

## Feelings



## Unit Objectives

- To identify different feelings
- To express one's feelings and ask and answer about the feeling of others
- To learn how to express concern for others
- To read and learn how colors make us feel
- To improve creativity by drawing feelings in different situations
- To learn the importance of being happy

## Language

**Vocabulary** happy, sad, hot, cold, hungry, thirsty, angry, bored, tired, dizzy, scared, sleepy, excited, surprised

**Grammar** I'm happy. I'm not sad. He's/She's happy. He/She isn't sad.  
Are you scared? Yes, I am./No, I'm not.  
Is he/she scared? Yes, he/she is. / No, he/she isn't.

## Features

**Conversation** Are you OK? I think so.

**School Subject Connection** Science: How Colors Make Us Feel

**Value** Be happy.

## Unit Opener

## Feelings

When do you feel happy?



## Time to Talk

## Look at the picture.

- 1 What are the children doing?
- 2 How do they feel?

## Watch the video.

- 1 How does Eric feel?
- 2 Why is Jennie scared?



**Objectives** To introduce the topic of different feelings  
**Materials** Unit 1 Video; PPT Slides

## Introduce

**Big Question** Read the Big Question aloud, *When do you feel happy?* Ask students when they feel happy and how they feel at school. Brainstorm ideas and write students' answers on the board.

## Time to Talk

## Look at the picture.

- Have students look at the picture and talk about it. Ask students follow-up questions such as:  
*What are the children doing?*  
*(They're riding an amusement ride.)*  
*How do they feel?*  
*(The girl looks scared, and the boy looks excited.)*  
*What do you feel when you ride a roller coaster?*  
*(I feel excited.)*

Watch the video. 

- Play the video and have students watch it. As they watch the video, have them look and listen for target

vocabulary that tells about how the children feel.

- Replay the video with the sound off. Have students talk about how each child in the video feels. Ask students follow-up questions such as:  
*How does Eric feel? (He's bored.)*  
*Why is Jennie scared?*  
*(She's scared because she's riding on a scary roller coaster.)*

## Optional Activity

**Copycat** Have students imitate exactly what you do. Say a feeling using the corresponding tone of voice and express the feeling through facial expressions. For example, say *Excited* in an enthusiastic tone of voice and show excitement on your face by smiling, raising your eyebrows, and clapping your hands.

## Extra Practice

Online Practice

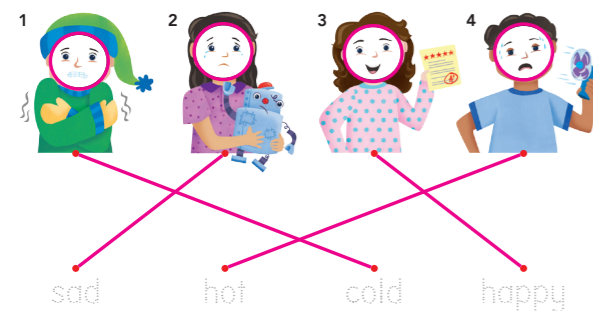
Lesson 1 Learn

**A** Listen and repeat.  05



**B** Look at **A**. Then listen and point.  06

**C** Stick faces and match. Then trace.



8

**Objectives** To identify different feelings and express one's feelings  
**Vocabulary** happy, sad, hot, cold, hungry, thirsty  
**Grammar** I'm happy. I'm not sad. He's/She's happy. He/She isn't sad.  
**Materials** Audio Tracks 05-09; Unit 1 Flashcards; PPT Slides

**Warm Up**

**Number Recall Challenge** Review the vocabulary from the Welcome pages. Randomly call out a number between 1 and 100, and have students write the corresponding number on their papers and hold them up. The students to display the correct number earn a point.

**Using Pages 8-9**

**A** Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you.
- Play Audio Track 05. Have students listen and repeat.

 05


- |          |           |            |
|----------|-----------|------------|
| 1. happy | 2. sad    | 3. hot     |
| 4. cold  | 5. hungry | 6. thirsty |

**Grammar**  07

I'm happy. I'm not sad. He's happy. He isn't sad. I'm = I am. He's = He is. She's = She is.

