

NEW

English Adventure

**Student's Book
with Workbook**

LEVEL 1



SAMPLE

**Regina Raczyńska
Cristiana Bruni
with José Luis Morales**

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Product Manager- Pearson Brazil: Marjorie Robles

Product Coordinator: Priscila Marconi

Design Coordinator: Cleber Carvalho

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Author: Regina Raczynska, Cristiana Bruni with José Luis Morales

Editors: Rhiannon Ball and Priscila Marconi

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NEW

English Adventure

LEVEL 1

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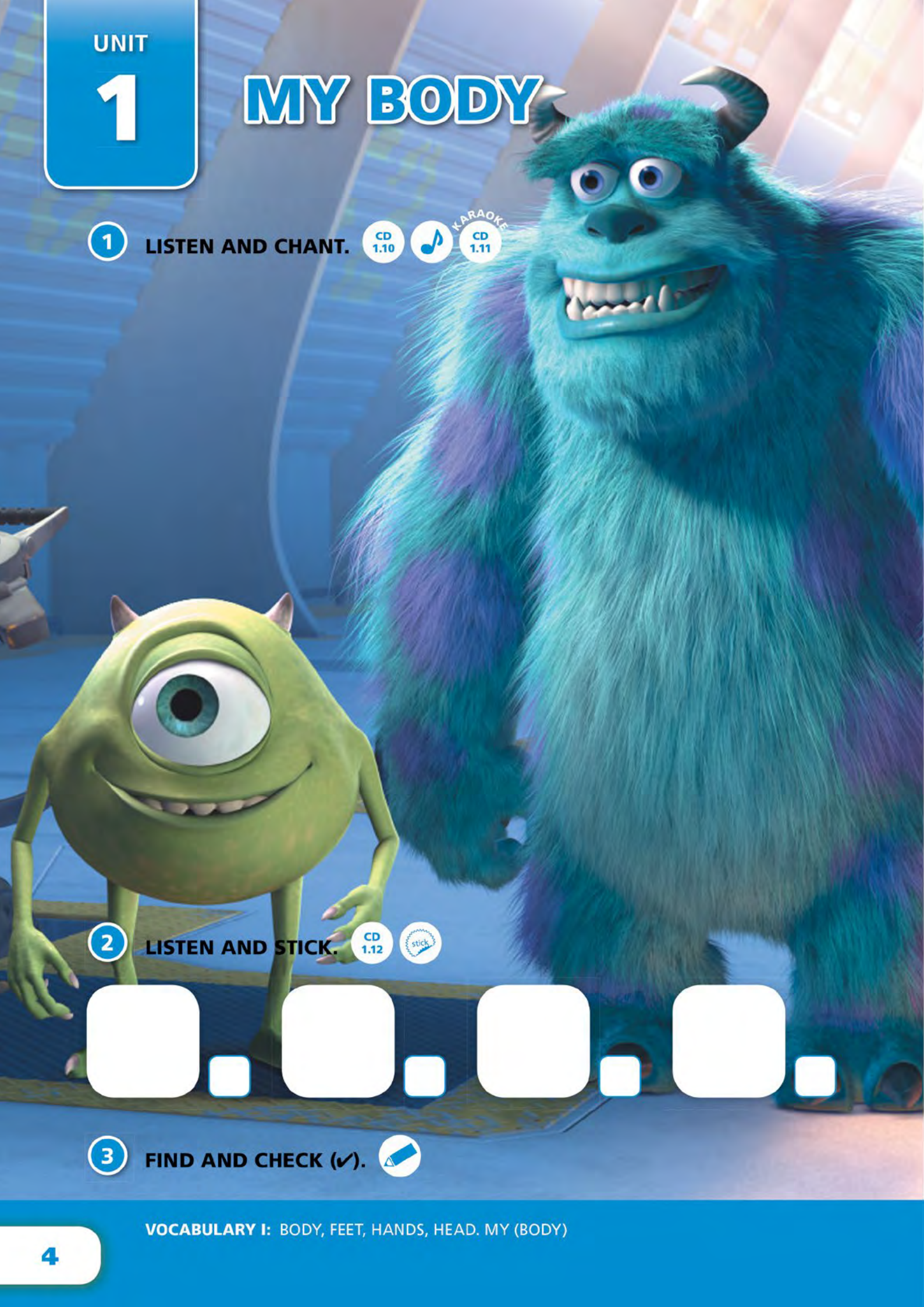
MY BODY

1

LISTEN AND CHANT.

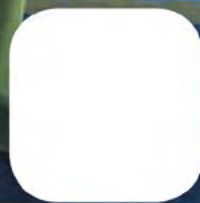


KARAOKE



2

LISTEN AND STICK.



3

FIND AND CHECK (✓).



VOCABULARY I: BODY, FEET, HANDS, HEAD. MY (BODY)

4

LISTEN AND SAY. THEN LISTEN AND CIRCLE.

CD
1.13



5

MATCH. THEN SAY.



VOCABULARY II: CLAP YOUR HANDS, MOVE YOUR BODY, STAMP YOUR FEET, TOUCH YOUR HEAD. *BODY.*

6

LISTEN AND CHANT. THEN MATCH.

CD 1.14



KARAOKE

CD 1.15



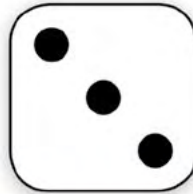
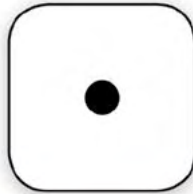
1

2

3

4

5



1

2

3

7

LISTEN AND SING.

CD 1.16



KARAOKE

CD 1.17

SONG: 1-5. (TWO) (FEET). BODY. COLORS. IMPERATIVES.



4

5

8

LOOK AND SAY. THEN COUNT AND DRAW.



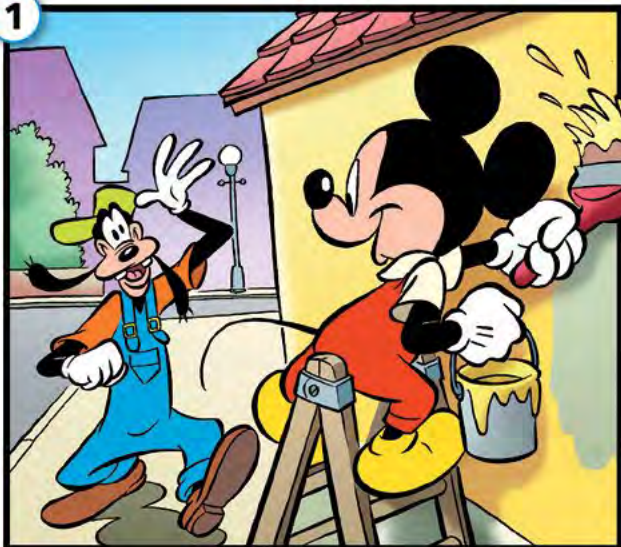
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LISTEN AND ANSWER.

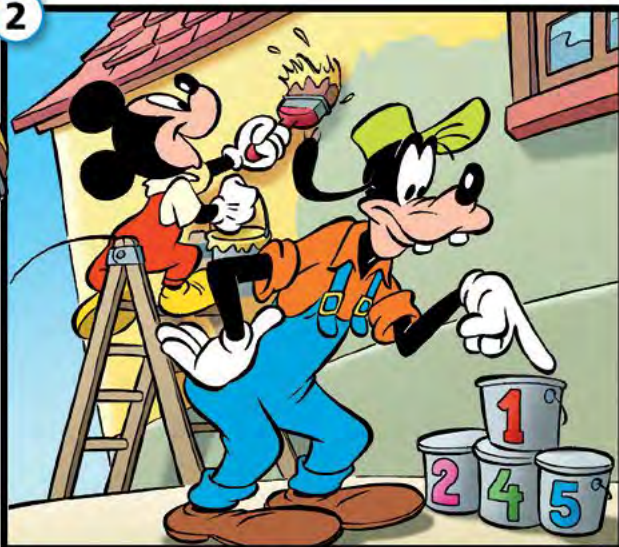
CD
1.18



1



2



3



4



5



6



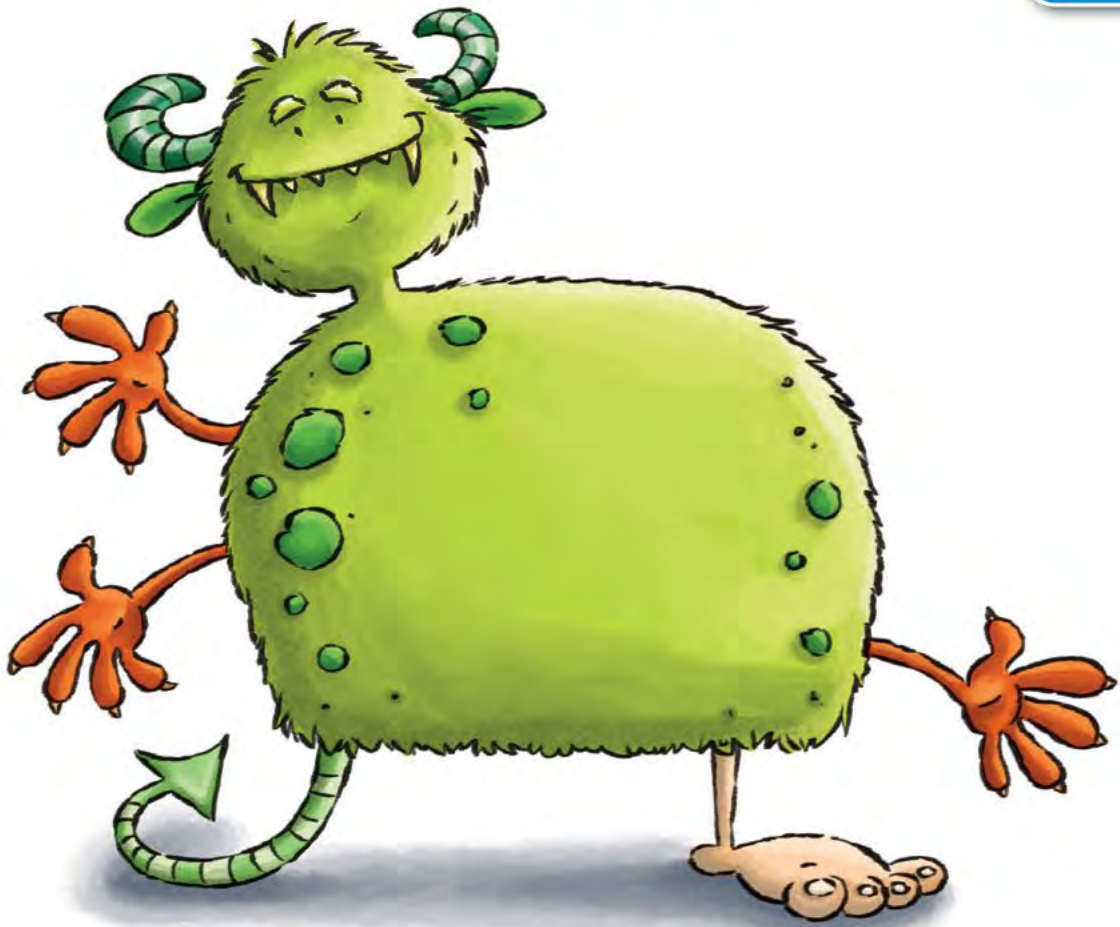
10

NOW ACT THE STORY OUT.



STORY: BODY. COLORS. NUMBERS.

