

My feelings!

starring
Inside out

To the teacher

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Apresentação

O presente material é composto pelo *Teacher's guide* e a Unidade Didática *Feelings*. Ambos os materiais são de minha autoria e foram inspirados na estrutura dos livros da coleção *New English Adventure*¹ (2016), da Pearson.

No *Teacher's guide* o professor poderá encontrar as instruções para a realização e respostas às atividades da Unidade Didática, bem como as transcrições dos áudios e algumas sugestões para um melhor desenvolvimento das aulas. Ao final deste material, encontrará recursos extras, que também estão disponíveis no material do aluno, tais como adesivos e moldes para recortar.

A Unidade Didática é destinada à aprendizes de Língua Inglesa (como Língua Estrangeira), com a faixa etária entre 5 e 6 anos de idade.

A Unidade é inspirada pelos personagens do filme *Inside out*² (Docter, 2015), *Divertidamente*, na versão brasileira. A temática escolhida para a sua elaboração foi *Feelings*, abrangendo um total de cinco sentimentos, sendo estes: *happiness, sadness, anger, fear* e *disgust*, os quais são ensinados aos alunos, respectivamente, através dos adjetivos: *happy, sad, angry, scared* e *disgusted*. Esta “conversão/adequação” foi necessária, pois o objetivo é que os alunos sejam capazes de expressar e identificar os próprios sentimentos e dos demais. Deste modo, a escolha pelos adjetivos propicia a elaboração de frases com predicativos (ex.: *I'm happy*).

Esta proposta conta com um total de 8 páginas e dezesseis atividades, incluindo uma parte de revisão de conteúdo. As atividades envolvem não apenas o ensino de Língua Inglesa, mas também a Inteligência Emocional. No material, existe uma

¹ A coleção *New English Adventure* é baseada em filmes da Disney, sendo composta por 4 livros destinados a aprendizes de Língua Inglesa (como Língua Estrangeira) com idades entre 6 e 9 anos. Para mais informações, acessar: <<https://www.pearson.com/english/catalogue/primary/new-english-adventure.html>>.

² *Inside out* (2015) retrata os desafios de uma criança (Riley) ao lidar com várias emoções que habitam dentro de sua mente logo após se mudar para São Francisco (E.U.A).

variedade de atividades que buscam desenvolver habilidades de *listening* e *speaking* nos alunos, assim como habilidades de manejo emocional.

Para o desenvolvimento linguístico, a maioria das atividades foram elaboradas de forma a trabalhar o *listening* e o *speaking* em conjunto, na mesma atividade. Para o trabalho com a habilidade de *listening*, existe um CD que acompanha o material. No entanto, estas duas habilidades possivelmente serão desenvolvidas o tempo todo na sala de aula, nas interações normais de sala de aula (desde que professores e alunos se comuniquem na língua alvo).

No tocante à Inteligência Emocional, as atividades se pautam no desenvolvimento de duas habilidades principais: Autoconsciência e a Autorregulação (GOLEMAN, 1995), que se enraízam em outras mais específicas, que podem ser consultadas no *Teacher's guide*, na parte de objetivos. As atividades têm o intuito de promover a reflexão nos alunos, assim, em muitas atividades, estes são levados a responderem perguntas para que encontrem uma solução e/ou alternativa para algum sentimento negativo ou até mesmo um desafio, que muitas pessoas poderiam ver como um problema.

Por fim, destacamos que, é essencial que os alunos tenham assistido ao filme (Divertidamente) para a realização das atividades da Unidade Didática. Recomendamos que o filme seja assistido em sala de aula, pois o professor pode aproveitar a oportunidade para fazer pausas durante o filme e chamar a atenção dos alunos para alguma cena específica, que eles vão presenciar na unidade didática, fazendo com que se lembrem dela com mais facilidade posteriormente. Seria interessante também, criar um script com algumas perguntas para fazer aos alunos durante o próprio filme, para já ir exercitando a estratégia de perguntas que levam a reflexão com a qual vão ter contato durante a realização das atividades.

Se o professor tiver a oportunidade de organizar um *Cine pop corn*³ com seus alunos, a experiência poderá ser muito mais rica e prazerosa.

³ Evento geralmente realizado para assistir a um filme em grupo, no qual, os participantes podem levar alimentos para comer enquanto assistem. O local também pode ser preparado para que a experiência se assemelhe à de um cinema.

Características da Unidade Didática

Público alvo: Alunos entre 5 e 6 anos.

Tema: *Feelings (happy, sad, angry, scared e disgusted).*

Filme: *Inside out (Divertidamente-2015).*

Número de páginas: 8.

Número de atividades (em média): 16.

Carga horária total (prevista): 8-9 horas.