**D** Listen and repeat. Then say.  08



**E** Listen and number.  09



**Your Turn!** Tell a friend how you feel.



Unit 1 9

**B** Look at **A**. Then listen and point.

- Play Audio Track 06. Have students listen to the words, then find the correct pictures from Activity A and point to them.

 06

- |       |         |        |
|-------|---------|--------|
| happy | hot     | hungry |
| sad   | thirsty | cold   |

**C** Stick faces and match. Then trace.

- Have students look at the pictures. Talk about the situation of each child and their possible feelings.
- Help students find the Unit 1 stickers from the back of the Student Book.
- Have students place the correct stickers on each child's face. Then have them match the pictures with the correct words and trace them. Check the answers as a class.

**Grammar**

- Direct students' attention to the grammar box. Introduce the new language pattern: *I'm happy. I'm not sad. He's/She's happy. He/She isn't sad.*
- Play Audio Track 07. Have students listen and repeat.

 07

I'm happy. I'm not sad.  
 He's happy. He isn't sad.  
 She's happy. She isn't sad.  
 I'm, I am; He's, He is; She's, She is

- Present the contractions: *I'm = I am, He's = He is, She's = She is*

**D** Listen and repeat. Then say.

- Play Audio Track 08. Have students listen and repeat, pointing to each picture as they hear it.

 08

1. I'm happy, I'm not sad.
2. I'm sad. I'm not happy.
3. She's hot. She isn't cold.
4. He's cold. He isn't hot.
5. He's thirsty. He isn't hungry.
6. She's hungry. She isn't thirsty.

- Have students practice in pairs to describe feelings shown in the pictures.

**E** Listen and number.

- Talk about the pictures briefly. Review each feeling shown in the pictures.
- Play Audio Track 09. Have students listen and write the correct numbers. Replay the audio and check the answers as a class.

 09

1. She's hungry. She isn't thirsty.
2. He's thirsty. He isn't hungry.
3. She's cold. She isn't hot.
4. He's happy. He isn't sad.
5. She's hot. She isn't cold.
6. He's sad. He isn't happy.

**Your Turn!** Tell a friend how you feel.

- Demonstrate by telling students how you feel. *I'm hungry. I'm not thirsty.*
- Divide students into pairs and have them practice talking about their feelings. Monitor students and help with pronunciation if necessary.

**Wrap Up**

**I'm Happy!** Prepare several sets of the flashcards (Unit 1) depending on the number of students. Hand out one flashcard to each student. Have students sit in a circle. And have a student (S1) stand in the middle of the circle. Remove one chair from the circle. Have S1 look at the flashcard and say *I'm (hot). I'm not (cold)*. Have the rest of the students say *He's/She's (hot). He/She isn't (cold)*. If students have the same flashcard, they can stay seated. If they have different flashcards, they have to change seats. S1 also has to sit down quickly and has the power to sit anywhere S1 chooses. One left without a chair has to be in the middle.

**Extra Practice**  
 Workbook Pages 4-5  
 Online Practice

Lesson 2 Learn More

A Listen and repeat. 10



B Look at A. Then listen and point. 11

C Read and circle the feeling words. D Listen and chant along. 12

**Up and Down**

Look! It's going up. It's going down. Oh no!  
 Are you sad? No, I'm not. I'm not **sad**.  
 Are you sleepy? No, I'm not. I'm not **sleepy**.  
 Are you excited? Yes, I am. I'm **excited**.

Is he bored? No, he isn't. He isn't **bored**.  
 Is he dizzy? Yes, he is. He's **dizzy**.  
 Is she tired? No, she isn't. She isn't **tired**.  
 Is she scared? Yes, she is. She's **scared**.