11 LISTEN AND DRAW. THEN SAY.

CD
1.19

12 GO TO PAGE 73. CUT OUT. THEN LISTEN AND PLAY.

CD
1.20

13 LISTEN AND CIRCLE WITH ○ OR ○. THEN MATCH.

CD
1.21



1



2



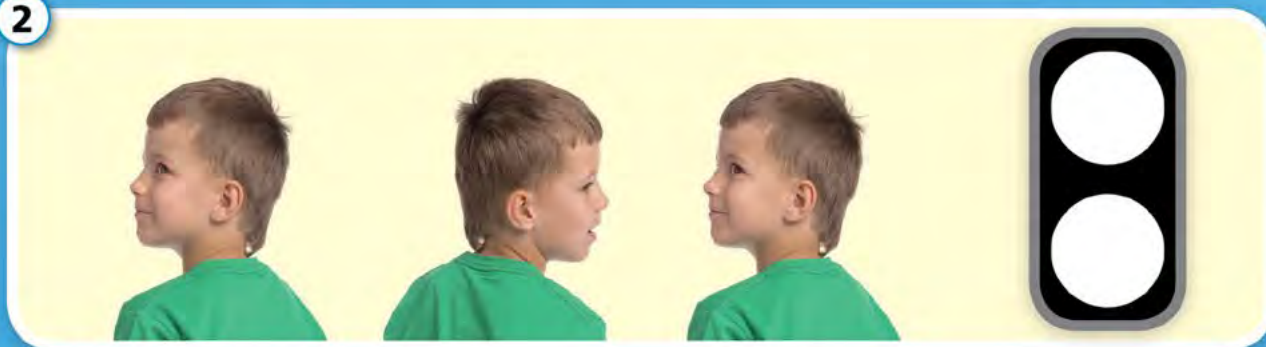
14 LOOK AND SAY. THEN COLOR.



1



2



15 MAKE A POSTER.



CLIL: LEFT, RIGHT. MY (LEFT) (HAND).

1

LISTEN AND CHECK (✓).

CD
1.22

NEW

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WORKBOOK

SAMPLE

LEVEL 1

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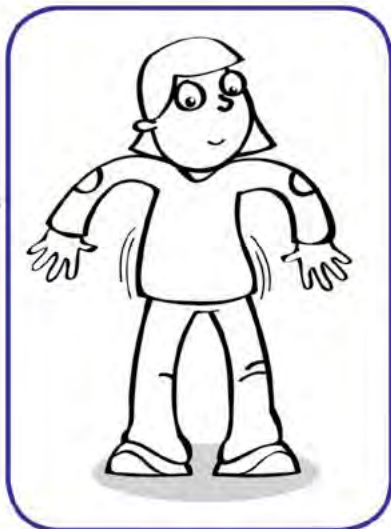
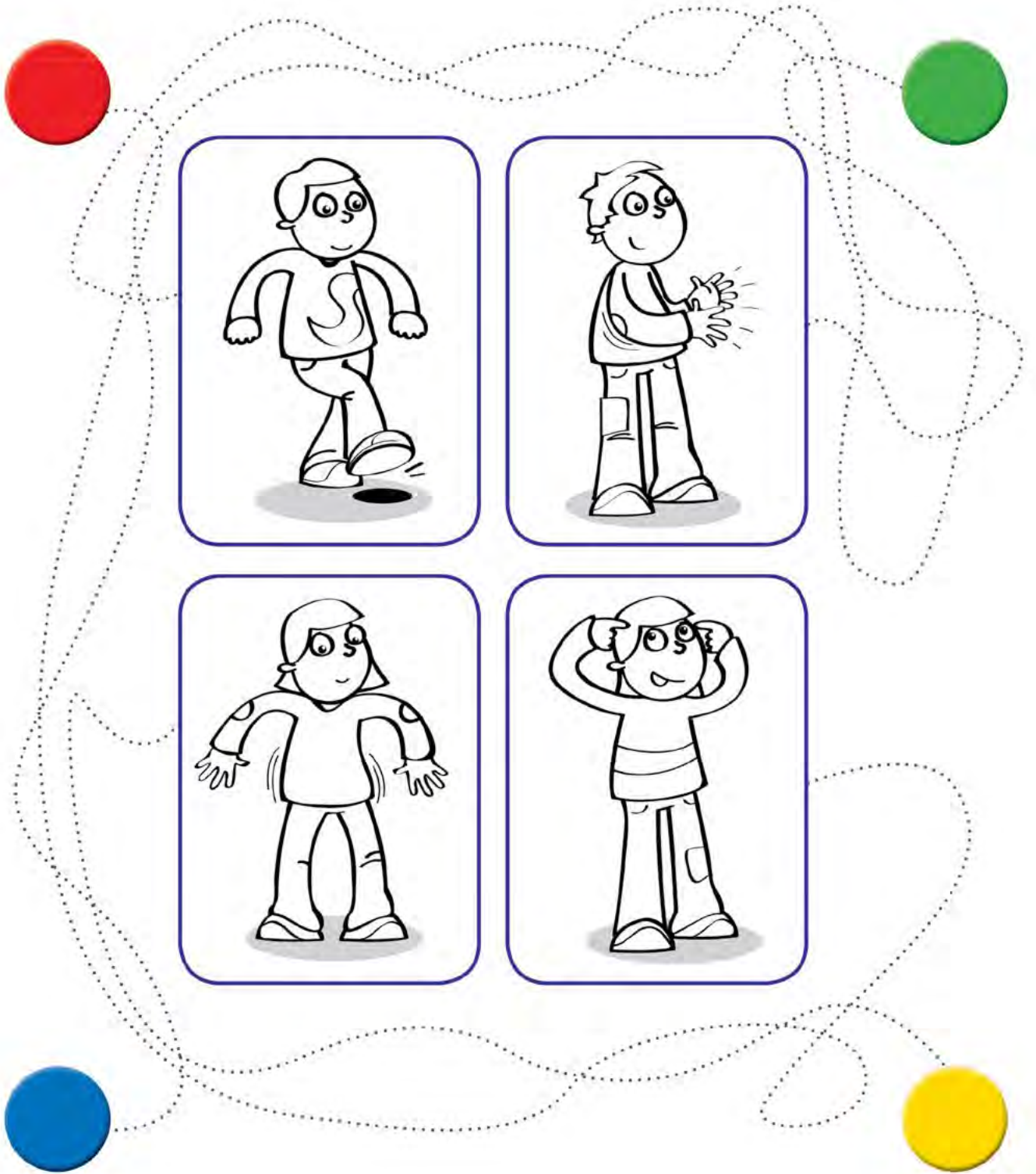
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MY BODY

1 LOOK AND MATCH. 



2 FOLLOW AND COLOR. 



3 COUNT AND MATCH. 

1



2



3

4



5

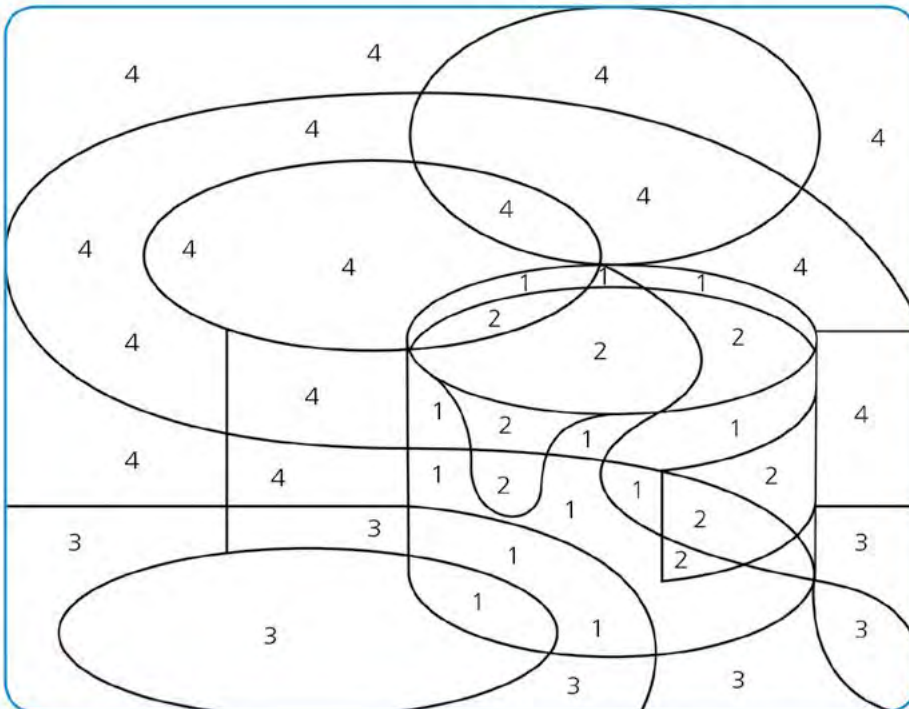
4

FIND AND CIRCLE. THEN COLOR.



5

LOOK AND COLOR.



6 FIND AND MATCH. 



7 FIND, COUNT AND COLOR. 

1



2

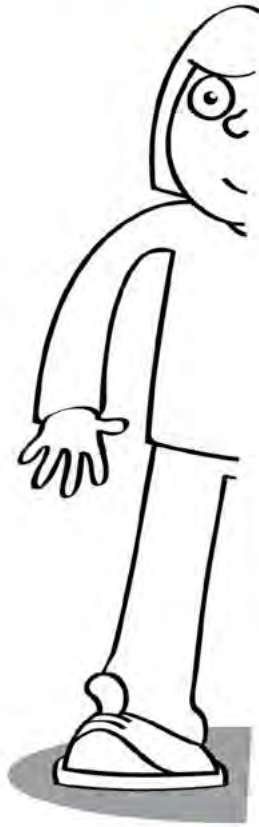


3



4

8 LOOK AND DRAW. 



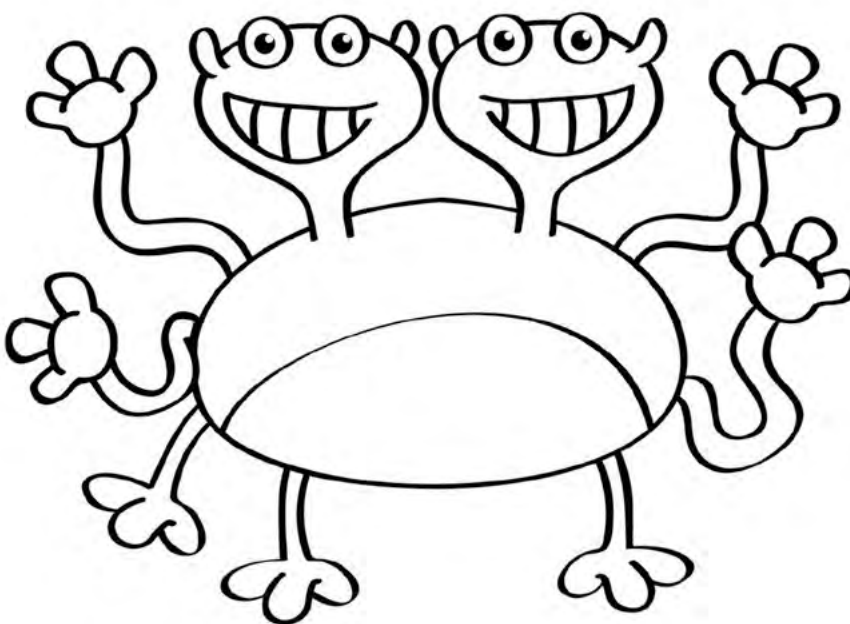
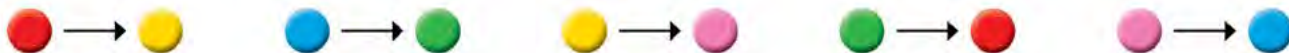
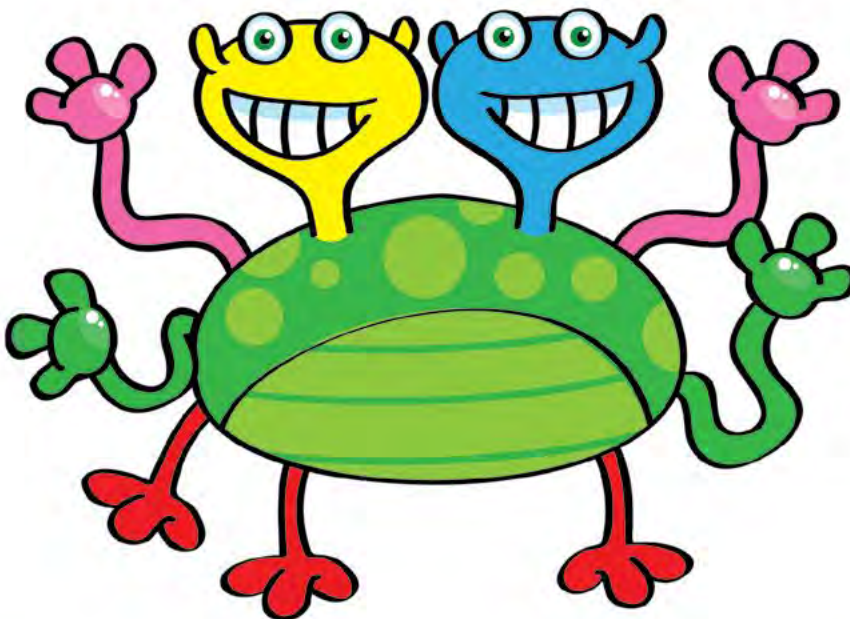
9 DRAW A MONSTER. 





