

# New Faces Ideas

## Parts of the body

### Topic

The body

### Functions

Naming parts of the body

### Grammar

This is...  
It is...

### Vocabulary

Parts of the body

### Start

#### Warm up

Have students sit in a circle.

Review vocabulary by asking the kids to touch the following body parts:

- eyes
- ears
- nose
- mouth
- head
- arms
- legs
- hands
- feet

Ask students to say hello to their friends by using the parts of the body:

- Handshake using the shoulders
- Handshake using the nose

### During

#### Open the book to / at page 49

Ask students to look at the picture and say the words – as they point to the parts of the body.

Ask students to help you decide on the colours to use:

- head = yellow = colour the head yellow
- eyes = green = colour the eyes green
- etc.

### Close

#### Just for fun

Ask students to label the pictures below.

Prepare photocopies – a creature for students to describe it.

It has 3 mouths.

It has 4 legs.

# New Faces Ideas

## We are different

### Topic

The face

### Functions

Describing people

### Grammar

They are blue eyes.

It is a big nose.

### Vocabulary

The face

Adjectives

### Start

#### Warm up

Have students sit in a circle.

Tell students that you have brought two friends – two dolls.

Point to the dolls' faces and make questions.

- What are these?
- What is this?

Ask students to explain how the dolls' faces are different.

### During

#### Open the book to / at page 50

Ask students to look at the pictures and name the parts of the face.

Ask students to read and circle the colours. Then let students colour the eyes.

Ask students to read about the hair - circle the describing word and colour the hair – the same colour.

Do the same with the nose examples.

### Close

#### Just for fun

Draw your face and label the parts of it.

# New Faces Ideas

## Feelings / I feel

<b>Topic</b> Feelings	<b>Functions</b> Explaining why I feel...	<b>Grammar</b> It is raining. I can't play. I'm sad.	<b>Vocabulary</b> Feelings
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<b>Start</b>	<b>During</b>	<b>Close</b>
<b>Warm up</b>  Prepare some flashcards – images that can make some emotions arise. <ul style="list-style-type: none"><li>• spiders</li><li>• food</li><li>• amusement park</li><li>• thunder</li><li>• etc.</li></ul> Review some vocabulary about feelings.  Write on the board the prompt:  It makes me feel...  Show the images to the kids and ask them to say what / how they feel by using the prompt: <ul style="list-style-type: none"><li>• It makes me feel scared.</li></ul>	<b>Open the book to / at page 51</b>  Ask students to complete the words.  Ask students to read and complete the sentence - underline the words that show the reason why I feel ...  <b>Page 52</b>  Students look at the pictures and guess how the kids feel.  Students complete the sentences.	<b>Just for fun</b>  Write the following prompts on the board and ask students to complete them – about themselves. <ul style="list-style-type: none"><li>• Playing soccer makes me feel happy.</li><li>• ...makes me feel sad.</li><li>• ...makes me feel sleepy.</li><li>• ...makes me feel afraid.</li><li>• ...makes me feel angry.</li><li>• ...makes me feel hot.</li></ul> Students draw the emotions in the faces on <b>page 53</b> .

# New Faces Ideas

## Farm animals

### Topic

The farm

### Functions

Describing animals

### Grammar

This is a big chicken.

This is a grey rabbit.

### Vocabulary

Animals

Colours

Adjectives

### Start

#### Warm up

Place some images for farm animals in a small container.

Ask students to sit in a circle and guess what you have put in the container.

Have some students retrieve the images from the container (one at the time) and make questions:

- What is this?
- What colour is it?

### During

#### Open the book to / at page 54

Ask students to look at the pictures and name the animals.

Ask students to read and circle the colours.

Ask students to put a tick next to the animals that are small and two ticks next to the ones that are big.

Ask students to write the words on the board – have the whole class check spelling.

After checking spelling, ask students to write the words on the lines.

### Close

#### Just for fun

Let students colour the animals.

Tell students to draw a happy face next to the two animals they like the most.

Invite some students to tell the class why they like those animals.

# New Faces Ideas

## How many animals are there / Where are they? / Count and count

Topic	Functions	Grammar	Vocabulary
The farm	Counting animals	There are 10 chickens.	Farm animals Numbers

Start	During	Close
<b>Warm up</b>  Tell students that they are going to listen to a song about farm animals.  Have students stand in a circle and play a song.  Students have to come up with steps for the song and say the names of the animals as they hear the sounds.  <b>Options:</b> <a href="https://www.youtube.com/watch?v=5oYKonYBujg">https://www.youtube.com/watch?v=5oYKonYBujg</a>  <a href="https://www.youtube.com/watch?v=zXEq-QO3xTg">https://www.youtube.com/watch?v=zXEq-QO3xTg</a>	<b>Open the book to / at page 55</b>  Ask students to look at the pictures and name the animals.  Explain the use of <b>How many</b> - You use it when you need to look for a number.  Ask students to colour the sheep – read the question, count and write.  Let students complete the activity on their own.  Explain how to answer to <b>How many</b> questions by using <b>There is / are</b> .  Walk students through writing the sentences.  <b>Page 56</b>  Students name the animals and say where they are.  Write sentences using <b>There is a...</b>	<b>Just for fun</b>  Divide the class into small groups.  Tell students that they must read and colour the animals.  Explain to them that they must write a number to show how many of the same animal they found.