10

**Objectives** To identify more feelings and ask and answer about the feelings of others  
**Vocabulary** angry, bored, tired, dizzy, scared, sleepy, excited, surprised  
**Grammar** Are you scared? Yes, I am./No, I'm not. Is he/she scared? Yes, he/she is./No, he/she isn't.  
**Materials** Audio Tracks 10-15; Unit 1 Flashcards; PPT Slides

Warm Up

**Flashcard Circle** Review the vocabulary and language pattern from Lesson 1. Hand out one flashcard to each student. Instruct students to sit in a circle. Choose a student (S1) to stand in the middle of the circle. Ask S1 to look at their flashcard and say *I'm (hot). I'm not (cold)*. Have the rest of the students say *He's/She's (hot). He/She isn't (cold)*. Repeat the activity with other students.

Using Pages 10-11

A Listen and repeat.

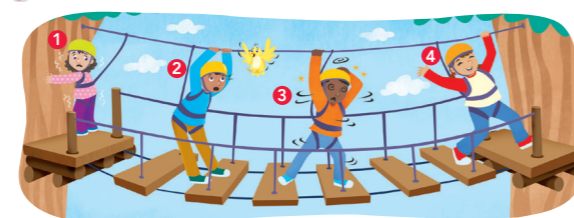
- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you.
- Play Audio Track 10. Have students listen and repeat.

**Grammar** 13

Are you **scared**? Yes, I am. No, I'm not. Is he/she **scared**? Yes, he/she is. No, he/she isn't.

isn't = is not

E Listen and repeat. Then ask and answer. 14



F Listen and check. 15



Your Turn! Play Mime and Guess with a friend.



Unit 1 11

10

1. angry 2. bored 3. tired 4. dizzy  
 5. scared 6. sleepy 7. excited 8. surprised

B Look at A. Then listen and point.

- Play Audio Track 11. Have students listen to the words, then find the correct pictures from Activity A and point to them.

11

bored dizzy angry scared  
 sleepy tired excited surprised

C Read and circle the feeling words.

- Direct the students' attention to the big picture and talk about how each child feels. Then, have them read the chant lyrics individually and circle the feeling words. Check the answers as a class.

D Listen and chant along.

- Play Audio Track 12. Have students listen and chant along.
- Have students display the corresponding facial expression for each feeling as they chant.

12

**Up and Down**

Look! It's going up. It's going down. Oh no!  
 Are you sad? No, I'm not. I'm not sad.  
 Are you sleepy? No, I'm not. I'm not sleepy.  
 Are you excited? Yes, I am. I'm excited.

Is he bored? No, he isn't. He isn't bored.  
 Is he dizzy? Yes, he is. He's dizzy.  
 Is she tired? No, she isn't. She isn't tired.  
 Is she scared? Yes, she is. She's scared.

Grammar

- Direct students' attention to the grammar box. Introduce the new language pattern: *Are you scared? Yes, I am./No, I'm not. Is he/she scared? Yes, he/she is./No, he/she isn't.*
- Play Audio Track 13. Have students listen and repeat.

13

Are you scared? Yes, I am.  
 Are you scared? No, I'm not.  
 Is he scared? Yes, he is.  
 Is he scared? No, he isn't.  
 Is she scared? Yes, she is.  
 Is she scared? No, she isn't.  
 isn't, is not

- Present the contraction: *isn't=is not*

E Listen and repeat. Then ask and answer.

- Play Audio Track 14. Have students listen and repeat, pointing to each child as they hear it.

14

1. Are you scared? Yes, I am.  
 2. Is he sleepy? No, he isn't. He's surprised.  
 3. Is he dizzy? Yes, he is.  
 4. Is she tired? No, she isn't. She's excited.

- Have students practice asking and answering about the picture in pairs. Switch roles and repeat the activity.

F Listen and check.

- Have students look at the pictures. Talk about how each child feels.
- Play Audio Track 15. Have students listen and check the correct pictures. Replay the audio and check the answers as a class.

15

1. Is she surprised? Yes, she is.  
 2. Is he scared? No, he isn't. He's tired.  
 3. Is he excited? Yes, he is.  
 4. Is she angry? No, she isn't. She's bored.