MY BODY



EXTRA

1 LOOK AND COLOR. 





1 LOOK AND CHECK (✓) OR CROSS (X). 




1  





2  

3  

4  

2 SAY AND STICK.   

1

2

3

4

5

NEW

English Adventure

Teacher's Guide

SAMPLE

LEVEL 1

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Scope and Sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVIEW
Welcome Activities	<p>Hello! Goodbye! Yes. No. I'm (Anna). And you?</p> <p>Vocabulary: computer, hot dog, hamburger, television, cellphone, teacher.</p>	<p>Stand up. Come here. Listen. Look. Quiet, please. Sit down. What's this?</p>	
Hello	<p>Colors: blue, green, red, yellow, pink.</p>	<p>What color is it? Classroom language: Chant. Look. Listen. Open your books. Stick. Vocabulary: ducks.</p>	<p>Hello. Goodbye.</p>
1. My body	<p>Parts of the body: body, feet, hands, head. Phrases: My (body/feet). Imperatives (body movements): clap your hands, move your body, touch your head, stamp your feet. Numbers 1–5.</p>	<p>How many (monsters)? What color is it? What number is missing? Who am I? Classroom language: Cut out. It's story time! Vocabulary: a green head, girl, boy, foot, go, stop.</p>	<p>Colors Vocabulary: Hello. Goodbye.</p>
2. My family	<p>Family: mom, dad, brother, sister, grandma, grandpa, friend. Actions: jump, run, turn around. Vocabulary: big, small. Phrases: Oh, no! Sorry. This is my family.</p>	<p>How many (brothers)? Who's this? Is he your brother? Who's missing? This is my (mom). Vocabulary: happy, sad, baby. Phrases: he's, she's. Classroom language: Cut out.</p>	<p>Colors Imperatives Numbers 1–5 Vocabulary: Hello. Goodbye.</p>
3. My classroom	<p>Classroom objects: chair, pen, pencil, table, bag, book, crayon, eraser, board, carpet, desk. Phrases: Pick up a (pen)! Point to a (chair)! What's in your bag? Your bag, please. A (red) (crayon), please. Here you are. A (green) (book). A (big) (bag).</p>	<p>What's this? What color is it? How many ...? What's in the classroom? Can you see a table? Who's this? Look! It's a carpet. What's missing? It's a (blue) (crayon). Show me (a bag). Touch something (red). Classroom language.</p>	<p>Colors Numbers 1–5 Vocabulary: big, small.</p>
4. Animals	<p>Numbers 6–10. Animals: bird, cat, horse, rabbit, dog, fish, hamster. Vocabulary: dogs, puppies. Colors: black, white. Phrases: It's a (dog). How many? Let's go! A (big) (dog). A (pink) (bunny).</p>	<p>These are dogs. How many dogs? Let's go! Spots. What's missing? What number is the bird? Who are these? How many (black) puppies? Ten small puppies. It's (black/white). Look! Oh no! What animals can you see? What is it? What's this? What color is (the cat)? Vocabulary: house, dance, jump, animal friends, together. Classroom language: Cut out. Look.</p>	<p>Numbers 1–5 Colors Vocabulary: big, small.</p>
5. The sea	<p>Sea animals: fish, crab, octopus, seahorse, starfish, shell, turtle. Colors: brown, gray, orange, purple. Vocabulary: happy, sad, beach, clean, dirty. Phrases: I'm (happy). We are happy in the sea. It's (purple). It's (clean).</p>	<p>What's this? What color is the (fish)? Is it a (shell)? Look! It's (a fish)! What's purple? What is it? Is the fish (happy)? Are the (crabs) (sad)? What animals are big? How many? How many (fish)? How many (fish) missing? Is the (beach) (clean)? Classroom language.</p>	<p>Animals Colors Numbers 1–10 Body movements Vocabulary: big, small.</p>

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVIEW
6. Toys	<p>Toys: <i>ball, boat, doll, teddy bear, car, kite, train, yo-yo.</i></p> <p>Vocabulary: <i>old, new.</i></p> <p>Phrases: <i>It's a (doll). I have a (car). I have a (red) (car). Let's fly. Happy Birthday! It's new. It's old.</i></p>	<p><i>Is it a (ball)? What's this? What color is it? Look at my toys. It's a (blue) (doll). It's (green). Come fly with me. What do you have? How many dolls? Which toy is good for Pluto? Look at the (brown) chest.</i></p> <p>Vocabulary: <i>toys.</i></p> <p>Classroom language.</p>	<p>Body movements</p> <p>Colors</p> <p>Numbers 1–10</p> <p>Vocabulary: <i>big, small, left, right.</i></p>
7. Food	<p>Food: <i>cakes, cheese, chicken, milk, apples, bananas, oranges, pears, bread, eggs, juice, carrots, tomatoes.</i></p> <p>Vocabulary: <i>yum, yuck.</i></p> <p>Phrases: <i>I don't like (eggs). I like (milk). Good for me.</i></p>	<p><i>What color is it? What color is missing? How many? Do you like (apples)? What color are the (pears)? Here you are. Is it good for you? Are cakes good for me?</i></p> <p>Classroom language.</p>	<p>Colors</p> <p>Numbers 1–5</p> <p>Sea animals</p>
8. My vacation	<p>Holidays: <i>beach, sandcastle, sea, lake, mountains.</i></p> <p>Vocabulary: <i>delicious, picnic.</i></p>	<p><i>hot potato, How many (starfish)? What is it? What color is it? Does Mickey like the beach? Oh no! Jump! What is number (one)? Start. What's missing? How many (shells)?</i></p> <p>Vocabulary: <i>sea, family.</i></p> <p>Classroom language.</p>	<p>Numbers 1–10</p> <p>Animals</p> <p>Classroom objects</p> <p>Colors</p> <p>Family</p> <p>Food</p> <p>Numbers</p> <p>Parts of the body</p> <p>Sea animals</p> <p>Toys</p> <p>Phrases: <i>I have a (ball). It's a (ball). It's (blue). It's (small). It's a (red) and (purple) bag. I like (the beach). I have a (big) (book). I like/ don't like (oranges). A (pink) (bunny). I have (two) books. I like (bread) and (bananas).</i></p>
Happy Easter!	<p>Vocabulary: <i>basket, chick, (Easter) egg, (Easter) bunny.</i></p> <p>Phrases: <i>Happy Easter!</i></p>	<p><i>How many (eggs)? What's this?</i></p> <p>Classroom language.</p>	<p>Numbers 1–10</p> <p>Colors</p>
Merry Christmas!	<p>Vocabulary: <i>bell, presents, star, stocking.</i></p> <p>Phrases: <i>Merry Christmas, Christmas card, Christmas tree, Santa Claus.</i></p>	<p><i>What color?</i></p> <p>Classroom language.</p>	<p>Body movements</p> <p>Imperatives</p> <p>Colors</p> <p>Numbers 1–10</p>
Family Day	<p>Vocabulary: <i>card, flower.</i></p> <p>Phrases: <i>Hooray for (Dad)! A flower for you.</i></p>	<p><i>What's this?</i></p> <p>Classroom language.</p>	<p>Family</p> <p>Vocabulary: <i>a present, mom, dad.</i></p>

1 My body

Vocabulary I

Aims: to learn parts of the body. To learn a chant.

Target language: *body, feet, hands, head; my (body).*

Receptive language: *A (green) (head).*

Materials: CD1, flashcards with parts of the body, colored pencils or marker pens.

Presentation

- Stick flashcards that show relevant parts of the body on the board. Point to each item. T: *Eyes.* Students: *Eyes.* Encourage students to repeat the words after you.
- Have a volunteer student stand in front of the class next to you. Point to your own parts of the body and have the student copy you. T: *My feet, my eyes, my head, etc.* Then have the student say the target language as he or she points to them. Have the rest of the class copy the student.
- Repeat the activity with more students.

Student's Book, page 4

1 Listen and chant.

- Direct students to Student's Book, page 4. Ask students in L1 if they recognize the characters and what movie they are from. (*Monsters Inc.* For a detailed description of the movie, see page 125).
- Then describe each monster. T: *Look! This is Sulley. He's blue. This is Mike. He's green. They're monsters.* Emphasize the names and colors.
- Say a color and have students find it on the monsters. Point to parts of the body. T: *A (green) (head).* Students: *A (green) (head).* Then say a body part and have students point to it.
- Point to flashcards on the board and encourage students to describe the parts of the body they see on their own. Students: *My hands, my head, etc.*
- Have students listen to track 1.10. Have students point to the parts of the body as they listen.

My hands, my hands. My head, my head.
My feet, my feet. My body, my body.

1.10

- Play the chant again. Encourage students to join in the chant and point to the appropriate parts of their own body.
- Play the chant again for all students to practice.
- Once the students have learnt the chant, ask them to chant to the karaoke version (Track 1.11).

2 Listen and stick.

- Point to the flashcards on the board and have students tell you what body part they represent.
- Direct students to the sticker page at the end of the book and have them look at the stickers for this activity. Encourage students to say the parts of the body they see.
- Play track 1.12 and have students point to the correct stickers.

Feet, body, head, hands.

1.12

- Replay the track, pausing for students to place stickers in the appropriate box.
- Check answers as a class by having a volunteer student call out the stickers in the order they are placed.
- Ask each student to say the parts of the body represented in the stickers.

3 Find and check (✓).

- Ask students to look at their stickers from Activity 2.
- Have students say each part of body and then check (✓) the corresponding body part they see in the main picture.

TPR

Explain to students, in L1, that you are going to play a game. You will point to and say a body part. If it is correct, students clap their hands. If it is wrong, students stamp their feet. Pick up speed as you play to add excitement.

Workbook, page 100

1 Look and match.

- Direct students to Workbook page 100 and look at Activity 1. T: *This is Boo.*
- Say each body part and have students repeat after you. Then have students draw lines to match the parts of the body to Boo. Check if they have completed this part of the activity correctly. Have students say each body part to you or their partners. Students: *My (hands).*
- **If you set this as homework, explain to students that they need to match the parts of the body to Boo. Check the homework in the next class. If you have time, ask students to say the name of the body part.**

Optional activity

- Ask students to draw a picture of themselves or a monster and to color it. Then have students present their drawing to the class and describe it. Students: *My head. Yellow. My feet. Blue. etc.*

Vocabulary II

Aims: to learn body movements.

Target language: *clap your hands, move your body, touch your head, stamp your feet.*

Review: *body, feet, hands, head.*

Materials: CD1, flashcards with parts of the body.

Presentation

- Have students stand up in their places and look at you. Stand in front of them and mime *clap your hands* as you say the action.
- Walk around the class with students following you with their eyes, miming and repeating what you say, as you continue the activity with all the target language. Then have different students take your place and have the class follow their actions.

