry way
 - 4 move something toward you

Time to Talk!

What makes you feel jealous? What makes you feel angry?
What makes you feel happy?

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Objective: to identify the theme and understand words in context

Key Words 3: rant, calm down, pull, automatic

Materials: Audio CD 1.5, Build Creativity: poster paper, old magazines, scissors, glue

- 1 Which of these themes is not covered by the article? Circle.

Have volunteers read the statements aloud, and ask the class to point to the paragraphs or sections in the text on pages 9 and 10 that contain information about each theme. Have volunteers read examples for a, b, and d aloud.

- 2 Complete the chart with details from the text.

Ask: *Which parts of the text focus on anger and happiness?* Point to the last paragraph on page 9 and the first section on page 10. Tell students to look for specific words to complete the information. Check answers with the class.

- 3 Find and circle words or phrases in the text associated with anger and happiness. Add them to the word clouds.

Point to the examples in the word clouds, and check understanding. Have students call out other words associated with anger and happiness, and write two lists on the board. Then, have students look for specific words in the text. Accept all logical answers. If it is not clear how a word is associated with either of the feelings, ask students to give reasons.

- 4 1.5 **Key Words 3** Find the words in the text and circle them. Then match them with the definitions.

Turn to page 9. Read the line "I'm having a tantrum and pounding the ground." Ask: *What does pounding mean? How do you know?* Have students make suggestions. Help them by reminding them what *tantrum* means and what small children do when they have tantrums. Mime hitting the ground. Tell students to find and circle the words from the activity in the article and then to read them in context to work out the meaning. Ask questions to help students: *When do people rant? How does the text suggest we calm down? When do we need to calm down?* etc. Then, have them match the words with the definitions.

Time to Talk!

Draw three columns on the board with the headings: *Jealous, Angry, and Happy*. Divide the class into groups to discuss the questions. Write ideas in each column. Ask more questions to extend the discussion. *Which of these feelings are difficult feelings? How do you deal with them?*

Build Creativity!

Feelings Collage

Objective: Flow

Have the class continue working in groups. Tell students to create a collage about one of the feelings from the *Time to Talk!* discussion. Tell them to use ideas from the lists on the board. Hand out poster paper, old magazines, scissors, and glue. Tell groups to write the feeling in a word cloud in the middle of the paper and build a collage around it. Tell students to also use their own drawings in the collage and to think about what colors, objects, emojis, or other ideas they can use. If you do not have enough magazines, ask student to bring pictures to the next class (from magazines or the Internet) and complete the collage then.

AB pages 4–5

Grammar in Context

1 Read the sentences and do the tasks.

While I was writing a poem yesterday, I started to feel better.

While I was watching the movie, I wanted to cry.

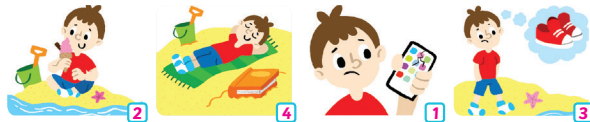
- a Underline the verbs in the past simple. Then circle *was* and the verbs in the *-ing* form.
- b Do these sentences refer to the past, present, or future? **the past**

Grammar: Interrupted Past

We use the past progressive and the past simple to indicate that a longer action in the past was interrupted.

While I **was writing** a poem yesterday, I **started** to feel better.
While I **was watching** the movie, I **wanted** to cry.

2 1.6 Listen to the song and number the situations in order.



3 1.6 Listen again and complete the sentences in the correct tense.

lose eat stay lie

- a While I was staying at the beach, I broke my smartphone.
- b I ate some ice cream while I was looking out to sea.
- c While I was playing on the beach, I lost my new shoes.
- d I read my book and finished it while I was lying in the sun.

4 With a partner, complete the sentence and invent a silly story.

I went to the beach last week, and something crazy happened! While I was _____ ing, suddenly ...

Answers will vary.

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Objective: to use the past progressive and the past simple to indicate a longer action in the past that was interrupted

Materials: Audio CD 1.6, paper

1 Read the sentences and do the tasks.

Write the sample sentences on the board, and read them aloud. Have students follow the instructions, and review answers on the board. Then, read the Grammar box as a class. Draw attention to the two examples again, and ask which words are in the past progressive and which are in the past simple. Ask: *Which is the longer action in each sentence? (was writing, was watching)* Explain that the two actions in the past simple (*started to feel better* and *wanted to cry*) interrupt these two longer actions. Point out that we use *while* with the past progressive when we describe an interrupted action.

Practice Time I Ask students to think of a longer action they were doing last night (such as eating dinner, watching TV, or doing homework). When they have chosen an action, tell them to write the first part of a sentence in their notebooks using the past progressive. Write an example on the board: *While I was watching TV, ...* Have students complete their sentences with an interrupting action using the past simple. Have the class read their sentences aloud and share ideas.

2 1.6 Listen to the song and number the situations in order.

Draw attention to the pictures, and ask what the boy is doing in each. Ask: *Where is the boy? How does he feel in each picture? Why?* Tell students they are going to listen to a song where the boy talks about each activity. Play Track 1.6, and have students number the pictures.

3 1.6 Listen again and complete the sentences in the correct tense.

Point to the example sentences in the Grammar box again. Remind students that to describe interrupted actions, we use the past progressive in one part of the sentence and past simple in the other. Tell them to look at the tense used in the other part of the sentences in Activity 3, in order to complete them correctly.

4 With a partner, complete the sentence and invent a silly story.

Divide the class into pairs. Encourage students to be creative with their stories. Explain that they can write about anything but that they should focus on the correct use of tenses. Give an example as a model. When students have finished, ask volunteers to read their stories aloud.

Fun Corner!

Silly Actions

Have students think of the most ridiculous sentences possible using the interrupted past. Give an example: *While I was eating cheese on the moon, I started to feel jealous of the elephant.* Have students say their sentences to each other in groups and vote on which sentence is the silliest.