Componentes que acompanham a UD: CD com os áudios das atividades de *listening*, adesivos e moldes para recortar.

Habilidades Linguísticas: *listening e speaking.*

Habilidades de Inteligência Emocional: Autoconsciência e Autorregulação (GOLEMAN, 1995).

My feelings!



Linguistic aim: To learn vocabulary related to feelings.

Target language: Feelings/My feelings, happy, sad, angry, disgusted, scared; I'm (...).

Receptive language: Look, this is (Joy), He/She is (yellow), Is he/she (angry)?, green, red, yellow, blue, purple.

Materials: Classroom items, home-made flashcards with feelings, stickers and CD.



It is advisable that students have learned the colors (green, red, yellow, blue, purple) beforehand so that this unit can be further explored.

Presentation

- Stick flashcards on the board and say each feeling as you point to it. Have students repeat after you. T: *Happy*. Stds: *Happy*. If necessary, use L1 to explain the meaning of the words.
- Have a volunteer come to the board. T: *I'm (happy)* making a corresponding facial expression. Student point to the correct flashcard and repeat. Std: *I'm happy*. Make sure all students take a chance to participate.

UNIT: My feelings, p.1

INTRODUCTION

- Direct students to the first page of the unit. Ask students in L1 if they recognize the characters and what movie they are from. (*Inside out*)
- Then describe each character. T: *Look! This is Joy. She's yellow*. Procedure like this for all the characters. T: *They are feelings*. Emphasize names and colors.
- Have students work in pairs to say a color and point to the appropriate character. Std A: Red! Std B points to ANGER character. Students switch roles.
- Ask students some questions about the characters. Encourage them to say yes or no and to correct you, if necessary. T: *Is he happy?* (pointing to SADNESS character). Stds: *No! Sad*. Continue like this for all the characters.

1. Listen and stick.

- Ask students to go to the stickers page (p. 9) and encourage them to name the feelings they see.
- Play the CD (1.2) and ask students to point to the corresponding stickers.



Happy, scared, angry, sad, disgusted 1.2

- Play the recording again, pausing after each word for students place the stickers in the appropriate circles (in the order they hear the feelings).
- Check answers as a class by having a volunteer call out the stickers in the order they are placed.

2. Find and check (✓).

- Ask students to observe the picture and check the feelings they can find in the picture. T: *Happy. Yes or no?* Stds: *yes* (pointing to JOY character).

My feelings!

1. LISTEN AND STICK.

Happy Scared Angry Sad Disusted

2. FIND AND CHECK (✓).

General aim: To understand that everyone has different feelings and emotions; to name feelings.

Emotional Aim:

♥ *Self-awareness:* To be conscious about their own feelings and express them artistically.

♥ *Self-regulation:* To brainstorm healthy ways to regulate negative emotions.

Target language: Feelings/My feelings, happy, sad, angry, disgusted, scared; I'm (...).

Receptive language: This is my heart, I'm (happy), yellow, blue, green, purple and red.

Materials: Classroom materials and chalk.

Presentation

- Draw a big heart on the board. T: *This is my heart.* (Make appropriate gestures to express this sentence).
- Tell students (in L1) that your heart is full of emotions, and they can vary depending on the day, or even the moment.
- Fill the heart with colored pens and reinforce the vocabulary by saying how you feel after finishing each part. T: *I'm happy.* (after coloring a part of the heart with the color yellow).

UNIT: My feelings, p.2

3. Think and color. Then say.

- Direct students to page 2 exercise 3.
- Ask a volunteer to tell you the feelings and colors of the legend. Stds: *Happy. Yellow.*
- Explain they have to fill the heart with the feelings that are present in their own heart using the colors of the legend. If students think of other feelings help them choose a color for it and include the new feeling in the activity.
- There is no right or wrong way to do this exercise. Students can draw patterns or just color it.
- Discuss what people usually do when they are feeling angry, scared, sad, happy and disgusted. You may talk about actions, facial expressions and voice tone.
- It is important that children know that all feelings are okay, but that it is essential to learn ways to regulate those emotions in healthy ways.
- Brainstorm some healthy ways to regulate a negative feeling (listening to music, play with

friends, draw, etc.) At the end of the activity on a piece of paper write the word CONTROL. Briefly explain to students that sometimes we can't control what happens to us (the external influences), but WE CAN CONTROL our reactions to that. Have students hold their papers and repeat after you: *"I am in control!"*

4. Listen and number. Then watch.

- Tell students you are going to say a color and they have to point to the correct character and say the feeling it represents. T: *Purple. Stds: Scared!*
- Explain that they will listen to a video and they need to pay attention to the voices and sounds in the environment to identify the character/feeling and number it in the order they hear.
- T: *Listen.* Play the video and pause after each scene for students to number.