Student's Book, page 5

4 Listen and say. Then listen and circle.

- Direct students to Student's Book, page 5, Activity 4. In L1, ask them to describe what they see.
- Say each action in the order that they appear and have students repeat after you. Explain to students that they will listen to the CD and circle the action they hear.
- Play track 1.13 and have students complete the activity.

Part 1

Move your body.
Clap your hands.
Touch your head.
Stamp your feet.

1.13

Part 2

Move your body.
Touch your head.
Stamp your feet.
Clap your hands.

- Play Part 2 of the track again for students to check their answers.
- Check answers as a class.
- Have students form a circle. Play track 1.13 again and have them say and mime each action.

4 LISTEN AND SAY. THEN LISTEN AND CIRCLE.   



5 MATCH. THEN SAY.  



VOCABULARY II: CLAP YOUR HANDS, MOVE YOUR BODY, STAMP YOUR FEET, TOUCH YOUR HEAD, BODY.

5

5 Match. Then say.

- Direct students to Activity 5. Explain that you will say an action and they will have to point to it. Mime each action as you say it to ensure students point to the correct action.
- Have students look at the picture again and ask them to match the similar pairs. Then have students compare their answers with their partners.
- Check answers as a class, asking a student to say the answers.
- Place students in pairs and have them point to an action in the activity. Their partner has to say what it is. Ensure that pairs swap roles.

TPR

Assign each row of students a color, e.g. *red* (the Red group). In L1, explain to the students that you are going to mime an action for each group to name. Play for a while with as many actions as possible. Then change and explain you will name an action and they will have to mime it. Groups score a point for each correct action.

Workbook, page 101

2 Follow and color.

- Have students tell you what colors they see. With their fingers, ask them to trace the dots to their frames and to tell you what action is being shown.
- In L1, explain to students that they have to color the pictures at the end of each dotted line.
- Ask students to say the actions the dots formed to their partners. Students: (*Red*) – (*Touch your head*).
- **Answers:** *red – touch your head, blue – clap your hands, green – stamp your feet, yellow – move your body.*
- **If you set this as homework, tell students to trace the dots from the color, then color the picture. Check the answers in the next class. If you have time, ask the students to say the name of the action.**

Optional activity

- Bring four students to the front of the class and give each one a flashcard with the body movements. Tell them not to show it to the rest of the class.
- Divide the class into four groups. The students with the flashcards have to go to each group and mime the action for the group to guess. If the group makes a mistake, the flashcard holders move to the next group. The group that finishes first, wins.

Song

Aims: to learn how to count, to review the colors and to sing a song.

Target language: numbers 1–5.

Review: parts of the body; colors.

Receptive language: *How many (children/teachers/monsters)? What color?*

Materials: CD1, homemade flashcards with numbers and colors, colored pencils or marker pens.

Presentation

- On the board draw five boxes. In each one draw 1–5 items, e.g. in box one draw two stars.
- Point to each box. T: *How many?* Students: *Two.*
- Continue with all the numbers. Then write the numbers 1–5 above the appropriate numbers.

Student's Book, page 6

6 Listen and chant. Then match.

- Direct students to page 6, Activity 6. Ask students what color each number is.
- On the board, draw the dice exactly as they are in the activity. Point to each one and have students tell you the number represented.
- Explain to students that they will listen to a chant. Play track 1.14. Encourage them to point to the numbers as they listen.

One... two... three... four... five...
One, two, three, four, five.
(x2)

1.14

- Play the chant again. Encourage students to join in the chant.
- Play the chant again for students to practice.
- Once the students have learnt the chant, ask them to chant to the karaoke version (Track 1.15).

7 Listen and sing.

- Direct students to the Student's Book, pages 6–7 and have them look at the monsters. T: *How many monsters?* Students: *Five.* Ask students in L1 to look at the monsters only on page 6. T: *How many feet?* Students: *Four.* Continue in this manner with all the monsters.
- Tell students that they will listen to a song. Play track 1.16 and mime the actions. Encourage students to copy you.

One head, one head
Touch your head.
One, two, three, four, five!
Two hands, two hands
Clap your hands.
One [clap x1] two [x2] three [x3] four [x4] five [x5]!
One body, one body
Move your body.
One, two, three, four, five!
Two feet, two feet
Stamp your feet.
One [clap x1] two [x2] three [x3] four [x4] five [x5]!
One, two, three, four, five!

1.16

- Play it again and encourage all students to sing along and mime the actions.
- Once the students have learnt the song, ask them to chant to the karaoke version (Track 1.17).

8 Look and say. Then count and draw.

- Draw students' attention to pages 6 and 7. Have them tell you what they see. Have students look at each monster and ask how many heads, hands and feet each one has. Then ask what color numbers three and four are.
- Point to student monsters and ask: *How many student monsters?* Students: *Four.* T: *How many teacher monsters?* Students: *One.* T: *How many monsters?* Students: *Five.*
- With the students count all the monsters and have them draw five dots in the box.

TPR

Quickly review body movements by saying each one and having students mime and say it. Explain to students that you will say an action and a number and they will do it. T: *Three – Clap your hands – Three.* Mime clapping your hands three times. Continue with all the body movements taught and numbers. To make the activity a little more challenging, assign each number to activities.

Workbook, page 102

3 Count and match.

- Have students look at each frame and ask how many characters they see. In L1, ask students if they know who the little girl is (Boo). Have them complete the activity and compare their answers with their partners.
- Ask students which numbers are not used. (*Four, five*).
- Answers: *two, three, one*.
- **If you set this as homework, tell students to count the pictures and match the number. Check the answers in the next class. If you have time, ask students to say the numbers.**

Optional activity

- Stand in front of the class. Say a number and show it with your fingers and a body action and mime it. T: *Four* (show four fingers). T: *Clap my hands*. (Mime clapping your hands).
- Bring volunteer students to the front of the class to do the same.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Have students draw a couple of large numbers in their notebook and color each one in with a color of their choice. Then they turn to a partner and say what color and number it is.

UNIT
1

4 5

8 LOOK AND SAY. THEN COUNT AND DRAW.

7

Story

Aims: to review topic vocabulary and structures. To listen to a story.

Target language: *My (feet)!*

Review: parts of the body; colors; numbers.

Receptive language: *Today, it's story time. What color is it? What number is missing?*

Materials: CD1.

Presentation

- Collect some items from each student. Then hand each item back and say: T: *Here you are. Your (bag, eraser, book).*

Student's Book, page 8

- Tell students they are going to listen to a story. T: *It's story time!* Ask students to open their Student's Books to page 8.
- Hold up your book and point to the characters from the story. T: *This is Mickey, This is Goofy.*
- Have students tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey Mouse is painting a house and Goofy wants to help. He knocks over Mickey's ladder and they end up with paint all over their heads).
- Ask volunteer students to count the cans of paint in the pictures and to tell you what colors they are.

9 Listen and answer.

- Tell students they will hear a story. Explain they have to listen carefully and answer the question: *What color is number 3?* (Yellow).
- Play track 1.18. Use your own book to show students which frame is being read. Students can also follow the story in their books.

- 1.18**
- 1 Goofy: Hi, Mickey!
Mickey: Oh! Hello, Goofy!
 - 2 Goofy: One... , two... , four... , five. One... ? Two... ? Four... ? Five... ?
 - 3 Mickey: Goofy, look! Yellow!
Goofy: Yellow? Oh yes! One, two, three, four, five!
 - 4 Mickey: Goofy, green, please!
Goofy: Green? OK!
 - 5 Mickey and Goofy: Ooooh noooo!
 - 6 Mickey: My feet! My hands! Yellow!!!
Goofy: My head! My body! Green!!!

- T: *What color is number 3?* Encourage students to answer correctly (Yellow).
- Ensure students have understood the story by asking them to briefly summarise it.
- Replay track 1.18, stopping at each frame to ask the following questions. Picture 1: (point to Mickey's can) *What color is it?* (Yellow). Picture 2: *What color is number (1/2/4/5)?* (Red / Pink / Green / Blue). *What number is missing?* (Three). Picture 3: *What color is number 3?* (Yellow). Picture 4: (point to Goofy's can) *What color is it?* (Green). Picture 5: *What colors can you see?* (Yellow and green). Picture 6: (Look at Mickey's hands and feet) *What color are his feet / hands?* (Yellow). (point to Goofy's head and body) *What color is his head / body?* (Green).
- Replay the track stopping at each sentence. Encourage students to repeat what they hear and then choose individual students to repeat the sentences together and then point to individual students and ask them to repeat.

10 Now act the story out.

- Place students in pairs and assign the role of Goofy or Mickey. Encourage them to act out the story with words and gestures. Monitor students and help if necessary. Invite volunteer students to present the story to the class.
- Tell students that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Workbook, page 103

4 Find and circle. Then color.

- Tell students they have to help Mickey and Goofy find their way in the maze and circle the correct paint cans. Then they color the brushes the correct colors and say: (*Goofy*) – (green).
- Have students complete the activity.
- Answers: *Goofy – green, Mickey – pink.*
- **If you set this as homework, tell students to follow the path and color the paint cans. Check the answers in the next class. If you have time, you can ask learners to say the name of the character and the color.**

5 Look and color.

- Tell students that they have to color the picture using the color code. Ask what color each number is and have them complete the activity.
- If you set this as homework, tell students to look at the color code and color the picture. Check the answers in the next class. If you have time, ask the students to say the names of the colors.

Extra activity

Have students make their own color code and draw five cans of paint and number them from 1–5. Have them color their drawing according to their code. Then ask them to say the numbers and the colors.

9 LISTEN AND ANSWER.

10 NOW ACT THE STORY OUT.

Skills

Aims: to review the language from lessons 1–4.
Review: colors; numbers 1–5; parts of the body.
Receptive language: *Cut out. How many?*
Materials: CD1, homemade flashcards with colors and numbers, flashcards with parts of the body, colored pencils and markers.

Presentation

- Ask students to look at page 9, activity 11. T: *Is this a duck?* Students: *No! A monster.*
- On the board, draw a body in the shape of a monster. T: *Head. What color?* Students: *Red!* T: *How many feet?* Students: *One.* Continue in this way for all the parts of the body.
- Ask students to close their books. In L1, ask them if they remember what the monster looks like. Students: *Green, three hands, etc.*

Student's Book, page 9

11 Listen and draw. Then say.

- Direct students to Student's Book, page 9, Activity 11. T: *What's this?* Students: *A monster.* Have students describe the colors and how many hands and feet they see.
- In L1, explain to students that they will listen to the audio, which will describe the monster, but they will have to add the missing elements to the picture.
- Play track 1.19 once, while students point to the parts mentioned.

One body.
Two heads.
Four feet.
Five hands.

1.19

- Repeat the track, this time with pauses to allow students to complete the activity.
- Have students check the answers with their partners. Then check answers as a class by having a volunteer student come to the front of the class with their book and showing their monster.

11 LISTEN AND DRAW. THEN SAY.

UNIT
1

12 GO TO PAGE 73. CUT OUT. THEN LISTEN AND PLAY.

SKILLS: BODY IMPERATIVES, NUMBERS

9

12 Go to page 73 Cut out. Then listen and play.

- Direct students to page 73 and have them cut out the cards. T: *Cut out.*
- Have students listen to the recording.

A: Clap your hands. Five.
B: [5 claps]

1.20

- In L1, explain to students that they are going to play a game where students put four cards with actions face up and choose numbers for the actions (there is one extra number). Student B mustn't look at Student A's cards. Student A describes the cards: *Clap your hands.* Student B listens and matches his/her cards accordingly. Then he/she performs the actions. Student A looks at the cards and checks if the actions correspond to the cards. Then students swap.
- Check that students are playing correctly.

TPR

Place students in small groups. Play track 1.16 from the Song section of the unit. Have students mime the song as they sing it. Then have each group make up their own song using different actions. They present to the class.