# New Faces Ideas

## What does it do?

### Topic

Animals

### Functions

Describing animal activity

### Grammar

The cow eats grass.

### Vocabulary

Farm animals  
Verbs

### Start

#### Warm up

Ask students to stand in a circle and review the following - TPR – add as many actions as you can.

- eats grass
- sits on a nest
- drinks water
- runs in the field
- swims in the pond

Write the actions on the board – one at the time – and make questions:

What farm animal eats grass?

### During

#### Open the book to / at page 58

Ask students to look at the pictures and name the animals.

Ask students to read and circle the actions.

Ask students to draw lines to match the sentences with the animals – then write the words.

### Close

#### Just for fun

Play hit the animal

Display some flashcards for farm animals on the board.

Ask two students to come to the front and give each a fly swatter – ask students to look at the class, not at the board.

Teacher describes an animal – what it does / it can do – by whispering.

Students at the front listen carefully, turn around and hit it.

# New Faces Ideas

## My family's farm

### Topic

The farm

### Functions

Talking about the things I do on the farm  
Describing animals

### Grammar

I help on the farm every day.  
There is a red cow.

### Vocabulary

The farm  
Animals  
Colours

### Start

#### Warm up

Students brainstorm – farm animals – write the words on the board - in the form of a list.

Play wet ball scoring

Draw a target on the board – different numbers for points.

Divide the class into two teams – ask one kid from each team to come to the front and get a wet ball.

Say the name of an animal and ask students to throw the ball at the target.

Check scores by:

Teacher:

- Horse

Students hit number 5 so they say:

- There are 5 horses on my family's farm.

Continue like this until you have covered all the animals.

### During

#### Open the book to / at page 59

Have one student read the first paragraph - aloud.

Ask students to find and circle the words for animals.

- I take care of the cows.

Ask students to underline colour words - or describing ones.

- It has got a nice brown colour.

Explain to students that they must read and colour the animals – according to the reading.

### Close

#### Just for fun

Tell students that they are going to make a **Farm Products** poster.

Divide the class into groups of four and distribute magazines and cardboard.

Tell students to find and cut out images for products.

Students glue the images and write the names of the products.

Ask students to present their posters to the class.

Ask students to help you decide where to display the posters.

# New Faces Ideas

## How are you?

### Topic

Feelings

### Functions

Explaining why people feel angry, tired, etc.

### Grammar

He is happy.  
He's got a cute dog.

### Vocabulary

Feelings

### Start

#### Warm up

Prepare some images for emotions – faces.

Spread the images on the floor.

Write the words for the emotions – feelings on the board.

Divide the class into two teams – ask one kid from each team to come to the front.

Tell the participants that they have to find the face for the word you call out and paste it on the correct word.

The kid who finds the face and pastes it on the board first, gets a point for his / her team.

### During

#### Open the book to / at page 60

Ask students to look at the pictures and name the animals – think of a word to describe each.

Draw students' attention to the kids' faces and make questions:

- How does he feel?

Ask students to read and complete the dialogues.

- How is Bill?
- He is happy.
- Why?
- He's got a cute pig.

### Close

#### Just for fun

Make a Pictionary page

Prepare some photocopies – the farm – pets – people- etc.

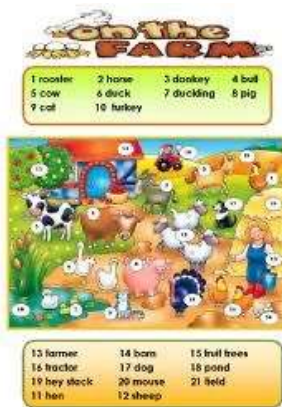
Tell students that they are going to make a Pictionary page.

Students will have to:

- Colour
- Write words

Monitor and make random questions:

- What is this?
- This is a barn.
- What colour is your barn?
- It is a brown barn.
- Is this cow happy?
- Why?





# New Faces Ideas

## I like drawing

### Topic

The farm

### Functions

Illustrating (telling) how many animals there are

### Grammar

There are three orange chickens.

### Vocabulary

Farm animals  
Colours  
Prepositions

### Start

#### Warm up

Have students sit in a circle.

Elicit and review vocabulary:

- Farm animals
- Colours
- Adjectives
- Prepositions

Ask students to try to recall as many words as possible – write the words on the board and have students help you count all the words they have learned.

### During

#### Open the book to / at page 61

Ask one student to read the first sentence and draw the picture on the board.