AB pages 6–7

Spelling Patterns and Word Study

Spelling Patterns and Word Study



1 1.7 Listen and repeat. What sound do the words have in common?



say paint eight steak

2 1.8 Listen and repeat. Then complete the chart.

play weight crayon explain great break sleigh email

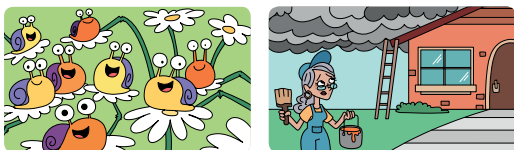
ai	ay	ei	ea
explain	play	weight	great
email	crayon	sleigh	break

3 In pairs, take turns saying the words and spelling them aloud.

Spelling Tip

Ai, ay, ei, and ea can all make the long *a* sound.
say point eight steak

4 1.9 Listen and say the tongue twisters.



Eight crazy snails break daisies while they play.

Great Aunt May hates painting on gray, rainy days.

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Objective: to identify and pronounce the vowel digraphs *ai*, *ay*, *ei*, *ea*

Materials: Audio CD 1.7, 1.8, 1.9

1 1.7 Listen and repeat. What sound do the words have in common?

Have students look at the pictures and tell you what they can see. Then, play Track 1.7 for them to listen and repeat. Have them identify the vowel sound in each word, and have the class repeat it after you (say it like the letter *a*). Then, have students identify the different spellings of the vowel sound. Write *ai*, *ay*, *ei*, and *ea* on the board.

2 1.8 Listen and repeat. Then complete the chart.

Play the words in Track 1.8, one by one, and have the class repeat. Then, have them circle the vowel digraphs and write the words in the correct columns, according to their spelling.

3 In pairs, take turns saying the words and spelling them aloud.

Before completing the activity, have a volunteer read the Spelling Tip aloud. Have the class read the four words aloud and say the long *a* sound. Divide the class into pairs to practice saying and spelling the words from Activity 2. After a few minutes, have students close their books. Say the words one by one, and have volunteers spell them aloud. Encourage the class to help.

4 1.9 Listen and say the tongue twisters.

Point to each picture and ask students to describe what they can see: *What animal is that? Where are they? What is the woman doing? How does she feel?* etc. Play Track 1.9 several times, and have students repeat the tongue twisters. Then, divide the class into groups, and have them see who can say the tongue twisters the fastest without making mistakes. Monitor the activity to check pronunciation of the long *a* sound. Then, have volunteers come to the front and say the tongue twister as quickly as possible.

Fun Corner!

Make Your Own Tongue Twister

Brainstorm a list of words with the long *a* sound. (They can contain the digraphs or not: *rain*, *plane*, etc.) Write a list on the board. Divide the class into groups, and have them make a short tongue twister using the words. Have them read their tongue twisters aloud to the class.

AB page 8

Differentiated Instruction

Below-level ★

Have students choose one of the vowel digraphs that are pronounced as long *a* and make a picture glossary of all the words they can think of that contain it.

On-level ★★

Have students choose one of the vowel digraphs that are pronounced as long *a* and make a picture glossary of all the words they can think of that contain it, including definitions.

Above-level ★★★

Have students choose one of the vowel digraphs that are pronounced as long *a* and make a picture glossary of all the words they can think of that contain it, including definitions and example sentences.

Oracy

Oracy Skill: Ground Rules
Ground rules help make our presentations and discussions more effective.



1 Work in small groups to do the tasks.

- a Each group is assigned a table below.
- b Brainstorm five oracy ground rules for your table and complete it.
- c Share your ideas with the class. Discuss which rules are the same and which are different.

Suggested answers:

I'm Kate!



Table 1: Oracy Ground Rules for Discussion and Collaboration

- 1 Listen carefully to others.
- 2 Take turns speaking.
- 3 Ask questions.
- 4 Make suggestions.
- 5 Include others in the discussion.

I'm Emma!



Table 2: Oracy Ground Rules for Giving Presentations

- 1 Stand up straight.
- 2 Speak clearly.
- 3 Look at your audience.
- 4 Speak at a good speed.
- 5 Answer questions.

I'm Liam!



I'm Jack!



Let's Practice Oracy! 1, 2, 3

- 1 Form groups. Discuss the Oracy Time! questions.
- 2 Remember to follow the ground rules.
- 3 Present your group's ideas to the class.

Oracy Time!

Prepare to welcome a new student to your class. What do you need to tell the new student? How can you help him or her feel relaxed?

Check Your Oracy!

1 My group followed the ground rules for discussion.	All the time / Sometimes / Never
2 Were any ground rules broken?	Yes / No
3 If any ground rules were broken, which ones?	

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Objective: to brainstorm and set ground rules for effective presentations and discussions

Cue Cards: 1. *How about ... ?* 2. *That's important.* 3. *That's not important.*

Materials: Build Creativity: poster paper

1 Work in small groups to do the tasks.

Have a volunteer read the title in the Oracy Skill box. Ask students if they remember what *ground rules* means. (*basic or important rules*) Tell students that there will be a lot of opportunities to discuss and present topics during the year and that it is important to decide on some ground rules to help them participate effectively.

Read the stages of the task out loud. Then, divide the class into groups and assign each group one of the tables. Tell each group to brainstorm five rules for their table. Have students share and compare their ideas with the class. Accept all ideas and write them on the board. Have students identify similarities and differences between their rules. Finally, have the class vote on the five best ground rules.

Present and Practice Tell students they are going to practice using their ground rules. Invite a volunteer to the front to display Cue Cards 1, 2, and 3. Tell students that they can use the phrases on the Cue Cards to welcome a new student to class, while using the oracy ground rules.

Demonstrate by turning to a student in the class and welcoming them. When you use a phrase from the Cue Cards, have the volunteer point to the corresponding phrase. For example: *Welcome to the class! I'm sure you will enjoy it! How about if I tell you about our class? First, we all help and support each other. That's important.* etc.