Workbook, page 104

6 Find and match.

- Ask students to look at the body parts. In L1, explain to students that they have to match the action to the correct body part.
- Have students check their answers with their partners. Then ask each student to tell you what they see.
- **If you set this as homework, tell students to circle the identical pictures, then count and color them. Check the answers in the next class. If you have time, ask the students to say the body parts and actions.**
- **Answers:** body - *move your body*, hands - *clap your hands*, feet - *stamp your feet*, head - *touch your head*

7 Find, count and color.

- Show two fingers and intentionally say another number. Have students correct you. Continue with a few more numbers.
- Then look at Activity 7 and ask students to tell you what actions they see portrayed and how many children are doing them.
- Have students complete the activity and check answers as a class.
- **Answers:** 1 - *stamp your feet*, 2 - *move your body*, 3 - *clap your hands*, 4 - *touch your head*.
- Say the answers to the class and have students mime them the same number of times as you say them.
- **If you set this as a homework, tell students to circle the identical pictures, then count them and color in the same color as the number. Check the answers in the next class. If you have time, ask students to say the name of the body part and the action.**

CLIL

Aims: Social science – to distinguish between right and left. To learn how to cross the street.

Target language: *left, right.*

Receptive language: *boy, girl; foot, go, stop.*

Review: parts of the body; colors red and green; numbers 1–5; *My hand.*

Materials: CD1, a sheet of paper for each student, colored pencils or marker pens, scissors.

Presentation

- Stand with your back to the class. Raise your left hand. T: *This is my left hand.* Emphasize *left*. Repeat for right hand.
- Have the boys sit on the left and the girls on the right. Standing with your back to the class, point to each side, saying their gender and position. T: *You are boys* (emphasis on *boys*), *left*.
- Then have students sit wherever they like. Explain that when you say *boys, left*, all the boys on the left have to stand up. Continue with both genders and sides.

Student's Book, page 10

13 Listen and circle with red or green. Then match.

- Stay standing with your back to the students and facing the front of the classroom. Hold the red flashcard in your left hand. T: *This is my left hand. Red.* Repeat with green and your right hand.
- Have students take out the cutouts they made earlier and repeat the activity. Have each student show you their left and right hand. Students: *My left hand. Red. My right hand. Green.*
- Direct students to Activity 13. Explain that students are going to listen to the audio and they have to circle the left hand red and the right one green. Direct their attention to which side the girl is facing and show the students the left and right sides.
- Play track 1.21 and have students point to the correct picture. Repeat and have students complete the activity independently.

My left hand.
My right hand.

1.21

- After the students circle the hands, have them draw lines to match the left hands on both pictures and then right hands on both pictures. Check answers by having a volunteer student come to the front of the class and show his or her answers.

14 Look and say. Then color.

- Stick the green and red flashcards on the board and draw around them to make a set of traffic lights. Still, with your back to the students and facing the front of the room, mime *stop* and *go* as you point to the corresponding color. Have students repeat the words after you.
- Then mime crossing the road. T: *Right, left, right. No cars. Stop or go?* In L1, explain to students *stop* is the correct answer because the car will be coming from the left. T: *Left, right, left. No cars. Stop or go?* Students: *Go.* Again, explain why this is correct.
- Have students look at Activity 14. Together, say which way the boy is looking and then have the students color the circles red (1) or green (2).
- Check answers as a class.

15 Make a poster.

- On the board write the words *STOP* and *GO*. Next to them place the red and green flashcards and draw stick men walking and or standing. Explain that this shows how to cross the street safely.
- Give each student a sheet of paper. Tell them to draw a picture which shows how to cross the street safely. Explain that they can copy the words *stop* and *go* if they like, draw people or red and green boxes.
- Display the work in the classroom.

TPR

Ask students to stand on one side of the classroom as if they are on one side of the street and want to cross it. Show a red flashcard and ask student if they should move. Then show a green flashcard. T: *Left – right – left.* Have students look to their left-right-left. Then everybody crosses the street. Repeat for enjoyment.

Workbook, page 105

8 Look and draw.

- Have students show you their left and right side. Then ask them to look at Activity 8 and tell you which side is missing.
- Ask students to name the missing side and then draw it. Have them tell their partners which side they drew.
- **If you set this as homework, tell students to draw the correct side. They can color it if they like. Check in the next class.**
- Answers: 1 – *right*.

9 Draw a monster.

- Ask students to draw a monster in the box. Then have them tell their partner about the body parts, using *left* and *right*. Students: *left/right hand.*
- **If you set this as homework, tell students to draw a monster and color the different body parts. Check students' pictures in the next class. If you have time, tell students to show each other their pictures and say the body parts.**

Self-evaluation

- Congratulate the students for having completed Unit 1. And ask questions to which they will answer *Yes!* or *No!* *Can you say the colors? Can you count to five? Can you name parts of your body? Can you clap your hands and stamp your feet? (mime) Can you tell right from left? (mime) Can you cross the street safely?*

Extra activity

Give students a sheet of paper and have them fold it in half. Ask them to draw their right hand on the right and to color it green, and their left hand on the left and to color it red.

Extra adventure 1, page 106

1 Look and color.

- Show the students the monster and ask them to look at the color code.
- Students color the second monster according to the color code.
- **You can set this as homework to finish off the unit.**

13 LISTEN AND CIRCLE WITH ● OR ●. THEN MATCH.
CD 1.21

1

2

14 LOOK AND SAY. THEN COLOR.

1

2

15 MAKE A POSTER.

10
CLIL: LEFT, RIGHT, MY (LEFT) (HAND).

Review 1

Aims: to review material from lessons 1–7. Self-assessment.
Target language: colors; imperatives; numbers; parts of the body.
Receptive language: *Who am I?*
Materials: CD1. Self-made flashcards with colors and numbers, flashcards with parts of the body, a sheet of paper for each student, color pencil or marker pens.

Review

- Place students in small groups. Stick flashcards from all the lessons taught on the board. Have one group come to the front of the classroom. T: *Three!* Have the students point to the corresponding flashcards.

Student's Book, page 11

1 Listen and check (✓).

- Direct students to Student's Book, page 11, Activity 1. T: *Look, monsters!* Then ask each student to describe a monster of their choice.
- Explain to students that they will listen to the audio which will describe some of the monsters.
- Play track 1.22 and have students point to the monsters described.

Who am I? Four feet, three hands, one head. **1.22**
 Who am I? Three hands, one body, three heads.
 Who am I? Two heads, five feet, four hands.

- Explain that students have to check the appropriate boxes.
- Replay the track, pausing to allow students to complete the activity.
- Check answers as a class by having students look at each other's answers.
- Place students in pairs. One student describes a monster and the other points to it. Make sure students swap roles.

TPR

Place students in small groups. Point to a group and say a color, body part, body movement, number, left or right and have them mime it or show you a classroom item with that color or show you the number with their fingers.

Workbook, page 107

1 Look and check (✓) or cross (X).

- Direct students to the first picture in Activity 1. Intentionally ask incorrect questions about each picture.
- Have students look at the first picture. T: *Clap your hands?* Encourage students to correct you. Continue with all the items. Then have students look at the third picture. T: *Stamp your feet?* Students: *Yes.*
- Explain to students that they need to look at the body part next to each picture and they have to put a check (✓) or a cross (X).
- Answers: 1 – *yes*, 2 – *no*, 3 – *no*, 4 – *yes*.
- If you set this as homework, tell students to look at the body part and then action then check or cross.

2 Say and stick.

- This activity should be done in the class.
- Students assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.
- Play unit songs or chants as students work.

Extra activity

- Place students in pairs. Ask them to choose their favorite activity from the unit and act it out in front of the class. Have the class guess which activity it is.
- Congratulate the students for having completed Unit 1.

Progress evaluation

- Resource Pack, Level 1, Evaluation sheet 1.

1
LISTEN AND CHECK (✓).

REVIEW UNIT
1

REVIEW UNIT 1: BODY, COLORS, IMPERATIVES, NUMBERS.

11

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LEVEL 1

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LEVEL 2

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**Tessa Lochowski
Cristiana Bruni
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Edinburgh Gate
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NEW

English Adventure

LEVEL 2

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PICTURE DICTIONARY	166
STICKERS	169

MY FACE



1 LISTEN AND CHANT.  CD 1.10  KARAOKE  CD 1.11

2 READ, LISTEN AND STICK. THEN FIND AND CHECK (✓).  CD 1.12  STICK 

EYES

MOUTH

FACE

HAIR

EARS

NOSE

VOCABULARY I: EARS, EYES, FACE, HAIR, MOUTH, NOSE. THIS IS MY (FACE).

3

LISTEN AND SAY. THEN MATCH AND COLOR.

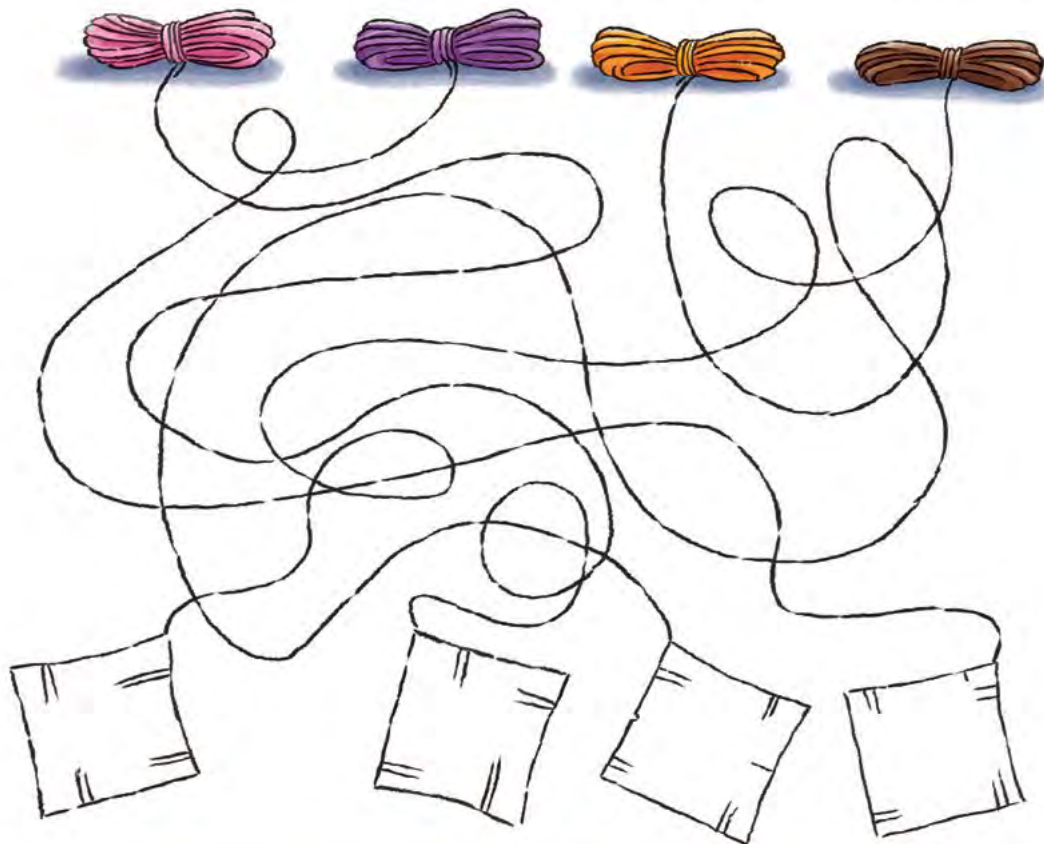


PINK

PURPLE

ORANGE

BROWN



4

LISTEN AND CIRCLE.



1



2





5

LISTEN, READ AND SAY. THEN MATCH.

CD 1.15



1



HAPPY

2



SAD

3



4



6

LISTEN AND SING.

