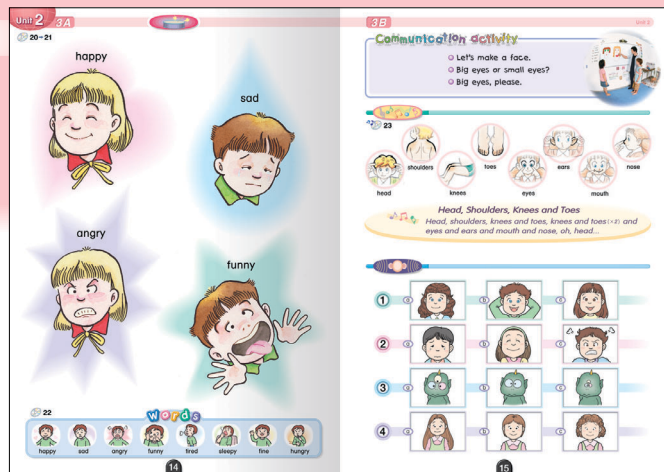


TOPIC Emotions / Feelings

Aims for this lesson

- To learn adjectives for feelings
- To make one's own choices
- To learn about other cultures



Target sentences

Let's make a face.
Big eyes or small eyes?
Big eyes, please.

Words

happy, sad, angry, funny, tired, sleepy, fine, hungry,
head, shoulders, knees, toes, eyes, ears, mouth, nose, hair,
big, small, short, long, blond, black, brown, green, blue

What to prepare

- Class Cards : Unit 2-3 #33-40
(Adjectives: happy, sad, angry, funny, tired, sleepy, fine, hungry)



- Activity Sheets : "Let's Make a Face"

※ Cut out each piece and put a magnet on the back, so they will stick to the board.
For the hair, please tape the hair extensions (#7-8) onto the top (#1-6).

Warm up and Review

- 1 Greet the class.
- 2 Sing "Say Hello". (CD1 #2→3)
- 3 Q&A (No.1-7) : See the "35 Questions List for Book 1".
- 4 **Review the previous lesson: Unit 2-2 p.12**
Play CD1 #30. Have students repeat the words.
Play CD1 #31. Have students say the chant from Unit 2-2, page 12.
Play CD1 #32. Have students say the chant only to the beat.
- 5 Have students say the chant one at a time.
Once they do the chant well, give them an award sticker for circle 12 on their name card or let them color it.
(If the class is very big, you can divide them into groups.)

My name is _____

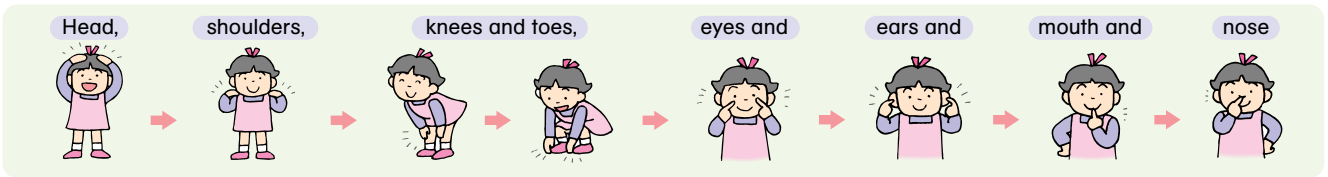
PROGRESS REPORT

4	6	8	10	12	14	16	18	20	22
24	26	28	30	32	34	36	38	40	42
44	46	48	50	52	54	56	58	60	62

6

Review body parts. Song: Head, Shoulders, Knees and Toes

Play the CD1 #38→39 and have students listen while you touch your body parts according to the song.
Have students touch their body parts as they sing along.



Encourage students sing the song to the karaoke version. (CD1 #39)

**Head, Shoulders, Knees and Toes**

Head, shoulders, knees and toes, knees and toes,
head, shoulders, knees and toes, knees and toes, and
eyes and ears and mouth and nose, oh,
head, shoulders, knees and toes, knees and toes!

Structures used
in this activity

Let's make a face.
Big eyes or small eyes?
Big eyes, please.

Disc 1
34

Activity Procedure

Students make various faces on the board with their choice of face parts.



1 Put all the face parts (Activity Sheets) in a bag.

2 Let's make a face.



Ask a volunteer which size (big or small) and color of eyes (blue, green or brown) he/she wants.

T: Do you want big eyes or small eyes?

S: I want big eyes.

T: Do you want green eyes, brown eyes or blue eyes?

S: I want green eyes.

3 Here are big, green eyes.



Place the chosen eyes on the board.

T: Here are big, green eyes.

4 Big nose or small nose?



Repeat the same procedure with nose and mouth.

T: Big nose or small nose?

S: Big nose, please.

T: Big mouth or small mouth?

S: Small mouth, please.

5 OK, long, brown hair.



Ask students which hair they want (long or short, and black, brown or blond), and complete the face.

T: Long hair or short hair?

S: Long hair, please.

T: Blond hair, brown hair or black hair?

S: Brown hair, please.

T: OK, long, brown hair.

6 Let's number them.



Continue making faces with students and repeat until four different faces are completed on the board. Draw a chin for each one. Number the faces from one to four.