Let's Practice Oracy! 1, 2, 3

- 1 Divide the class into groups. Then, have a volunteer read out the questions in the Oracy Time! box. Check that they understand what they need to do.
- 2 Remind groups to follow the ground rules. Monitor the activity, and help with language and vocabulary when necessary.
- 3 Encourage volunteers to present their group's ideas to the class. Encourage positive feedback.
- Optional: Record students, or have students record each other, as they present.
- Have students complete Check Your Oracy! Tell them to compare their evaluations in their groups.

Home-school

Portfolio: Oracy

Build Creativity!

Ground Rules Poster

Objective: Focus

Have students work in groups. Hand out poster paper, and tell students to create a ground rules poster based on their ideas from the class. Encourage them to illustrate the posters, and display them around the classroom.

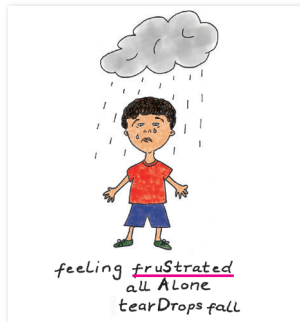
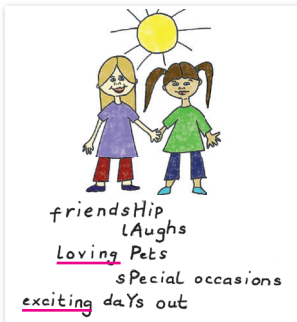
AB page 8

Writing



Write a Poem

- 1 Read the acrostic poems and answer the questions.
 - a What are the hidden words? **happy and sad**
 - b What is the theme of each poem? **happiness and sadness**



Improve Your Writing: Adjectives

When we talk about emotions, we often use *-ed* adjectives.
 I felt **bored / frightened / excited**.
 When we describe things such as books, movies, or events, we often use *-ing* adjectives.
 The movie was **boring / frightening / exciting**.



- 2 Underline the *-ed* and *-ing* adjectives in the poems. How many are there? **three**
- 3 Choose an emotion. Make a list of all the words and phrases you associate with it. **Answers will vary.**
- 4 Prepare to write an acrostic poem in the Activity Book.

AB pages 9–10

15

Objective: to identify the characteristics of and write an acrostic poem and to use adjectives

Materials: Build Creativity: paper

1 Read the acrostic poems and answer the questions.

Have students look at the pictures and guess what each poem is about. Ask: *How are the children feeling in each picture?* Then, have them read the poems and identify the hidden words. Point out that the letters at a certain place in each line spell out the words. Ask: *What words and phrases in the poem relate to the hidden words? (All of them.)*

Present and Practice: Adjectives Read the Improve Your Writing box aloud. Point to the examples, and draw attention to the difference in meaning between *-ed* and *-ing* adjectives. Point to the picture. Ask: *How does he feel? (frightened) What kind of movie is he watching? (a frightening one)* Write personal examples of sentences containing an *-ed* and an *-ing* adjective on the board: *I ran in a race last weekend. The race was tiring. I feel tired today.* Ask: *Which adjective tells you how I feel? Which adjective describes an activity?* Brainstorm a list of *-ed* and *-ing* adjectives, and have students write a pair of sentences about themselves using each type of adjective. Have them share ideas.

2 Underline the *-ed* and *-ing* adjectives in the poems. How many are there?

After students have identified and counted the adjectives, ask: *Which ones describe things and events? Which ones refer to feelings?*

3 Choose an emotion. Make a list of all the words and phrases you associate with it.

Make sure students choose an emotion other than *happy* or *sad*. Remind them that all of the words and phrases in the poems on the page relate to each poem's emotion or theme. Tell students they can think of single words or short phrases. Allow students enough time to think of a number of words/phrases, and have them work in pairs or groups if necessary.

Build Creativity!

Emotion Spider Diagram

Objective: Focus

As an extension to Activity 3, hand out paper to each student, and have them make a spider diagram to record vocabulary related to the emotion they chose. If there is time, encourage them to make more spider diagrams for different emotions, and display them around the room. Follow up by having students write a short paragraph describing a feeling for their partner to guess. Guide them by writing sentence starters on the board: *I feel like this when ..., It's a good/difficult feeling because ...*, etc.

4 Prepare to write an acrostic poem in the Activity Book.

Have students turn to pages 9 and 10 of their Activity Book. Follow the instructions on Teacher's Edition page 37.

AB pages 9–10

ACTIVITY BOOK PAGE 10

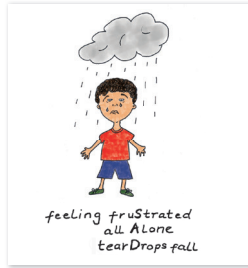
Writing

1 READ Answer the questions.

How many lines do the writers use in each poem? Why?

poem 1: 5 poem 2: 3

There's a line for each letter of the theme word.



2 PLAN Prepare to write an acrostic poem. Choose an emotion. Complete the graphic organizer.

- a How many lines do you need to use? _____
- b Choose words and phrases you brainstormed in the Student's Book. Circle one letter in each line that is part of your emotion word. Select the best ones for your poem.

Hidden Emotion Word:
Words and Phrases:
<i>Students' own answers</i>

3 WRITE Use the graphic organizer to write your poem in your notebooks.

4 EDIT Did you ...

- check the spelling of your emotion word? include an -ed adjective?
- include an -ing adjective? *Students' own answers*

Objective: to follow the process writing steps; to write an acrostic poem about feelings

Materials: paper for writing poems; Build Creativity: photo or magazine picture of someone expressing a strong emotion

1 READ Answer the questions.

Have students read the poems again and count the lines. If students don't know why the poems are five and three lines long, ask: *How many letters does happy have? How many letters does sad have?* Tell them that they are going to write a poem about the emotion they chose and it will need the same number of lines as letters in the name of the emotion.