Video : Inside out: Guessing the feelings

<https://www.youtube.com/watch?v=dOkyKyVFnsS>

- Have students watch the video to check their answers.
- Ask some students to tell you the correct sequence.

General aim: Consolidate the content from the unit. Describe the feelings of other people.

♥ **Emotional aim:** Recognize emotions of others through facial expression.

Target language: Feelings/My feelings, (Ana) is happy, sad, angry, disgusted, scared.

Receptive language: Look, This is (...), How are you?, I'm (...), (Ana) is (...), Who's Kyle?

Materials: Classroom materials and CD.

Presentation

- Draw 2 faces on the board. A boy and a girl, each face should show a different feeling.
- Point to the boy and say: *Look! This is (Tom). (Tom) is (Happy).* Point to the girl and say: *Look! This is (Tina). (Tina) is (scared).*
- Ask some students about how they are feeling today. T: *How are you?* Std: *I'm (happy).* Then say: *This is (the student's name). (Julia) is (...).* To check comprehension, ask students to complete the sentence. Stds: *(happy).*

UNIT: My feelings, p.3

5. Who's Kyle? Listen and find.

- Ask students to observe the activity 5 on page 3. Have students discuss what they can see (where are the people? How are they feeling?)
- Explain they are going to listen to the CD and they have to identify who is Kyle.
- Play track 1.3 and encourage them to point to the appropriate people.



1. *This is Ana. Ana is angry.* **1.3**
2. *Oh, no! The dog is angry, too.*
3. *This is Dan. Dan is scared.*
4. *This is Lia. Lia is sad.*

- Play the track one more time and have students circle and say who is Kyle. T: *Who's Kyle?.* Stds: *Number 2!*
- Check comprehension by having students complete your sentences. T: *Number 1. This is Ana. Ana is (...).* Stds: *angry!* Procedure like this for all the characters on the picture.

6. Look at activity 5 and match. Then play.

- Explain they have to match the characters from the movie to the people on activity 5 according to the feeling they are expressing.
- Check answers by having some volunteers come to the front of the class and say their answers.
- Have students work in pairs. One student points and says a feeling presented on the pictures and the other student mime it. Make sure they take turns.

Optional activity

Play the game Simon says. When you say Simon says: I'm (sad), students should mime the feeling mentioned. When you say a sentence without Simon Says, they should not move at all. If students make mistakes, they should return to their seats. Play until few students stand.

5. WHO'S KYLE? LISTEN AND FIND.

6 LOOK AT ACTIVITY 5 AND MATCH. THEN PLAY.



Linguistic aim: Review vocabulary and structure.

Emotional aim:



Self-regulation: To reflect upon alternatives that help solving problems.

Target language: Feelings/My feelings, (I'm) happy, sad, angry, disgusted, scared.

Receptive language: Are you (happy)?

Materials: Classroom items, home-made flashcards with feelings and CD.

Presentation

- Stand in front of the class and mime the character ANGER as you say the feeling. T: *I'm angry!*
- Invite students to join in and mime and repeat what you say. Procedure like this for all the feelings taught.
- Have different students take your place to mime. The class have to guess the feeling that is being mimed.

UNIT: My feelings, p.4

7. Listen and point. Then say yes or no.

- Direct students to page 4. Ask them to describe what they see. Encourage them to use the target language.
- Say each feeling in the order of the pictures and have students repeat after you.
- Explain to students that they have to look to the pictures, listen to the CD and say Yes (if it is correct) or No (if it is wrong).



1. *We are happy.*
2. *I am scared.*
3. *I am angry.*
4. *I am disgusted.*

1.4

- Play track 1.4 again for students to check their answers. Ask them to correct the wrong sentences. Stds: *No! Sad.*
- Have students form a circle. Play track 1.4 again and have them mime the feelings they hear.
- Ask students in L1 if they remember the parts of the movie that are in the pictures and why she is feeling that way.

- Ask students how they would feel and react to the situations portrayed in the activity:
 1. Riley is ice skating with her parents.
 2. Riley tears her toy (teddy bear) into 2 parts.
 3. Riley is watching a horror movie.
 4. Riley is angry because her father won't give her dessert.
- Say to students that having a negative feeling like in the pictures (2,3, 4) is not helpful and it can make things worse.
- Help students find solutions for Riley in order to make her feel better.
- Answer will vary, but may include the following:
 2. Riley can play with other toys/friends.
 3. Riley can watch her favorite movie.
 4. Riley can eat the broccoli to have dessert.

8. Draw. Then say.

- Direct students to activity 4. Explain they can either draw how they are feeling now or how they felt some day. Students should also draw the scenario for that feeling. (Feeling: Happy-scenario: playing with friends).
- Walk around the class while students work and ask them about their drawings. T: Are you happy? (pointing to their drawing).
- Praise students for their work and ask a few volunteers to come to the front of the class and share their work and how they are feeling in their drawings. Stds: *I'm (happy)!*
- If any student come up with a negative feeling or memory, the teacher can recall the procedure on the previous activity and ask students for an alternative for the "problem".