CD 1.16



KARAOKE

CD 1.17

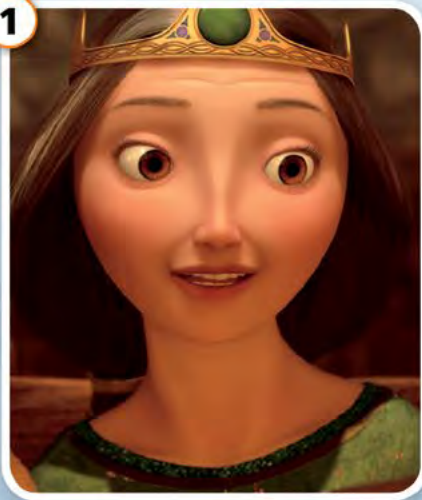
SONG: HAPPY, SAD. I'M (HAPPY).

7

LOOK AND READ. THEN WRITE AND DRAW.

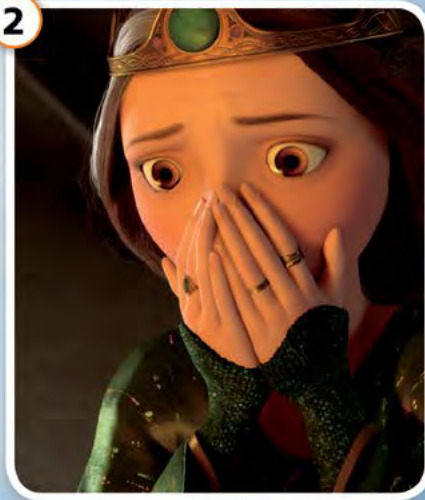


1



I'M HAPPY.

2



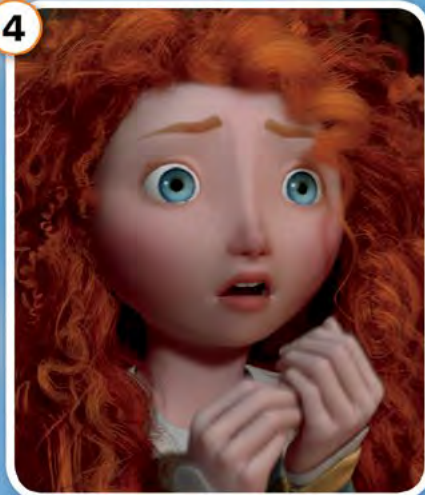
I'M SAD.

3



I'M _____

4



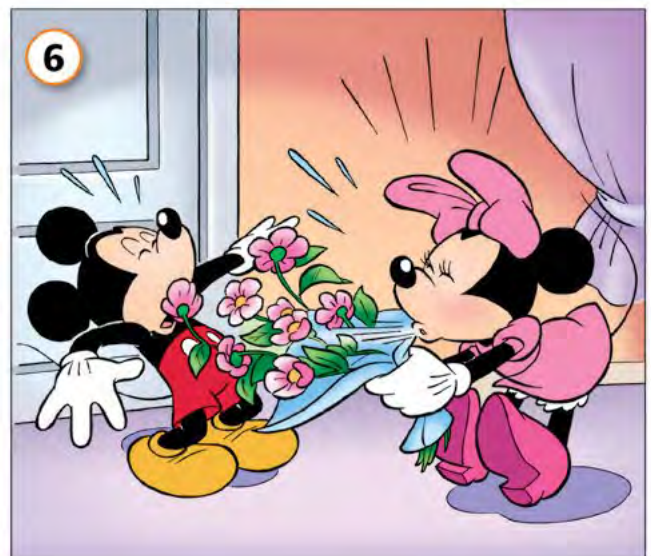
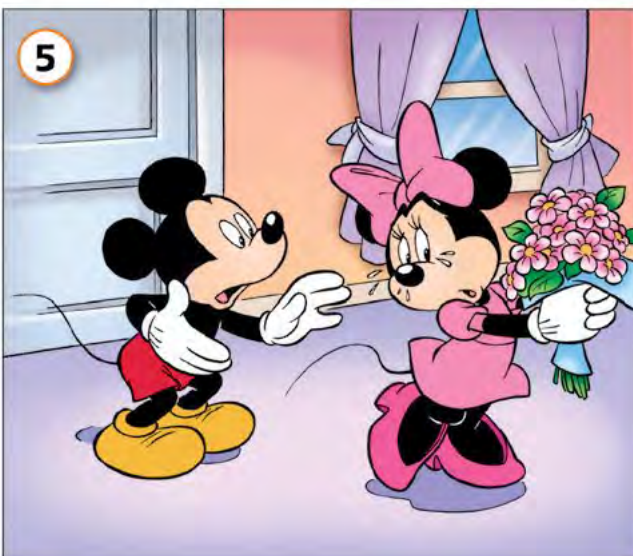
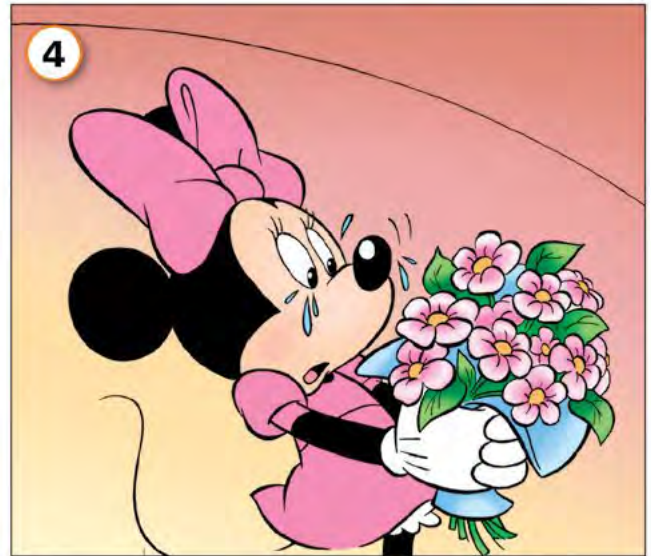
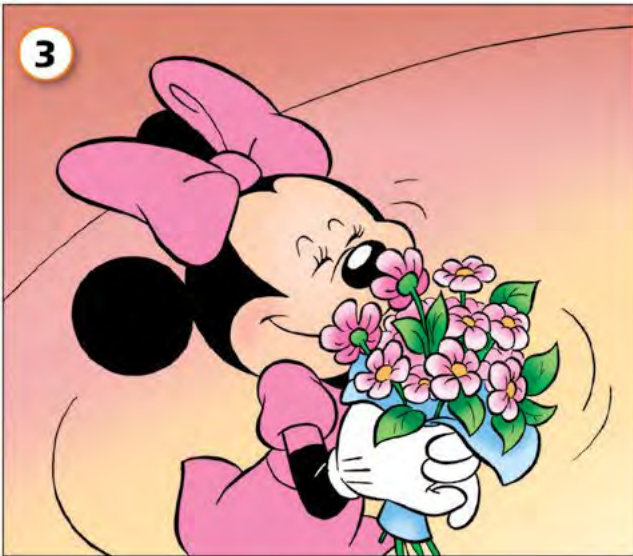
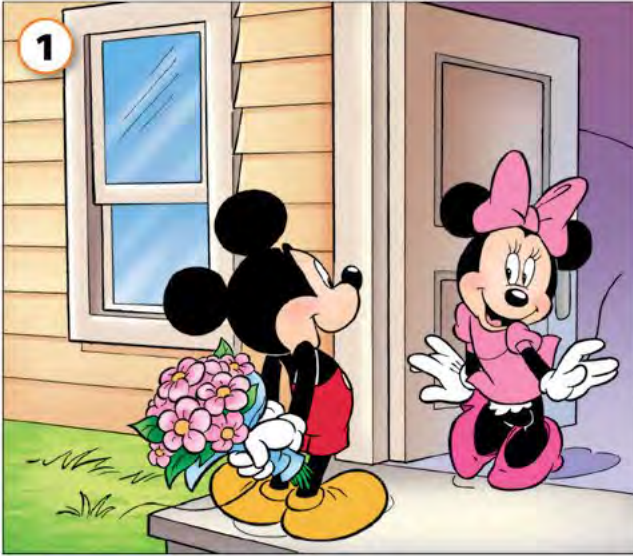
I'M _____

8

LOOK AND PLAY.



9 LISTEN AND ANSWER.



10 NOW ACT THE STORY OUT.



STORY: (PINK) FLOWERS. FACE. COLORS. I'M (HAPPY).

11 LISTEN AND CHECK (✓) OR CROSS (X).

CD
1.19



12 GO TO PAGE 73. CUT OUT. THEN LISTEN AND PLAY.



CD
1.20



YELLOW NOSE.



13 LISTEN AND SAY. THEN LISTEN AND CIRCLE.



14 READ, MATCH AND SAY.



BIG EYES



A BIG RULER



A BIG PENCIL



A SMALL PENCIL



SMALL EYES



A SMALL RULER

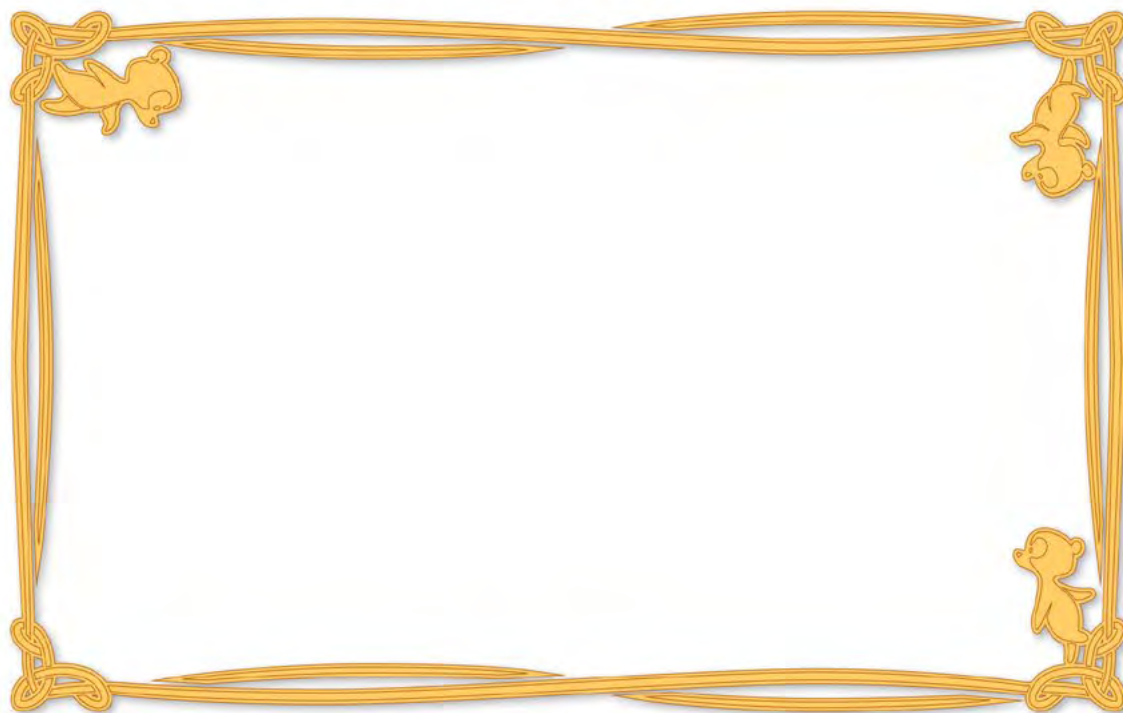
15 MAKE A POSTER.