Your Turn! Play Mime and Guess with a friend.

- Demonstrate with a student. Act out feeling sleepy by rubbing your eyes and yawning. Have the student guess your feeling and ask a question using the language pattern. Then respond to the question accordingly.  
*S1: Are you sleepy?*  
*T: Yes, I am.*
- Have students play *Mime and Guess* in pairs. Monitor students and help with pronunciation if necessary.

Wrap Up

**Whisper Race** Divide students into a few groups. Have each group form a line. Whisper a question and answer to the first student of each line. Then have the students whisper the question and answer along the line until it reaches to their last group members. Then, the last students should say the question and answer out loud. Time the groups to see how long it takes them to finish.

Extra Practice

Workbook Pages 6-7  
 Online Practice

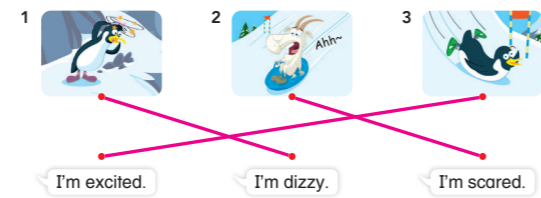
Lesson 3 Story

A Listen and read. Then act it out. 16

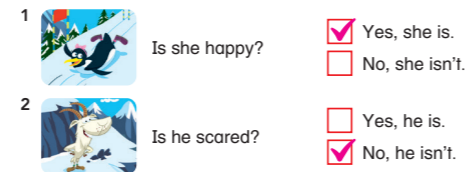


**Objectives** To read the target language patterns in context; To learn how to express concern for others  
**Conversation** Are you OK? I think so.  
**Materials** Audio Tracks 12, 16, 17, 135; PPT Slides

B Look, read, and match.



C Look, read, and check ✓.



D Listen and repeat. Then act it out. 17



Daily English!

Unit 1 13

Warm Up

**Let's Chant** Play Audio Track 12 and have students chant along. Then divide students into two groups and give each group a copy of the chant lyrics with blanks. Set a time limit for them to memorize the lyrics. Once the time is up, play the instrumental version, Audio Track 135 and have each group chant the lyrics by filling in the blanks. The group that performs the chant better wins.

Using Pages 12-13

A Listen and read. Then act it out.

- Have students look at the pictures of the story. Briefly talk about what they can see in the pictures.  
*What animals can you see in the pictures?*  
*(I can see a goat and two penguins.)*  
*What are they doing?*  
*(They are sliding down the snow-covered mountain.)*

- Play Audio Track 16. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

16

**Are You OK?**

Goat: I'm happy! Are you happy?  
 Girl Penguin: No, I'm not. I'm scared. I'm dizzy.  
 Goat: Are you OK?  
 Girl Penguin: I think so.  
 Goat: He's excited.  
 Girl Penguin: Yes, he is.  
 Boy Penguin: Are you scared?  
 Goat: No, I'm not.  
 Girl Penguin: Yes, I am.  
 Goat: I'm scared!  
 Girl Penguin: I'm excited.  
 Boy Penguin: She's happy!  
 Girl Penguin: Are you OK?  
 Goat: I think so.  
 Goat: Are you happy now?  
 Girl Penguin: Yes, I am.

- Point to the story frames as you ask questions to check for understanding.  
*Look at Frame 1. Why is the girl penguin scared?*  
*(She's scared because the sledding hill is too high.)*  
*Look at Frame 5. How does the goat feel? (He's scared.)*  
*Look at Frame 7. Is the girl penguin scared?*  
*(No, she isn't. She's happy.)*
- Divide students into a few groups depending on the number of students and give each group a role of each character. Then act out the story. Switch characters and repeat the activity.

B Look, read, and match.

- Have students look at the pictures. Ask about the pictures and elicit the answers verbally.  
*Is she dizzy? (Yes, she is.)*
- Have students read and match the pictures to the correct sentences. Check the answers as a class.