7. LISTEN. SAY YES OR NO.

1. *Yes* 2. *No* 3. *No* 4. *Yes* 5.

8. DRAW. THEN SAY.

General aim: To review colors and feelings. To play a game.

Target language: Colors: Green, red, yellow, blue, purple. Feelings: happy, sad, angry, disgusted, scared, how are you?, I'm (happy).

Receptive language: Look, listen, cut out, in pairs, pick up (...), mime.

Materials: Classroom materials, CD and homemade color flashcards.

Presentation

- Display the color flashcards on the board. Point to a flashcard and intentionally say a wrong color, ask students to correct you. T: *Green*. Stds.: *No! Yellow*. Procedure like this to all the colors learned or just the ones you will need for the next activity.
- Ask students to walk around the classroom and point to something yellow, blue and red.

UNIT: My feelings, p.5

9. Trace and color. Then draw and say.

- Direct students to page 5, activity 9. Explain that you will say a feeling and they will have to point to it. If you see students are having trouble with the task, you can mime the feelings to help them. Say the colors of the activity and have students point to them.
- Have students trace with their fingers the lines from the color blobs to the feelings. T: *blue*. Std: *sad*. Continue for all colors. After that, students trace the lines with a pencil.
- Call attention to the last emoticon face and have students draw a feeling of their choice.
- Place students in pairs and have them take turns saying a color and a corresponding feeling. Std "A": *Red*/ Std "B": *Angry*. Finally, They present their emoticon to each other. Std "A": *How are you?*/ Std "B": *I'm scared*.

10. Go to cut outs page. Cut out. Then listen and play.

- Ask students to go to "cut outs page" (p. 10) and ask them to describe each picture. After that, they cut out the cards.
- Direct them to activity 10 e ask their opinions about how the game is going to be played.

Allow students to express their opinions without rejecting any answers. Play track 1.5 to check.



A: *Are you angry?*

1.5

B: *No*

A: *Are you sad?*

B: *Yes!*

- Explain the game: In pairs, the students put the cards face down on the middle of the table. One of the students pick up a card (without showing the content) he/she has to mime the feeling. Then, the partner tries to guess the right feeling that is being mimed. If the partner guesses it, he/she keeps it. The game ends when all the cards have been used. Make sure students change roles.
- Check if students are playing the game correctly.

Optional activity

Ask students to sit in a circle and give a feeling flashcard to one of them. Explain they have to pass the flashcard to the colleague next to them while they listen to a song. When you stop the song the student holding the flashcard has to name the feeling on the flashcard.

9. TRACE AND COLOR. THEN DRAW AND SAY.

10. GO TO CUT OUTS PAGE. CUT OUT. THEN LISTEN AND PLAY.

The image shows a worksheet for two activities. Activity 9, 'Trace and color. Then draw and say', features three colorful starburst shapes (yellow, blue, red) at the top. Dotted lines connect these shapes to three emoticon faces below: a sad face (labeled 'Blue'), an angry face (labeled 'Red'), and a happy face (labeled 'Yellow'). A fourth blank emoticon face is also present. Activity 10, 'Go to cut outs page. Cut out. Then listen and play', shows a photograph of two children sitting at a table, playing a card game with colorful cards.



Linguistic aim: To sing a song.



Emotional aim:

♥ *Self-regulation:* To learn the importance of controlling impulses for better results.

Target language: Feelings/My feelings, (Ana) is happy, sad, angry, disgusted, scared.

Receptive language: Look, What's this?

Materials: Classroom materials.

UNIT: My feelings, p.6

11. Trace. Then talk.

- Point to Bing bong's rocket and ask students if they remember what it is. T: *Look. What's this?* Stds.: *Bing bong's rocket.* Call attention to the importance of the rocket in the story and what it was used for (The rocket helped Joy scape from the cemetery of old memories). After that, you can show students some excerpts in which the rocket appears or just the scene it salves joy.
- Explain to students they have to help the characters get to the rocket, but only one will be able to do that. Ask in L1 students opinion about who it will be.
- Give some time for students to go through the maze.
- To check the activity, ask a volunteer to tell you who get to the rocket. Stds.: *Joy!*
- Ask in L1 why they think it was her and not another character. Let students give their opinions without rejecting any answers. Then, discuss some reasons why the others probably didn't achieve the goal.