2 PLAN Prepare to write an acrostic poem. Choose an emotion. Complete the graphic organizer.

Point to the graphic organizer, and explain what students need to write in each of the spaces. Encourage them to use ideas from Activity 3 on page 15 of the Student's Book. Monitor the activity to see that students are completing the organizer correctly.

3 WRITE Use the graphic organizer to write your poem in your notebooks.

Distribute paper if necessary, and guide students to use the information in their graphic organizer to write an acrostic poem. Tell them to make sure that the letters of the emotion word run down in a vertical line and the lines of their poem fit around them. Tell them to use the poems on page 15 of the Student's Book as a model. Monitor vocabulary and language, and encourage students to use -ed and -ing adjectives.

4 EDIT Did you ...

Have students do the self-assessment. Allow students to revise their acrostic poems as needed. Then, have them show and read their poems in small groups. Have students say which are the most interesting poems and why.

Build Creativity!

What Happened Before?

Objective: Why, Why, Oh Why?

Show students a picture of someone expressing a strong emotion. Tell them they are going to imagine the context, what happened before the picture, and why the character feels this way. Let students observe the picture for a few seconds without saying anything. Ask them questions about it, but make sure they do not answer. Encourage them to keep using their imagination. Possible questions include: *What happened five seconds before this picture was taken? What is going to happen in the next ten seconds? Who else is involved?*

Unit 1B Ready to Read: Fiction

1 1.10 **Key Words 4** Listen, look, and repeat.



embarrassed stand out stressful lucky strict
shy courage lost relieved follow

2 Complete the sentences with the correct word from Activity 1.

- I have to practice for two hours every day. My violin teacher is so strict!
- I felt relieved when I got my grade from the test—10/10! Phew!
- I always get really embarrassed when I have to sing. My face turns red!
- I won three games in a row. I'm lucky!
- Let's dance! Follow me—I'll show you what to do.
- Oh, no! This is the wrong street. We're lost.
- My mom always takes a long bath after a stressful day.
- You need a lot of courage to work with dangerous animals.
- I stand out among my friends, because I'm the only one with red hair.
- When I meet new people, I feel nervous and shy.

3 Discuss the questions with a partner.

- Have you ever been lost? Where? What happened?
- What is lucky in your culture? Do you believe in lucky objects?
- How do you relax?



Is it easy to talk about your feelings? Why or why not?

16

Objective: to learn words to prepare to read a fiction text

Key Words 4: *embarrassed, stand out, stressful, lucky, strict, shy, courage, lost, relieved, follow*

Materials: Audio CD 1.10, index cards

1 1.10 **Key Words 4** Listen, look, and repeat.

Point to the pictures, and have students explain what they mean or give examples. *What makes you feel embarrassed? Is your teacher strict?* etc. Play Track 1.10, and point to the words. Have students listen again, point to the correct pictures, and repeat the words.

2 Complete the sentences with the correct word from Activity 1.

Read the first sentence aloud, and ask: *Which picture is of a teacher? Which word is missing from the sentence?* Have a volunteer call out the answer. Remind students to use context and previous knowledge to identify the correct words. Check answers with the class.

Practice Time 1 Divide the class into groups of four. Hand out ten index cards to each group, and have them write a key word on each card. Tell groups to shuffle the cards and spread them out face down on the table. Explain that they should form pairs and take turns to pick up any two cards and make a sentence using both words. Give an example. *My math class was very stressful because my teacher was very strict.* If a pair makes a correct sentence, they keep the cards. If there is time, have groups play a few rounds.

3 Discuss the questions with a partner.

Have students continue working in their groups of four. Allow a few minutes for groups to discuss the questions, and encourage them to share their ideas with the class.

Practice Time 2 In pairs, have students choose five key words not mentioned in Activity 3, and have them write a question using each word (*What do you find stressful? When did you last feel relieved?* etc.). Then, tell them to work in groups of four again and ask each other their questions.

Big Question Link

Hold a class discussion, and encourage students to give reasons for their answers. Ask: *Who do you talk to about your feelings? Which feelings are more difficult to talk about?*

AB page 11

Differentiated Instruction

Below-level ★

Have students work in groups to write a short story using three of the key words. Have them read their story to another group.

On-level ★★

Have students work in groups to write a short story using five of the key words. Have them read their story to another group.

Above-level ★★★

Have students work in groups to write a short story using all of the key words. Have them read their story to another group.

Reading Strategy: Identifying Plot, Setting, and Character

It helps us understand a text if we can summarize what events happen (the plot), if we know where the action happens (the setting), and if we know who the people are (the characters).

- 1 Look and say what the story pictures tell you about the setting, the plot, and the main character.
- 2 Read and check your predictions. Then, complete the story map.



Ricky to the Rescue

Ricky was in fourth grade. He was very shy and had no friends. One day, Ricky's class went to the park. All the other kids went on boats in the lake. Ricky sat alone on a bench watching the kids having fun. He felt sad. "I'm not good at anything," he thought.

Suddenly, Ricky heard a splash and lots of shouting. A kid had fallen out of his boat and was in the water. He couldn't swim! Ricky ran over to the

edge of the lake. He had learned how to swim when he was very young. He was a strong swimmer and knew he could get close enough to the kid to get him a life preserver. Ricky dove into the lake as his teacher threw a life preserver to him. He swam out quickly toward the drowning kid and reached him with the life preserver just in time! When Ricky got out of the water, everyone was clapping. "What a hero!" someone shouted. Ricky felt proud.

boy Julia forest Ricky sad proud help lake fifteen
boat girl bike danger safety chair bench ten happy furious

Main character: A boy named Ricky, aged ten.
 Setting: At the lake.
 Beginning: He feels sad. He sits on a bench.
 Middle: A kid on a boat falls into the water. He needs help!
 End: He gets the kid to safety and feels proud.