1 LISTEN, CHECK (✓) AND SAY. THEN PLAY.

CD
1.22

2 DRAW AND WRITE. THEN SAY.



NEW

English Adventure

WORKBOOK

SAMPLE

LEVEL 2

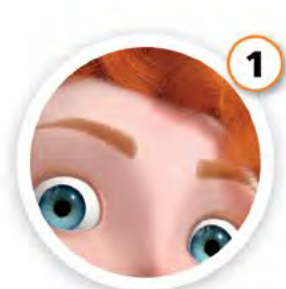
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MY FACE

1 READ AND MATCH. 



EYES



MOUTH



NOSE



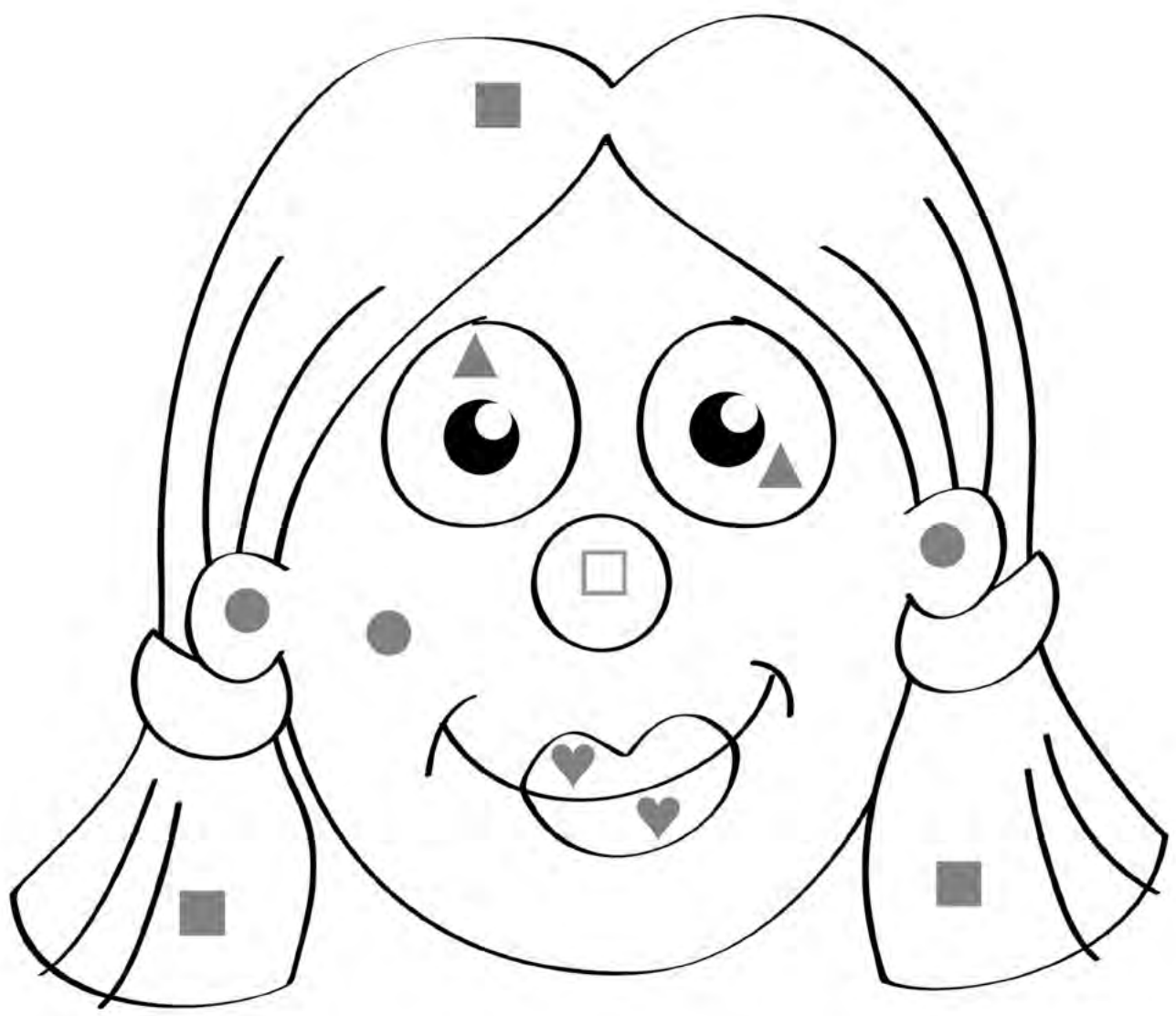
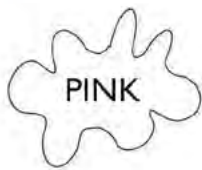
HAIR



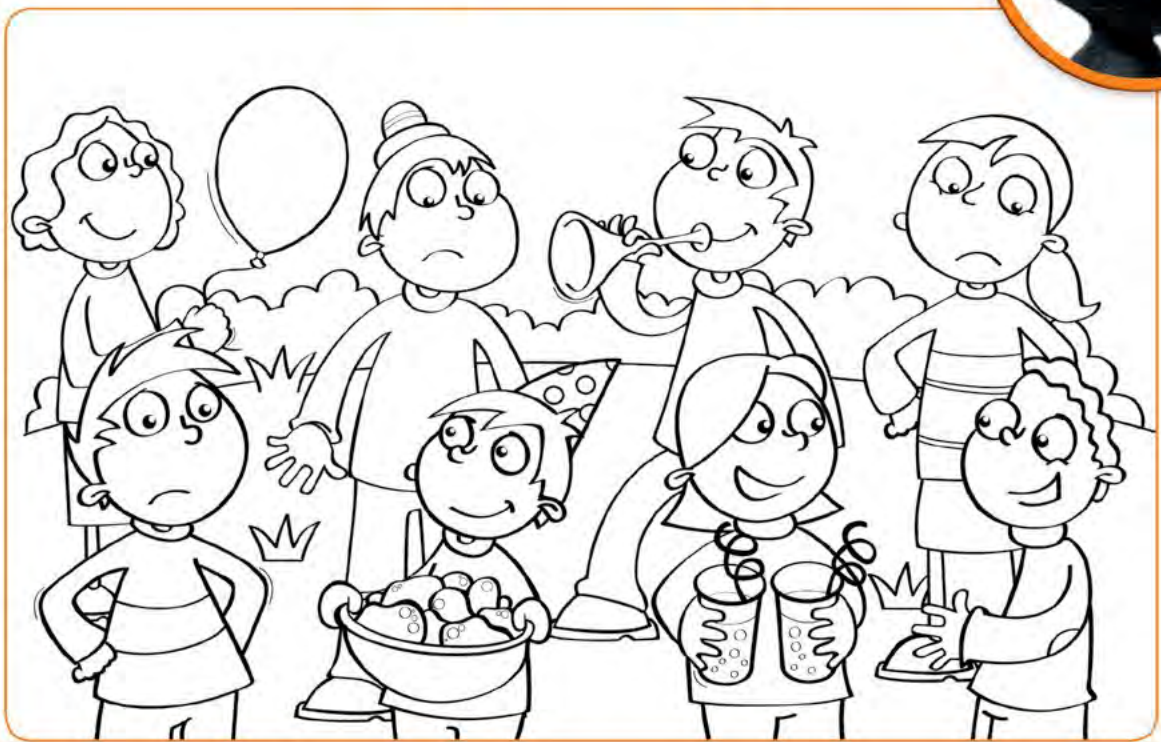
FACE



2 LOOK, READ AND COLOR. 



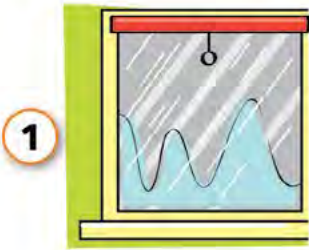
3 FIND AND CIRCLE   OR   



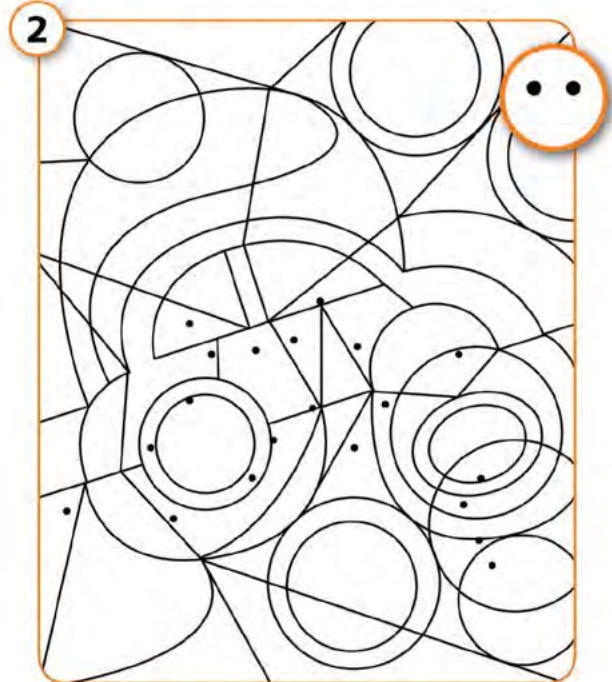
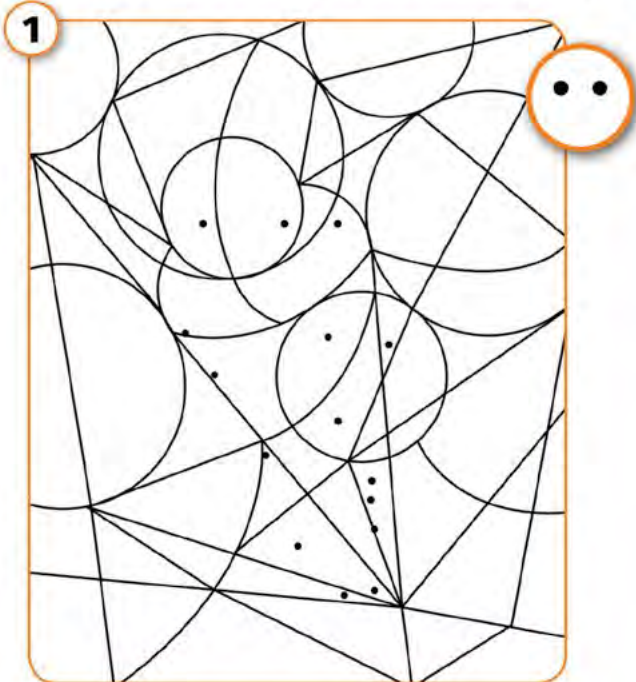
4 MATCH AND DRAW. 




5 MATCH AND WRITE.





6 COLOR AND DRAW. THEN WRITE.



7 READ AND CHECK (✓) OR CROSS (X). 


1






I'M HAPPY. I'M SAD.


2






I'M SAD. I'M SAD.


3






I'M SAD. I'M SAD.

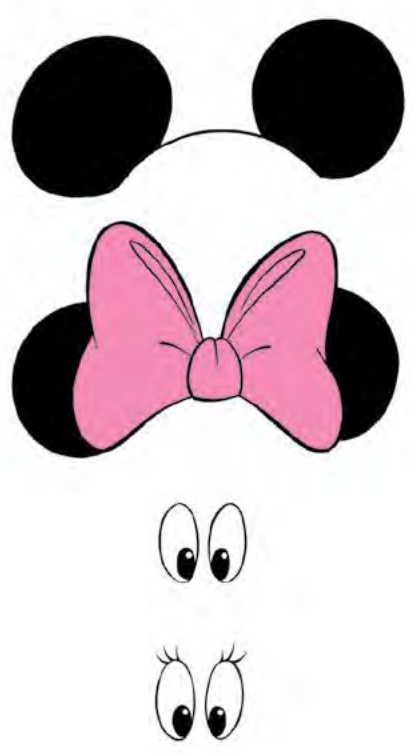
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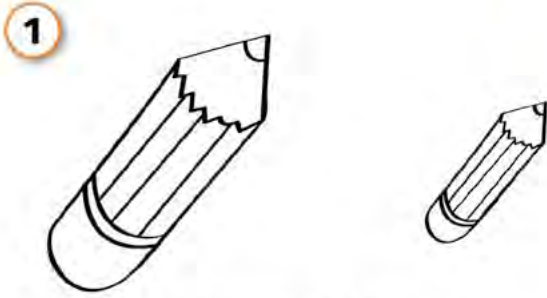


I'M HAPPY. I'M HAPPY.