Some suggestions:

- SADNESS:** She tried but in the middle of the maze she started to cry and couldn't finish because her tears blurred her vision and she got lost.
- FEAR:** He didn't even enter the maze because he was afraid of what could be hidden inside it.
- ANGER:** He was doing pretty good but then he started to get annoyed because it was taking too long, and then he got angry and gave up.
Finally, give attention to why Joy did it:
- JOY:** She had a positive attitude since the beginning, she didn't see it as something difficult, she faced it as a challenge.



- Tell students that challenging situations are part of our lives and they can take place anywhere: at home, on the streets and even at school.
- Ask students in L1 about their experiences:
 - When was the last time you had a challenging activity/situation?*
 - How did you feel?*
 - What did you do? Was it the best option for the situation?*
- Help students reflect upon their behavior and if there was a more appropriate action for the moment that they couldn't see because they were following their impulses.
- It's important to let it clear that following your impulses can't be good depending on the situation (as in the examples of the characters who didn't finish the maze).

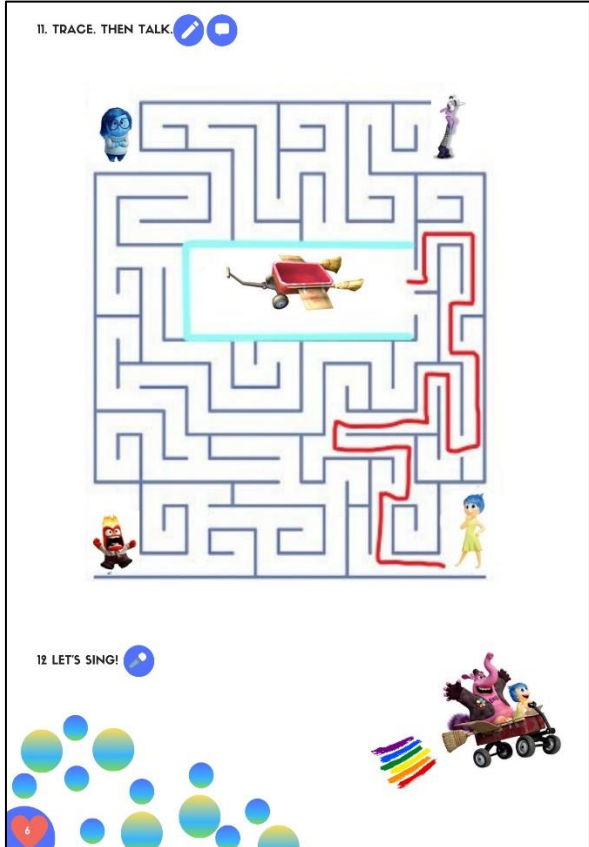
12. Let's sing!


- Tell students they are going to sing the song that Bing Bong uses to call his rocket and encourage students to sing along with you.



If you feel the song is too difficult for your students you can sing the more complex part and let them sing "Bing Bong, Bing Bong" at the end of your sentences while they clap their hands.

11. TRACE. THEN TALK  



12 LET'S SING! 

General aim: To build an emotional management wheel.

♥ **Emotional aim:**

♥ *Self-awareness:* To be conscious about their own feelings in different situations.

♥ *Self-regulation:* To use the wheel to control impulses and regulate negative emotions./to acquire a strategy to adequate negative emotions; to learn how to think positive.

Target language: Feelings/My feelings, (I'm) happy, sad, angry, disgusted, scared.

Receptive language: How are you? What's missing?

Materials: Classroom items (pencil, colored pencils, scissors, glue), cut outs, a pin and home-made flashcards with feelings.

Presentation

- Stick flashcards with feelings on the board and have students tell you what they represent.
- Ask students to close their eyes and remove a flashcard. Students open their eyes and say which feeling is missing. T: *What's missing?* Stds: *scared!*
- Have a volunteer come to the board and take your place. Std: *What's missing?.* Stds: *(angry!)*
- Repeat the activity with more students.

Project: My emotional management wheel

PART 1 - MY TREASURES

13. Think and Draw. Then say.

- Ask students to think about things they like to do the most and draw it in the balloons.
- Walk around the class while students work and ask: *"How are you?"* (pointing to a drawing). Students may say: *I'm (happy).*
- Have a volunteer come to the front of the class and present his/her pleasure activities.
- Tell students to compare their work in pairs.

PART 2- HANDS ON

14. Time to build my wheel

The wheel should be constructed in a resistant material as it is made for students to take it everywhere.



- Tell students the sensation of those activities are so powerful they can use them to change a negative feeling.
- Ask students in L1 which activities they can do when they feel sad. Procedure like this for the other feelings (angry, scared, disgusted).
- Give each student a handout with the wheel and the faces of the movie characters (see cut out p. 11).
- Have students cut out the characters and stick in the wheel in the order they hear (dictation). T: *Number 1, I'm (Sad).* Students stick the corresponding face.
- Hand out the outer wheel to students (see cut out p. 12) so they can stick their work to it. Have students draw one optional activity they can do for each negative feeling.