- 3 Look at the pictures on page 18. What do they tell you about the plot, the setting, and the main character?

17

Objective: to identify plot, setting, and character in a fiction text

Materials: Build Creativity: paper

- 1 Look and say what the story pictures tell you about the setting, the plot, and the main character.

Have students tell you what *plot*, *setting*, and *character* refer to. (*The plot is what happens; the setting is where it happens; and the characters are the people in the story.*) Point to the Reading Strategy box, and have a volunteer read it aloud. Explain that the plot, setting, and characters are the basic elements of any story and that identifying them helps readers understand a fiction text and enjoy it more. Have students look at the pictures, and ask questions to elicit information. *Where are the people in the pictures? Who is the person in the second picture? How is he feeling? Why? What do you think will happen?* etc.

- 2 Read and check your predictions. Then, complete the story map.

Before students complete the story map, ask questions to check their predictions from Activity 1: *Where does the story take place? Who is the main character? What happens?* Tell students to complete the story map. Explain that they don't need all of the words in the box and that some of the words they do need do not actually appear in the story but can be figured out from it (for example, they can work out that the boy is ten from the fact that he is in fourth grade).

- 3 Look at the pictures on page 18. What do they tell you about the plot, the setting, and the main character?

Write *Plot*, *Setting*, and *Character* on the board, and have students copy them in their notebooks. Have students look at the first page of the comic-book story on page 18. Ask questions similar to those in Activity 2. *Where does the story take place? Who is the main character? What happens?* Tell students to make notes in each category. Remind them to bring their notes to the next class to check their predictions.

Build Creativity!

Story Synopsis

Objective: Focus

Ask students to write a synopsis, or short, general overview, of their favorite story (it can be from a book or movie). Tell them to write the setting, the name of the main character or characters, and the plot. Encourage them to write three short sentences, about what happens at the beginning of the story, in the middle, and at the end. Ask for volunteers to share the details of their synopses.

Fun Corner!

Guess the Movie

Tell students to think of a movie they like and write notes on only the setting and characters. Have them take turns reading these notes aloud to their classmates, who then have to guess the name of the movie.

Objective: to identify plot, setting, and character while reading a fiction text

Materials: Audio CD I.II, I.I2, Build Creativity: paper

1.11 Page 18

Have students look at the title on page 18, and ask who the author is and what the title means. Have them take out their notes from the previous class and remind you what they think the story is about. Play Track I.II up to the sentence “All the kids in her class love her.” Pause, point to each illustration, and ask:

(Picture 1) *Where is Olivia?*

What is special about this day?

Why do you think she is late?

(Picture 2) *Why does Olivia feel embarrassed?*

How else does she feel? Why?

(Picture 3) *Where are Olivia and her mom now?*

What is Olivia doing that shows she is nervous?

How does her mom feel?

(Picture 4) *Why does the secretary say Olivia is lucky?*

Do you think this is true? Why or why not?

What is Olivia thinking?

Personalization

Ask: *How did you feel on your first day at school? What do you do when you feel nervous? Do you bite your nails? Have students share ideas.*

1.11 Page 19

Point to the illustrations, and ask: *Who is in the pictures? What are they doing/thinking?* Then, play Track I.II to the end, and ask questions:

Why doesn't Olivia want to be in Miss Larsson's class?

Do you think Miss Larsson is strict? Why or why not?

Why doesn't Olivia want her mom to go to class with her?

How does she feel about her mom?

Why does she change her mind about going to class alone?

What is Olivia doing in the last picture?

What do you think happens next?

Digging Deeper

Ask: *What makes a strict teacher? Do you think it is necessary for teachers to be strict? Why or why not?*

Think

Read the question in the Think box aloud. Ask further questions to promote critical thinking and ask for reasons: *How does Miss Larsson feel? Why does she send Ben home? Discuss ideas with the class.*

It's All in the Mind

By Jeremy Edgar



Olivia's family has just moved to a new town.



Olivia looked embarrassed. The last thing she wanted was to stand out in her new school.



18



Think

Why might starting at a new school be scary?



Think

Who do you think Miss Larsson is talking to?

19

1.12 It's All in the Mind



Olivia was unsure which classroom was hers. She wanted to ask someone, but she felt too shy.



Olivia managed to build up enough courage to ask a boy which classroom was Miss Larsson's.



Olivia couldn't believe it when the boy ran off. She felt so alone.



Then a girl walked up and smiled at her. Olivia felt relieved to find a friendly face at last.

1.12 Page 20

Play Track 1.12 up to the phrase "find a friendly face at last." Pause, and ask:

- (Picture 1) Why does Olivia feel shy? How can she find out where her classroom is? What are the other children doing?
- (Picture 2) What does Olivia want to ask the boy? What is the boy looking at? How does he feel?
- (Picture 3) Why do you think the boy runs off? How does Olivia feel? What does she think about the boy?
- (Picture 4) How does Olivia feel now? What can Liz do to help her? Do you think Olivia and Liz will become friends? Why or why not?

Personalization

Ask: Who did you make friends with on your first day at school? How did you feel? Have students share ideas.

1.12 Page 21

Play Track 1.12 to the end. Ask:

- Who is in the first picture? How does Miss Larsson look different? How do you think Olivia feels now? Who is Ben? Why do you think Ben follows Miss Larsson to school? What can Miss Larsson do to stop Ben following her? Why did Gustav run off? What is he carrying? How does Olivia feel at the end of the story? How do Gustav and Liz make Olivia feel welcome?

Digging Deeper

Ask: What kinds of things do people get nervous about on the first day of school? How can we help people to stop feeling nervous? Write ideas on the board.

Think

Have a volunteer read the Think box aloud, and discuss ideas as a class. Encourage students to give reasons for their opinions. Ask: What makes a happy classroom? Have students call out ideas.

Build Creativity!