C Look, read, and check.

- Have students look at the pictures. Ask about the pictures and elicit the answers verbally.  
*Is she happy? (Yes, she is.)*
- Have students read the questions and check the correct answers. Check the answers as a class.

Daily English!

D Listen and repeat. Then act it out.

- Play Audio Track 17. Have students listen and repeat.

17

Are you OK?  
 I think so.

- Explain that when we are worried and want to express our concern, we can ask *Are you OK?* And when we think that we aren't badly hurt, we can answer back *I think so.*
- Direct students' attention to the tip box. Explain that we can also say *Are you alright?*
- Demonstrate with a student. Ask *Are you OK?* Elicit *I think so.* Switch roles and repeat the activity. Divide students into pairs and have them act out the conversation.

Wrap Up

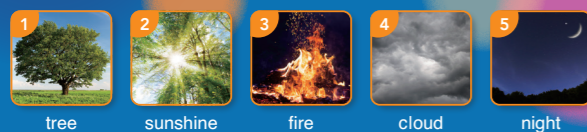
**Story Reveal** Divide students into small groups and provide each group with a copy of the story page. The copies should have blanks in some sentences. Have students work together within their groups to fill in the blanks, using appropriate words or phrases. Once all the blanks are filled, have students read the story aloud as a class.

Extra Practice

Workbook Pages 8-9  
 Online Practice

Lesson 4 CLIL Science

A Listen and repeat.



B Listen and read.

### HOW DO COLORS MAKE US FEEL?

When Sean sees green, he feels calm. Green is like trees.

When May sees yellow, she feels happy. Yellow is like sunshine.

When Jack sees gray, he feels sad. Gray is like clouds.

When Emma sees red, she feels warm. Red is like fire.

When Jane sees black, she feels scared. Black is like the night.

14

**Objectives** To read and learn how colors make us feel  
**Vocabulary** tree, sunshine, fire, cloud, night  
**Materials** Audio Tracks 18-19; Unit 1 Flashcards; PPT Slides

Warm Up

**Reading Race** Review the story from Lesson 3. Divide students into pairs. The first student reads one line from each speech bubble, and then the other student reads the next line. Have them take turns reading until they reach the end of the story. After completing the story, have students switch roles.

Using Pages 14-15

A Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you.
- Play Audio Track 18. Have students listen and repeat.

18

1. tree      2. sunshine      3. fire  
4. cloud      5. night

C Look, read, and circle.

- When Sean sees green, he feels calm. (sad, calm)
- When Emma sees red, she feels warm. (cold, warm)
- When Jane sees black, she feels scared. (happy, scared)

D Read and match.

1 Yellow is like... trees.

2 Green is like... clouds.

3 Black is like... the night.

4 Gray is like... sunshine.

Think Share your feelings about colors.



Unit 1 15

B Listen and read.

- Have students look at the sky through the window. Ask questions about the color of the sky and their feelings. *What color is the sky today? How do you feel when you see the (blue) sky?* Have them share what they feel when they look at the sky. Then tell students that they are going to read about how colors make us feel.
- Have students look at the pictures and talk about the colors and how each child feels.
- Play Audio Track 19. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

19

How Do Colors Make Us Feel?

When Sean sees green, he feels calm.  
Green is like trees.

When May sees yellow, she feels happy.  
Yellow is like sunshine.

When Jack sees gray, he feels sad.

Gray is like clouds.

When Emma sees red, she feels warm.

Red is like fire.

When Jane sees black, she feels scared.

Black is like the night.

- Ask questions to check students' comprehension.

*How does Sean feel when he sees green?*

*(He feels calm.)*

*How does yellow make May feel?*

*(Yellow makes May feel happy.)*

*Which color is like fire?*

*(Red is like fire.)*

*How does Jane feel at night?*

*(She feels scared at night.)*

C Look, read, and circle.

- Have students look at the pictures. Ask how each child feels and elicit the answers verbally.