It is very important that the teacher explains for the students that they should bring their wheels every class (as it is personal the teacher is not able to have a single model in class for all the students). Probably there will be some activities (from students wheels) that won't be possible to be realized in class, in this case the teacher can encourage students to think in an alternative option for the moment.

The teacher should also instruct them to use the wheel not only in class, but to take it with them anywhere they go.

Parents should be aware of this management tool so they can also help the kids at home when they face any situation that can result in a negative feeling.



REVIEW

General aim: Review content from the unit.

Target language: Feelings/My feelings, (I'm) happy, sad, angry, disgusted, scared.

Receptive language: How are you?, I'm (...), yellow, blue, green, purple and red, look at (Riley), how's the family?.

Materials: Classroom materials and colored balloons.

Review

- Have students quickly flip through the entire unit. Then ask them to close their books and say what they remember. Encourage them to mention feelings, their favorite exercises, what they have learned, etc.

UNIT: My feelings, p.8

1. Listen and check (✓) or cross (✗). Then say.

- Ask students to open their books to page 8. Have them observe the picture and identify the characters. (Mr. Andersen, Mrs. Andersen and Riley).
- Encourage them to tell how they believe these characters are feeling in the picture.
- Ask some questions about how the characters feel. *T: Look at (Riley). Is she sad?. Stds.: No! Happy!*
- Explain to students they are going to listen to a description of the characters and they have to place a check (✓) if it is correct, or a cross (✗) if it is wrong. Pause and have students complete orally number 2.

1.6

1. How are you, Mrs. Andersen? I'm sad.
2. Are you disgusted, Mr. Andersen? No! I am ... (happy)
3. How are you Riley? I'm happy!

- Replay the track if necessary.
- To check answers point and ask: 1. *Sad? Stds: No!* procedure like this for the other characters. To finish ask: *How's the family?*

(pointing to all the members on the picture).
Stds: *Happy!*

2. Circle and draw. Then play.

- Draw on the board one of the characters of the movie. Point to it and say: My favorite character is (sadness).
- Direct students to the picture on the bottom of the page. Invite students to name the characters.
- Have students circle their favorite character and then draw it in the frame. Students should not let their colleagues see their work.
- Ask students to go to the first page of this unit. Explain they have to describe their favorite character and their partner has to guess and point to it. (Ex. *I'm blue. I'm sad.*)
- Allow students to show their drawing to their partners to confirm the answers.

3. LET'S END THIS UNIT WITH A "BOOM"!

- Spread some colored balloons (red, green, purple and yellow) in the classroom. Explain you are going to say a color and they have to run to the balloon with that color, fill it with air until it blows and say the feeling associated to that color (Ex.: Yellow balloon-Happy). To make this activity more challenging you can mix calling the colors and the feelings or even add more colors of balloons to the game.

STICKERS PAGE

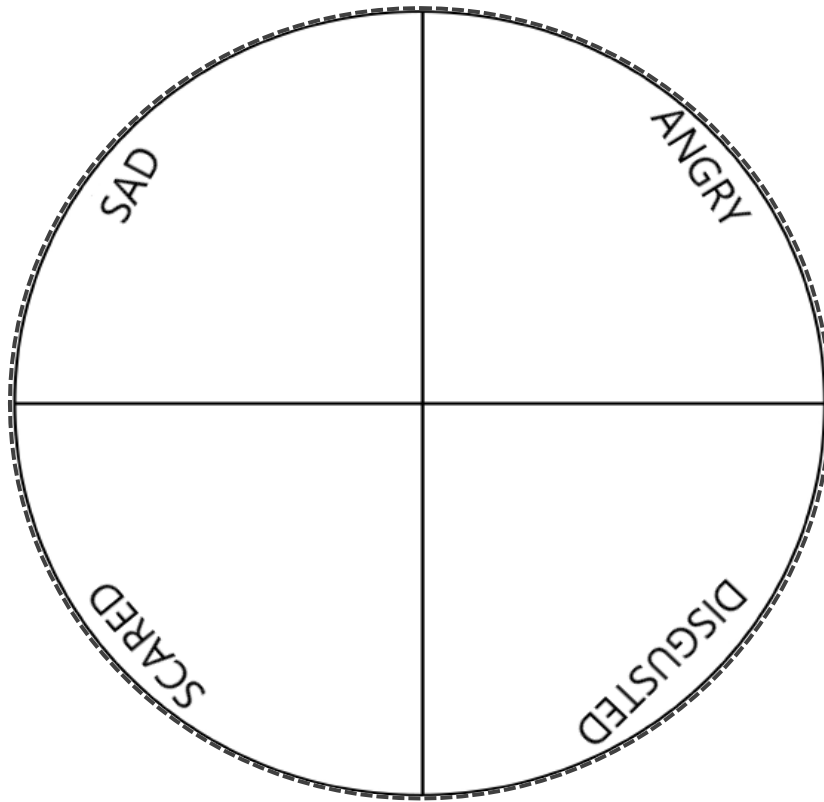
My feelings!