Act Out the Story

Objective: Flow

Divide the class into groups of six. Tell them to each take a role from the story (including the narrator) and practice acting it out. If there is time, have groups act out the story for the class.



The girls found out that they were in the same class. Liz took Olivia to their classroom. Miss Larsson was there, but she didn't look angry anymore.



I saw Miss Larsson earlier. She was yelling at some poor kid named Ben. Ben isn't a kid. He's Miss Larsson's dog. He's always following her to school. Don't worry! Miss Larsson never yells at us.



Think

Will Olivia be happy at her new school, in your opinion? Why?



Olivia was feeling better now, thanks to her new classmates. Maybe her new school wasn't so bad after all.

Explore the Text: Fiction

Explore the Text

1 Complete the story map for *It's All in the Mind*.

Main character: Olivia
 Other characters: Olivia's mom, Miss Larsson, Liz, Gustav
 Where does the action happen? At school.
 Beginning: Olivia is nervous about the first day of school.
 Middle: She thinks Miss Larsson is strict and she feels alone.
 End: She makes friends with Liz and Gustav and feels happier.

2 Read and mark *T* (true) or *F* (false). Correct the false sentences with a partner.

- a Olivia feels embarrassed by her mom. T
- b Miss Larsson is angry with a student named Ben. F
- c Olivia is shy about asking for help finding her classroom. T
- d Gustav runs away from Olivia because he is worried. T
- e At the end of the story, Olivia feels anxious. F



3 With a partner, retell the story.



4 Order Olivia's feelings throughout the story. Then, complete the sentences.

happy 5 nervous 1 lost 4 embarrassed 2 shy 3

At first she feels ... because ...

Then she feels ... because ...

Remember the ground rules for discussion!

? Why do people sometimes hide their feelings?



22

Objective: to reflect on plot, setting, and character in a fiction text

1 Complete the story map for *It's All in the Mind*.

Before students complete the story map, ask about the predictions they made on page 17: *Where does the story take place? Who is the main character? What happens?* Then, have students complete the story map. Explain that they should write short, one-sentence summaries of the beginning, middle, and end of the story. Accept all logical answers that allow for various interpretations.

2 Read and mark *T* (true) or *F* (false). Correct the false sentences with a partner.

As students mark each statement, have them find evidence in the story on pages 18–21. Ask questions to elicit information. *When does Olivia feel embarrassed by her mom? Who is Miss Larsson angry with? etc.* Check answers with the class.

3 With a partner, retell the story.

Point to the pictures and ask students who and what they can see in each. Ask: *Where are the people in each picture? How are they feeling? Why? What happens next?* Form pairs for students to retell the story. Have them use information from the pictures on the page, the pictures in the story, and the information in their story map.

4 Order Olivia's feelings throughout the story. Then, complete the sentences.

Have students find evidence for each feeling in the story and order them. Ask questions to elicit information: *How does Olivia feel about meeting her new classmates? Why doesn't she want her mom to go to class with her? etc.*

Big Question Link

Have students continue working in their groups to answer the question. Ask: *Do you always tell people when you are nervous, embarrassed, or sad? Why or why not? Elicit situations when/reasons why people hide their feelings (to be polite, to protect others' feelings, etc.). Have a volunteer read the oracy reminder. Ask who the character is. (Liam) Elicit some of the ground rules that students identified on page 14. Divide the class into groups for students to discuss their ideas.*

AB pages 12–13

Differentiated Instruction

Below-level ★

Have students locate the highlighted words in the text. Have them say each and describe what each word means.

On-level ★★

Have students work in pairs. Tell them to role-play a conversation between Olivia and her mom after school. Have them ask and answer questions about Olivia's first day.

Above-level ★★★

Tell students to imagine they are Olivia and write a diary entry about their first day at school. Tell them to describe how they felt and why.

Grammar in Context



1 Read the sentences and do the tasks.

If we don't leave now, you'll be late.

If I don't like my teacher, I won't be happy at school.

- Circle *if* in the sentences. Underline *will* and *won't*.
- Do these sentences talk about a real situation in the present, or an imagined situation in the future? **An imagined situation in the future.**

Grammar: First Conditional

We use the first conditional to talk about things that might happen in the future.

If we don't leave now, you'll be late.

We can also write this as: **You'll be late if we don't leave now.**

2 Complete the sentences with *will*, *won't*, or *if*.

- If it's sunny on Saturday, I will go to the park with my friends.
- if I finish my homework in time, I'll watch a movie tonight.
- We won't go to the beach if it's too windy.
- I'll bake a cake if we have all the ingredients in the cupboard.
- If I don't train hard at soccer, I will never play really well.

3 Make silly sentences with a partner. Then, do the actions.

If you guess my favorite color, you count backwards from ten in English, you clap five times fast and snap your fingers twice, you say "hello" in two different languages,

I will ... mime eating a banana, sing a song, balance a book on my head, hop for a minute.



23

Time to Talk!

When was the last time you felt ...
sad / happy / excited / nervous / proud / angry?

Objective: to use the first conditional to talk about possible future situations

Materials: Build Creativity: paper, calming music

1 Read the sentences and do the tasks.

Read the sample sentences aloud. Have students follow the instructions, and review answers on the board.

Read the Grammar box as a class, and have students identify the difference between the example sentences. Ask: *Which sentence uses a comma? Do we use a comma when if is in the first part of the sentence or the second part of the sentence? Draw attention to the structure of the sentences. What tense do we use after if? (present simple) What form do we use in the other part of the sentence? (will future)* Review the second sentence in Activity 1 again. Ask: *Does Olivia know she won't like her teacher? (No.) What will be the result if she doesn't like her teacher? (She won't be happy at school.)* Stress that we use the first conditional to talk about future possibilities, not things that will definitely happen.

Practice Time I Write three sentence prompts on the board: *If I study hard, ... If I don't do my homework, ... If I am late for school, ...* Divide the class into pairs, and have them complete the sentences using the first conditional. Monitor to ensure the correct use of *will* and *won't*. Have students read some examples to the class.