Ask the whole class to help you check if the drawing has all the information:

- Three ✓
- Orange ✓
- Chickens ✓

Ask students to make the drawing in their books.

Do the same with the second box.

Let students complete the activity on their own.

### Close

#### Just for fun

Tell students that they are going to make a Farm picture.

Students brainstorm – other elements that could be included in the picture:

- a barn
- a fence
- straw
- other animals
- etc.

Distribute white sheets of paper and ask students to make their drawings.

Remind students that they must label all the elements in the picture.

Use all the drawings to decorate one wall.

# New Faces Ideas

## What do they do?

### Topic

The farm

### Functions

Describing animal activity

### Grammar

Cows eat grass.

### Vocabulary

Farm animals  
Verbs

### Start

#### Warm up

Have students sit in a circle – invite one student to stand in the middle of the circle and act out:

- I am a goat. I am eating grass.

The rest of the class guesses:

- what animal it is
- what it is doing

The kid who gets the answers first, stands in the middle of the circle and acts out.

### During

#### Open the book to / at page 62

Ask students to look at the pictures and name the animals – then the actions.

Teacher makes questions about the first sentence:

- What is the animal in sentence 1?
- What is the action?
- Which picture shows that information?

Ask students to match the sentence with the picture.

Do the same with the other seven sentences.

### Close

#### Just for fun

Display some images of farm animals on the board – showing different actions.

Teacher makes some random questions:

T

- What are these?

Ss

- They are rabbits.

T

- What are they doing?

Ss

- Eating.

T

- What are they eating?

Ss

- They are eating carrots.

T

- Where are they?

Ss

- They are on the farm.

# New Faces Ideas

## Actions

### Topic

Actions

### Functions

Describing activity

### Grammar

This picture shows a boy. He is drinking water.

### Vocabulary

Verbs

### Start

#### Warm up

Paste images for farm animals and words (actions) written on small cards around the classroom.

Divide the class into three teams – ask the first team to stand at the front and listen carefully.

Teacher makes noises – students have to go and stand by the card that shows the animal or the action.

Eliminate students that don't follow the instruction immediately.

The team with surviving students will win the game.

### During

#### Open the book to / at page 63

Ask students to look at the pictures and name the animals, the people and the actions.

Ask students to use the words at the bottom of the page to label the pictures.

Check choices:

- The word **sleep** is for the picture of the ...

### Close

#### Just for fun

Ask students to talk to a friend about the pictures:

- This picture shows a boy. He is drinking water.
- This picture shows a monkey. It / He is eating a banana.
- This picture shows a girl. She is feeding the ducks.

Write some example sentences in the notebook.

# New Faces Ideas

## A math goat

### Topic

Maths

### Functions

Doing math for  
colouring

### Grammar

Eight minus five, equals  
three.

This section must be  
coloured blue.

### Vocabulary

Colours  
Numbers

### Start

#### Warm up

Write some math operations on the board - the ones on page 64.

Write on the board the symbols:

- + plus
- - minus
- = equals

Ask students to read and work out the operations.

### During

#### Open the book to / at page 64

Tell students that they are going to make some math in order to find the way in which the goat must be coloured.

Try the first operation on the board – elicit the answer and ask students to find the colour for the section.

Students colour it.

Try four more operations on the board. Then let students complete the activity on their own.

### Close

#### Just for fun

Ask students to colour the duck following the colouring instructions on the left.

Photocopy templates for farm animals.

Tell students that they are going to make a template for a friend to follow colouring instructions.

Explain to students that they have to write numbers and colours only.

Exchange templates and colour them according to the instructions.

# New Faces Ideas

## Listening

**Open the book to / at page 65**

Ask students to look at the picture and describe it in detail.

Tell students that they are going to listen to some people talking about the picture. The people on the listening will tell what things must be coloured and where those things are.

Try some examples on the board for students to get familiarised with these instructions – make sure the examples are not part of the listening.

Play the audio – students listen and mark their answers somehow.

Check marking.

Play the audio – students listen, verify their marking and colour.

Check answers with the whole class.

## Reading

**Open the book to / at page 66**

Ask students to look at the pictures and name the animals.

Ask students to read the example sentences and explain:

- Does the sentence have information about the picture?

Tell students that they must put a tick when the sentence has information about the picture.

Tell students that they must put a cross when the sentence does not have information about the picture.

Ask students to complete the activity on their own – students explain their choices.

# New Faces Ideas

## Reading

**Open the book to / at page 67**

Ask students to look at the pictures and name the animals.

Tell students that they can work out this activity easily by:

- identifying the information in the picture.
- verifying if the information is correct or incorrect.

Explain to students that they must write YES when the information is correct and NO when the information is not correct.

Walk students through the example and question 1.

**Key information:**

- two chickens – Yes or No?
- one pig – Yes or No?

Let students complete the activity on their own – check answers with the whole class.