CUT OUT. 

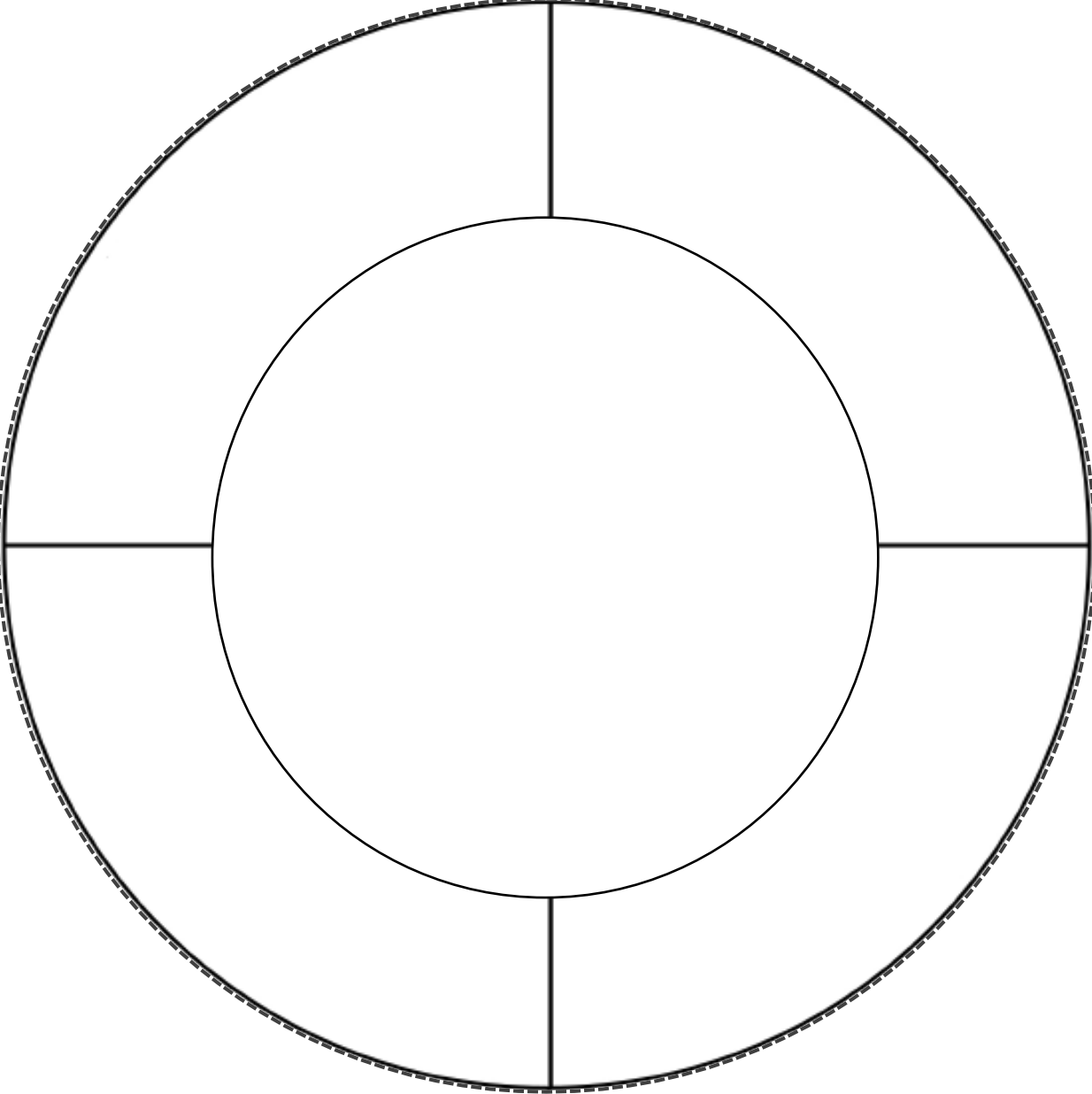


CUT OUT. THEN LISTEN AND STICK.  