2 Complete the sentences with *will*, *won't*, or *if*.

Have a volunteer read the first sentence aloud, and have the class call out the answer. Tell students to individually complete the sentences. Remind them to use the examples in the Grammar box and their own examples from Practice Time I to help them.

3 Make silly sentences with a partner. Then, do the actions.

Form pairs for students to make their own sentences. Encourage fast finishers to think of different endings. *If you guess my favorite color, I will jump three times.* Then, have pairs do the things in the sentences they made. *Your favorite color is blue. Correct! I will hop for a minute.* Monitor to ensure students are correctly carrying out the actions.

Time to Talk!

Pair up two pairs to discuss the last time they felt the different emotions. Encourage them to discuss why they were feeling the way they did, and have them share their experiences with the class.

Fun Corner!

The Chain Game

Have students sit in a circle. Say a first conditional sentence. *If I feel hungry after school, I will eat some chocolate.* Tell the student on your left to make another conditional sentence using the second part of the sentence you said as the *if*-clause. *If I eat chocolate, I will feel sick.* Continue around the circle, with students using the second part of the previous sentence as the *if*-clause in their sentence. Encourage the students to help each other with their sentences.

Build Creativity!

Doodling

Objective: Flow

Discuss with students some of the strategies they use if they are feeling anxious, angry, or any other potentially difficult emotion. Draw a doodle on the board, and ask students if they like to doodle. Play some gentle background music, and encourage them to sit quietly for a few minutes with a pencil and paper and draw whatever feels right. Ask students if their doodles reflect their mood. Tell them that doodling can be a good way of concentrating and thinking through challenges.

Listening

- 1 1.13 Listen and number the pictures in order. Then, label *Tessa*, *Luke*, or *Lucy*.



Luke



Tessa



Lucy

- 2 1.13 Listen again. Number the feelings in the order you hear them.
nervous 10 frustrated 2 proud 3 upset 5 calm 1
bored 4 jealous 6 embarrassed 9 annoyed 7 furious 8

- 3 Read and write *Lucy*, *Luke*, or *Tessa*.

- a Who is jealous of their sister? Luke
b Who feels nervous? Tessa
c Who cooks when they feel upset? Luke
d Who gets frustrated sometimes? Lucy
e Whose neighbors get annoyed sometimes? Tessa
f Whose dad is teaching them? Lucy

Ground Rules

- Form groups. Discuss the **Oracy Time!** topic.
- Remember to follow the ground rules for discussion.
- Each group shares its ideas with the class.
- Complete **Check Your Oracy!** in the Activity Book on page 17.



Oracy Time!

What is the best thing to do when you feel these emotions?
a shy
b nervous
c angry

Values AB page 16

24

Objective: to listen for specific details in interviews about things people love doing and how it makes them feel; to understand the value of being a good friend

Materials: Audio CD 1.13, Cue Cards 1–3

- 1 1.13 Listen and number the pictures in order. Then, label *Tessa*, *Luke*, or *Lucy*.

Have students discuss what they can see in the pictures. Ask questions to elicit information: *What is the boy doing? What instrument is the girl playing? What is the girl making?* Then, play Track 1.13 for students to number the pictures.

- 2 1.13 Listen again. Number the feelings in the order you hear them.

Go through the words, and have students tell you what they mean or give an example of a situation that makes them feel these ways. Tell students they are going to hear the track again, and they must identify each feeling as it is mentioned. Play Track 1.13, and then play it again, pausing at the relevant places to check answers.

- 3 Read and write *Lucy*, *Luke*, or *Tessa*.

Have students read the questions to see if they can remember any of the information. Have them check their ideas in pairs. Then, play Track 1.13 again to check if necessary.

Oracy Extension Activity

Point to the oracy character, and ask: *Who it is? (Kate)* Read the Oracy Time! box aloud. Display the Cue Cards, form groups, and have students do the activity. Have students complete **Check Your Oracy!** on page 17 in their Activity Books.

ACTIVITY BOOK PAGE 16

Values: Being a Good Friend

- 1 What is being a good friend? Read and circle.

5 = a very good friend 1 = not a very good friend **students' own answers**

	A good friend?
Being honest	👍👍👍👍👍
Apologizing when you do something wrong	👍👍👍👍👍
Competing with your friends all the time	👍👍👍👍👍
Doing the things you say you will do	👍👍👍👍👍
Using kind language	👍👍👍👍👍
Talking all the time	👍👍👍👍👍

- 2 Who is being a good friend? Look and mark ✓.



- 3 Why is being a good friend important?

Students' own answers

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SB page 24

- 1 What is being a good friend? Read and circle.

Have students turn to page 16 in their Activity Books. Read the statements in the chart aloud, and have students complete the chart individually. Then, have them compare their answers with a partner.

- 2 Who is being a good friend? Look and mark ✓.

Point to each picture, and have volunteers describe what they can see. Ask students if they think the people are being good friends in each case and, if not, why not.

- 3 Why is being a good friend important?

Ask the question, and invite the class to share ideas. Encourage students to come up with ideas not included in Activities 1 and 2. Then, have students answer the question in their books.

The Big Challenge

The Big Challenge

How can we show respect for our classmates' feelings?

Your challenge is to make a class contract.

- 1 **Discuss** the scenarios. How would they make you feel?
- 2 **Brainstorm** ideas for a class contract. Think about your role as a student and the teacher's role.
- 3 **Write and illustrate** your contract as a poster in groups.
- 4 **Present** your ideas to the class using your poster.

respect support help listen pay attention
share remember congratulate be ...

You are a student.
You work hard on an idea for a project. A friend copies your idea. You both get good grades.
You lose your favorite hat at school. Another student finds it outside and brings it to you.
Your best friend makes a new friend you don't like. They spend a lot of time together at break time. You sit by yourself.
You forget your pencil case. A classmate notices your problem and shares his pens with you.