*How does the boy feel? (He feels calm.)*

- Have students read and circle the correct words. Check the answers as a class. Have students read aloud the sentences with the correct words.

D Read and match.

- Have students look at the pictures. Ask what they can see in the pictures.
- Have students connect the phrases to form complete sentences. Then match the sentences to the correct pictures. Check the answers as a class. Have students read aloud the complete sentences.

Think Share your feelings about colors.

- Write on the board: *When I see \_\_\_\_\_, I feel \_\_\_\_\_.* Demonstrate by thinking aloud *When I see blue, I feel happy.* Have students think about their feelings when they see some colors and volunteers share their thoughts with the class.

Wrap Up

**Exploring Colors and Feelings** Encourage students to share their favorite colors and the emotions they associate with each color. Collect the information as a class and analyze the data to identify popular favorite colors and

common emotions linked to specific colors.

Extra Practice

Workbook Pages 10-11

Online Practice

Lesson 5 Game

A Play a game.

He's/She's (excited).

Is he/she (angry)?



**Objectives** To reinforce the target language patterns through a board game  
**Materials** PPT Slides; Coins; Game pieces

Warm Up

**Picture Talk** Have students look at the game board and talk about what they can see in it.

*How does each child feel?  
 (Each child feels angry, dizzy, happy, and so on.)*

Using Page 16

A Play a game.

- Divide students into two groups and play with a coin and game pieces. Have each group take turns flipping the coin and moving their game piece along the board. If they flip the “heads” side of the coin, they move two spaces. If they flip the “tails” side of the coin, they move one space. The first group to reach the finish line wins.
- On each space of the game board, have each group describe how each child feels or ask and answer questions based on the pictures. If they say correctly, they stay on the space they’ve landed on. If they make a mistake, they move one space back. On the pink space, use the language

pattern: *He’s/She’s (excited)*. And on the yellow space, use the language pattern: *Is he/she (angry)? Yes, he/she is./No, he/she isn’t.*

Wrap Up

**Guess the Feeling!** Have students sit in a circle. Choose one student (S1) to think of a feeling. S1 then acts out the chosen feeling without speaking. The rest of the students observe S1’s actions and try to guess the feeling by saying *She’s/He’s (angry)*. If someone correctly guesses the feeling, that student switches places with S1 and thinks of a new feeling. Continue the activity with different students taking turns in the acting and guessing roles.

Project How I Feel

- Step 1 Look and think about how you feel in each situation.
- Step 2 Draw your face and write. Then present it to the class.



Value

Be happy.



**Objectives** To improve creativity by drawing feelings in different situations; To learn the importance of being happy  
**Materials** PPT Slides

Warm Up

**Unscramble Race** Divide students into two groups. Choose a feeling word from Lessons 1 and 2. Then write the scrambled letters of the word on the board. Have each group race to write the word correctly on their paper and hold them up. The group that shows the correct answer first earns a point. Repeat with other words.

Using Page 17

Project How I Feel

Step 1 Look and think about how you feel in each situation.

- Have students look at the pictures. Briefly talk about the situation in each picture. Have students consider how they would feel in each situation.

Step 2 Draw your face and write. Then present it to the class.

- Have students draw facial expressions and complete the sentences by tracing and writing their feelings. Then have them show their work to the class and present what their feelings are.

Value

- Read the value, *Be happy*.
- Explain that it is important to find happiness in our lives and to appreciate the things that bring us joy. Have students think about things that make them happy. It could be activities, people, objects, or experiences. Have students share their thoughts with the class and write their answers on the board.

Wrap Up

**Happy Banner** Provide each student with a piece of paper and coloring materials. Ask them to create a happy picture or write a positive message on the paper, such as *Be Happy, Spread Love, or Laugh Often*. Once they finish, instruct them to cut out their drawings or messages into individual shapes. Hang the happy artworks around the classroom, creating a joyful display. Encourage students to read and share the positive messages, discussing what brings them happiness and how they can spread positivity.

Extra Practice

Unit 1 Test  
 Online Practice