7 I know!
It's No.2!



Choose one of the four faces and describe it orally, and have students figure out which one it is.

T: My eyes are blue, my eyes are small, my nose is small, my mouth is big, my hair is short, my hair is black. Which number is it?

S: I know! It's No.2!

Unit 2 3A
20-21

happy

sad

angry

funny

Words

3B
Unit 2

Communication activity

- Let's make a face.
- Big eyes or small eyes?
- Big eyes, please.

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes, knees and toes (x2) and eyes and ears and mouth and nose, oh, head...

23

24

15

Textbook-left page p.14

1 Have students open their textbooks to page 14.

2 Vocabulary



happy, sad, angry, funny,
tired, sleepy, fine, hungry



- Introduce the vocabulary in the 'Words' box with the Class Cards (#33-40).
- Play CD1 #35. Have students point at the pictures in their textbooks as they listen and repeat the words.

3 Chant

- Play CD1 #36. Have students listen and point at the pictures.
- Student will learn the meaning of the words "eyes", "nose" and "mouth". When chanting, students will be able to make the facial expressing for "happy", "sad", "angry", "funny", and so on.
- Play CD1 #36 again. Encourage students to say the chant along with the CD.



Script:

Let's make a face. A happy happy face. Eyes, a nose, and a mouth.
Let's make a face. A sad sad face. Eyes, a nose, and a mouth.
Let's make a face. An angry angry face. Eyes, a nose, and a mouth.
Let's make a face. A funny funny face. Eyes, a nose, and a mouth.

- Have students say the chant only to the rhythm. (CD1 #37)

4 Original Chant

- Encourage students to create their own verse with: tired, sleepy, fine, and hungry, and with other adjectives that they know.
- Have students present their chant to the class.

Textbook-right page p.15

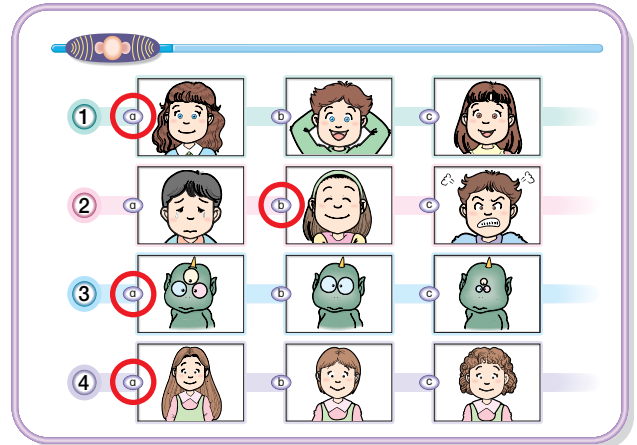
Listening test



Disc 1
40→41

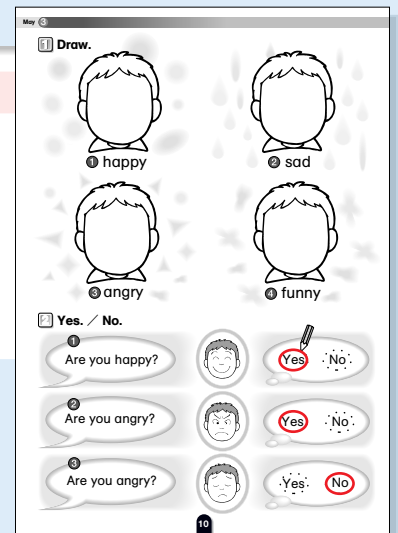
Listen carefully and choose the correct picture.

- No.1 This is my friend. She is from Germany.
She has blue eyes and brown hair.
- No.2 I am happy today.
- No.3 The monster has three big eyes!
- No.4 My sister has long hair.



Workbook p.10

- 1 Read out 'happy', 'sad', 'angry', and 'funny' for students.
Have students draw the face parts (eyes, nose and mouth) on each face to match the emotions written below.
- 2 Read out the sentences for students.
Have students circle 'Yes' or 'No' according to the pictures.



Homework

- 1 Have students listen to the (Student CD #20→21) at home and practice the chant.
- 2 Encourage students to practice the chant only to the rhythm (Student CD #21).
- 3 At the beginning of the next lesson, have them do the chant.
■ While listening and practicing at home, students should open their Student Book to page 14 and follow along with the words.

Language Review and Consolidation Lesson

Learning World is comprised of 10 units with 4 lessons per unit. While the textbook shows lessons 1, 2, and 3 of each unit for 1st, 2nd and 3rd weeks, lesson 4 is not. The 4th lesson is specially designed to help students review, consolidate and apply language. It also provides an opportunity for slower students to catch up.

Language Review, Consolidation and Application

- More information on the activity practice and theory can be found in the booklet “Guidance for Teachers on Using Learning World Book 1”.
- Teachers should consider their class size and their students’ level and motivation, and choose activities according to their situation.

Workbook Unit 2-4 p.11

- Have students connect the dots from ‘a’ to ‘z’ to complete the picture.
- Have students look at the box at the bottom of the page and review the feelings with them. Have them color the stars in the indicated colors.