You are a teacher.
You read the students' work carefully and give them all grades. Some students don't read your comments.
All your students remember to bring their books and homework to class.
While you are explaining something, two students continue talking.
Some of your class are nervous about the school show, but their classmates encourage them and clap loudly afterwards.

Our Class Contract

We will ... Our teacher will ...

- share our class supplies with each other.
- make sure everyone takes turns talking during group discussions.
- congratulate us when we bring our books and homework.
- be understanding when we are nervous about the school show.

How do we express feelings? Look back through the unit. Share your ideas with the class.

AB pages 17–19

Objective: to consolidate, extend, and personalize learning on the unit topic

Materials: poster paper

Big Question Circle

Have a volunteer read the Big Question. Then, have the class revisit the Big Question Links throughout the unit and discuss what they have learned about how we express our feelings. You may wish to encourage students to include ideas from their Big Challenge presentations on their class contract.

- Use the following questions to help review the Big Question:
 - What makes you feel angry/happy/sad/excited/etc.?*
 - What do you do when you are angry/happy/sad/excited/etc.?*
 - What can you do to stop feeling angry/happy/sad/excited/etc.?*
 - What physical changes in the body do different emotions cause?*
 - Which feelings feel good, and which are difficult?*
 - When is it necessary to talk about your emotions? Does it help?*
 - How can you help make someone feel better when they feel sad or angry?*
 - What situations make you feel nervous or scared?*
 - When do you hide your feelings?*
 - Is it a good idea to hide your feelings? Why or why not?*
- Finally, have students turn to page 17 of their Activity Books to complete the Big Challenge self-assessment and The Big Question and Me box.

AB pages 17–19

- Read the Big Challenge question and statement aloud. Point to the picture, and ask what the girl is holding. Explain to students that they will get into groups to make a class contract. Point to the scenarios in the lower half of the page, and have volunteers read them aloud.
- 1–3 Form groups of four, and have individuals read the instructions and complete the tasks. Monitor and provide support as needed. Allow time for discussion of each scenario. Ask: *In which scenarios are the people showing respect for others' feelings?* Have students give reasons for their opinions. Then, brainstorm ideas for developing a contract for both students and teachers. Use the ideas in the box. Hand out poster paper, and have groups write and illustrate their contracts. Point out that the statements on their contracts should take the form of promises, beginning with *We will ...* (for students) and *Our teacher will ...* (for the teacher).
- 4 Remind students to listen carefully and respond positively to their classmates' presentations. Optional: Record or have groups record one another's presentations to share their work. Encourage everyone to give feedback. Make sure students give positive feedback and provide reasons for their opinions.

Home-school Portfolio: Big Challenge

SPEAKING MISSION

Your friend has a problem and needs your help. Listen carefully to your friend talk about his or her problem and suggest ideas to help.

Before Your Mission

- 1 1.14 **Key Words** 1.15 Listen and match each feeling to the correct photo.



happy

hurt

frustrated

anxious



jealous

hopeful

embarrassed

- 2 1.16 Listen to the conversation between the school counselor and Ruben. Circle the feelings from Activity 1 that you hear. How many feelings did Ruben experience?

Why is it sometimes hard for us to talk about our feelings?

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During Your Mission

- 3 1.17 Listen to Ivy's problem. Then, write advice for her. **Answers will vary.**
 Can you _____?
 Why don't you _____?
 You should / shouldn't _____.

- 4 1.18 Listen to the conversation between Ivy and Charlotte. What advice does Charlotte give Ivy? Was it the same as or different from your advice?

- 5 In pairs, choose one of the following role plays to act out:
 a **The problem:** Your best friend isn't speaking to you anymore.
 The role play: A conversation between two students.
 b **The problem:** You have to move to a new house and change schools.
 The role play: A conversation between two best friends.

Speak to parents, get to know the neighborhood, don't worry, think of it as an adventure



Key Language

What's wrong?
 Why are you feeling (sad)?
 Can you talk to ... ?
 Why don't you ... ?
 You should ...

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Objective: to use functional language in a real-world situation in order to accomplish a task

Speaking Mission Words: hurt, frustrated, anxious, embarrassed, happy, jealous, hopeful

Materials: Audio CD 1.14, 1.15, 1.16, 1.17, 1.18

- 1 1.14 **Key Words** 1.15 Listen and match each feeling to the correct photo.

Ask a volunteer to read the Speaking Mission aloud. Play Track 1.14, and have students point to the words. Then, play Track 1.15, and have students number the pictures.

- 2 1.16 Listen to the conversation between the school counselor and Ruben. Circle the feelings from Activity 1 that you hear. How many feelings did Ruben experience?

Ask: *What is a school counselor?* Explain that a school counselor gives help to students when they have problems. Have students complete the activity. Check answers as a class.

Big Question Link

Have students discuss the question in groups. Ask: *What kinds of feelings are most difficult to talk about?*

- 3 1.17 Listen to Ivy's problem. Then, write advice for her.

Play Track 1.17, and have students identify what the problem is. (Ivy is moving to a different neighborhood and

starting a new school.) Then, play the track again, and tell students to make notes about Ivy's specific concerns. (She is nervous and anxious about whether she will like school and make new friends.)

- 4 1.18 Listen to a conversation between Ivy and Charlotte. What advice does Charlotte give Ivy? Was it the same as or different from your advice?

Have students identify the advice Charlotte gives Ivy. (*Can you speak to your parents? Why don't you get to know the new neighborhood? You shouldn't worry. You should think of it as an adventure.*) Ask: *Is this the same as your advice? Is it good advice?*

- 5 In pairs, choose one of the following role plays to act out:

Point to the Key Language box, and go through the situations. Tell students to conduct a role play. Have them make notes about the situation they choose.

Optional: Record or have students record their role plays to share their work.

Home-school

Portfolio: Speaking Mission