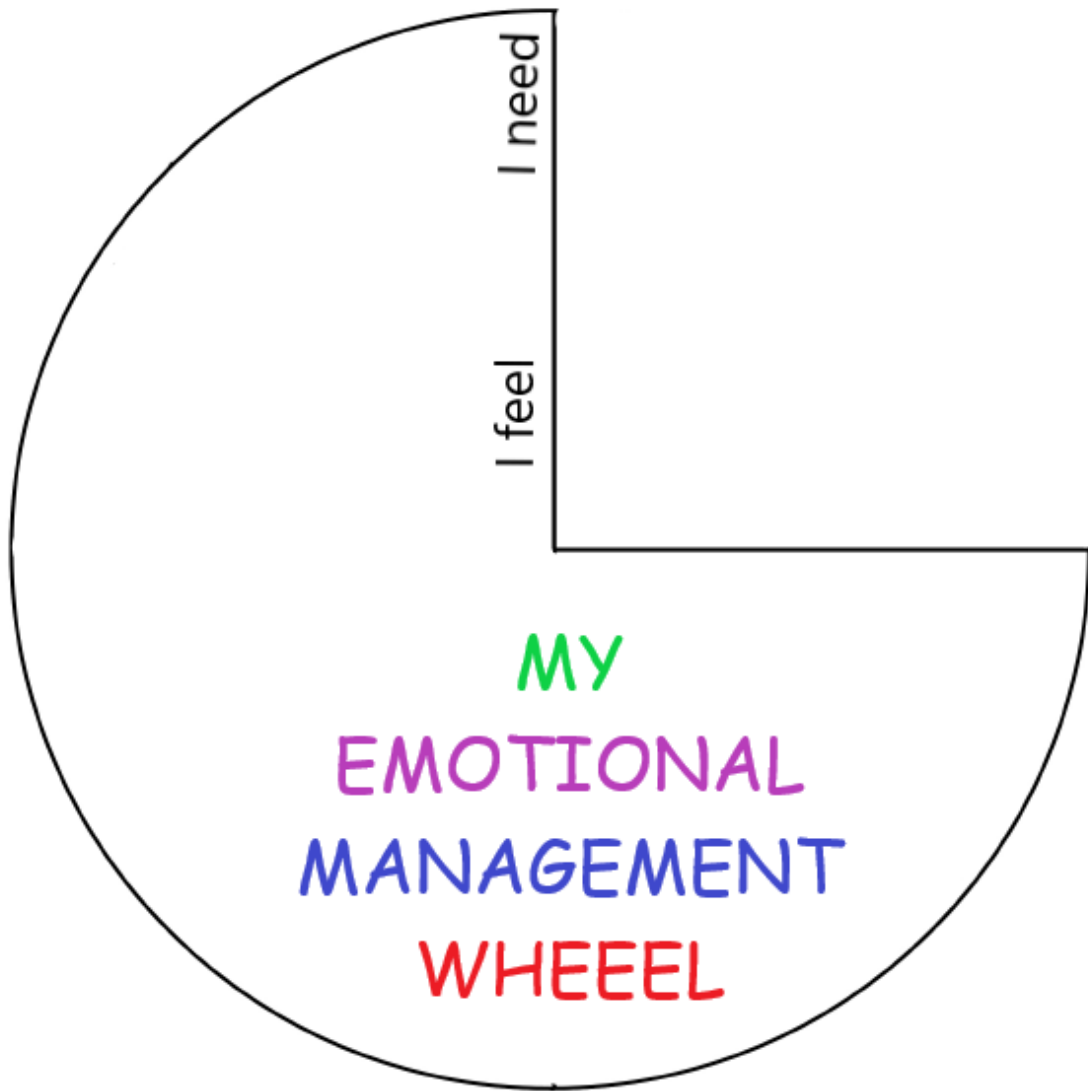


CUT OUT 3 (Wheel part 2)

CUT OUT. THEN DRAW.  



CUT OUT. 



 AUDIOSCRIPTS

Page 1, exercise 1

1.2

Happy, scared, angry, sad, disgusted

Page 3, exercise 5

1.3

1. *This is Ana. Ana is angry.*

2. *Oh, no! The dog is angry, too.*

3. *This is Dan. Dan is scared.*

4. *This is Lia. Lia is sad.*

Page 4, exercise 7

1.4

1. *We are happy.*

2. *I am scared.*

3. *I am angry.*

4. *I am disgusted.*

Page 5, exercise 10

1.5

A: *Are you angry?*

B: *No*

A: *Are you sad?*

B: *Yes!*

Page 8, exercise 1

1.6

1. *How are you, Mrs. Andersen? I'm sad.*

2. *Are you disgusted, Mr. Andersen? No! I am... happy!*

3. *How are you Riley? I'm happy!*



Bing bong song, page 6, ex.12:

Who's your friend who likes to play?

Bing Bong, Bing Bong

His rocket makes you yell, "Hooray!"

Bing Bong, Bing Bong

Who's the best in every way...

And wants to sing this song to say, Bing

Bong, Bing Bong