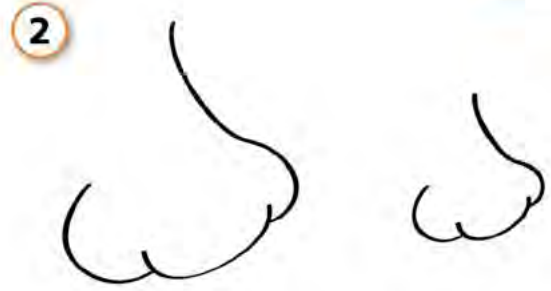
8 CHOOSE AND CIRCLE. THEN DRAW. 



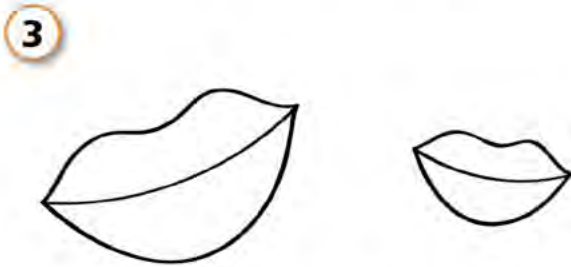
9 READ AND COLOR. 



IT'S A BIG PENCIL.



IT'S A SMALL NOSE.

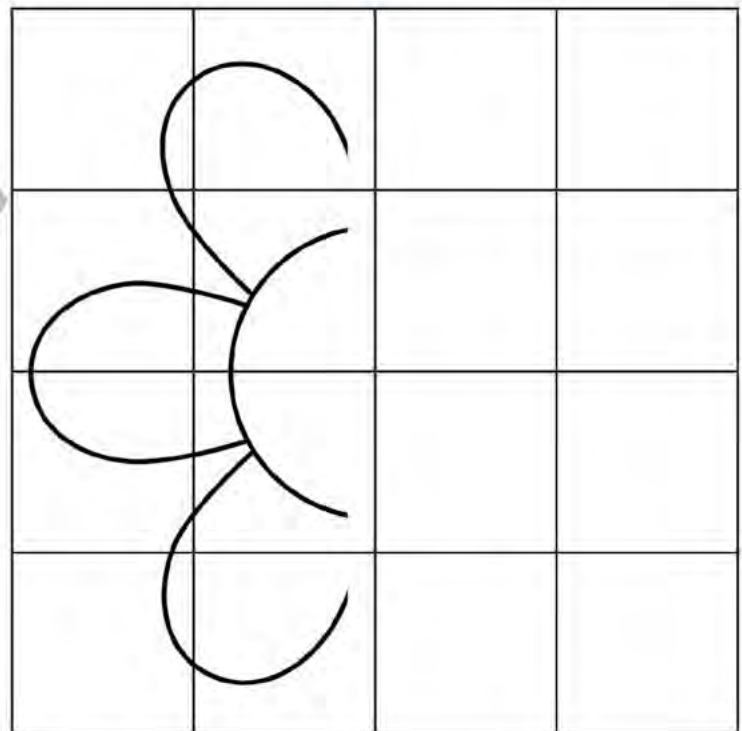
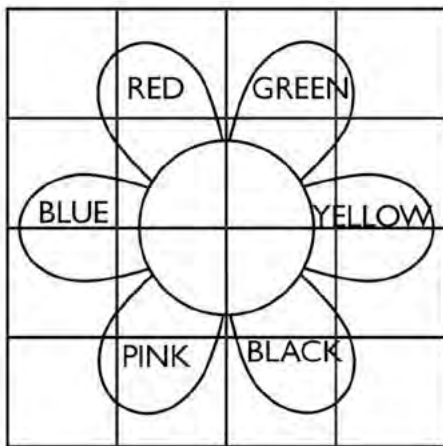


IT'S A SMALL MOUTH.



IT'S A BIG BAG.

10 LOOK AND READ. THEN DRAW AND COLOR. 

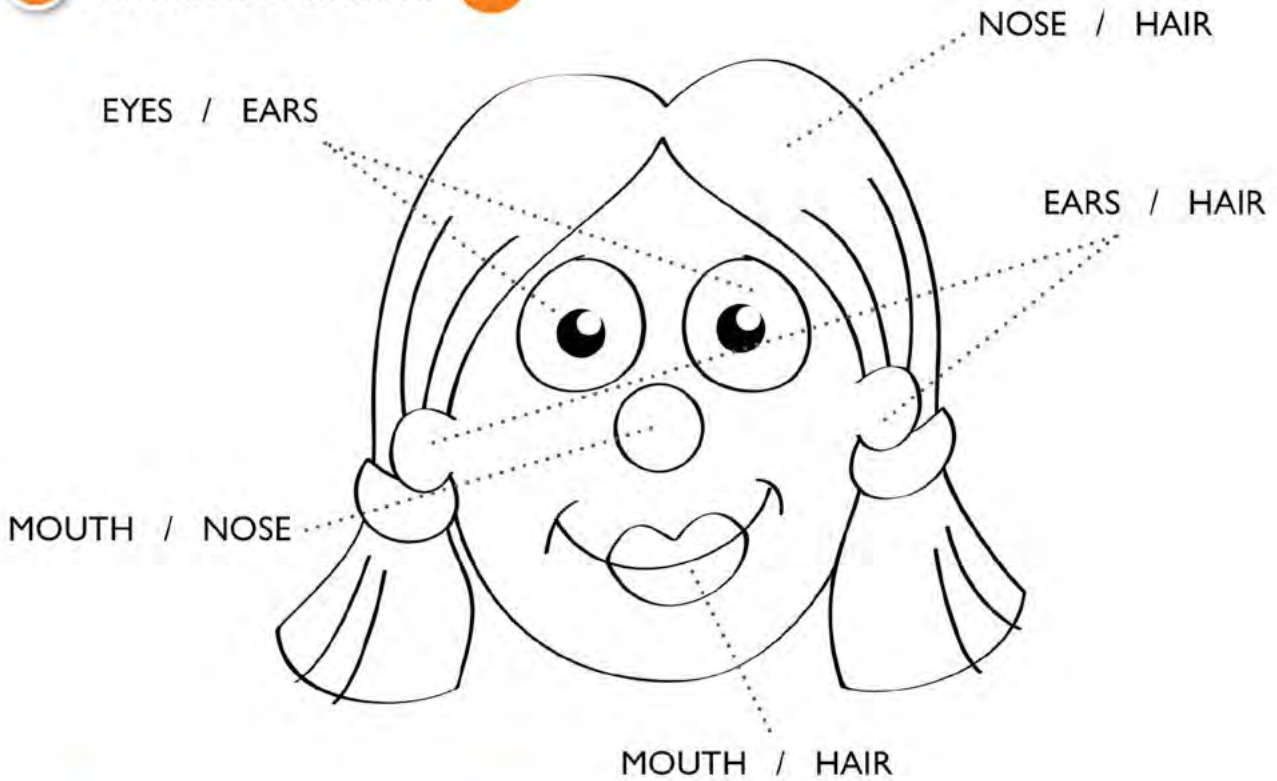




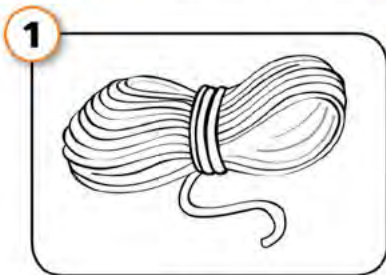
MY FACE

EXTRA

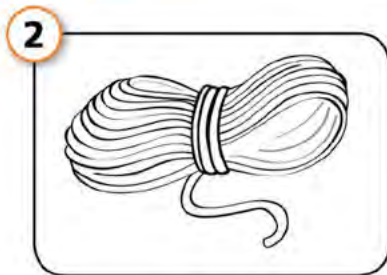
1 LOOK AND CIRCLE.



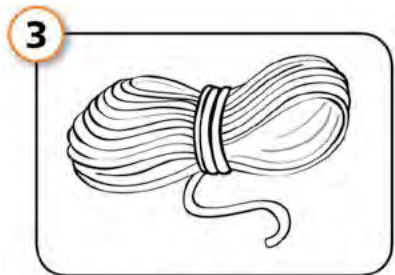
2 READ AND COLOR.



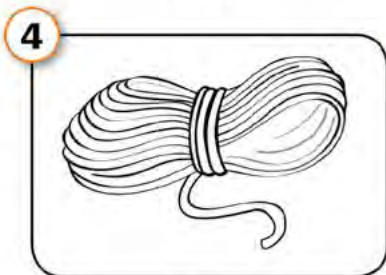
PINK



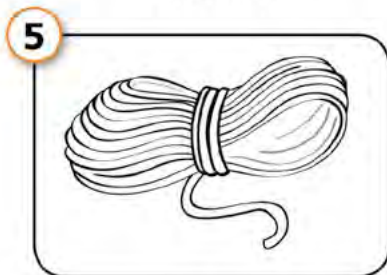
BROWN



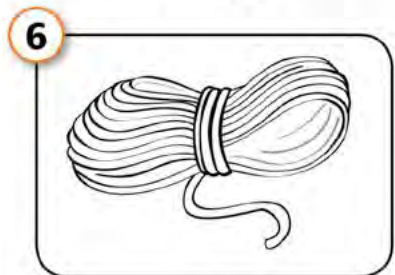
PURPLE



ORANGE



RED

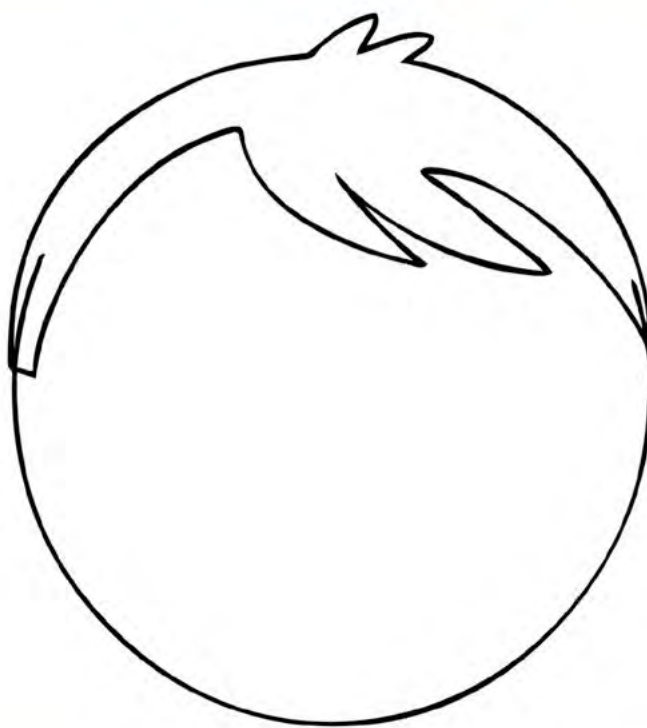


BLUE

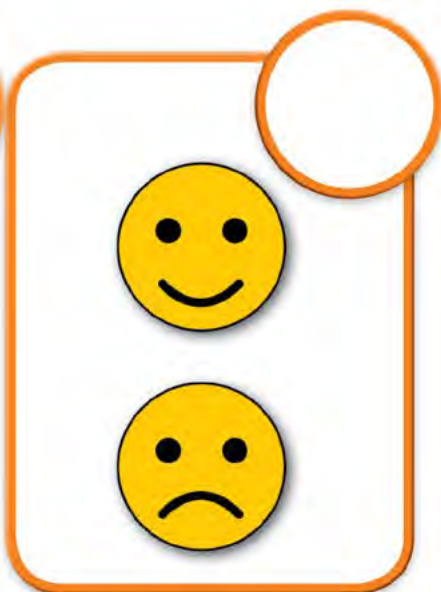


1 READ, DRAW AND COLOR. 

- MOUTH
- EYES
- NOSE
- EARS



2 SAY AND STICK.   



NEW

English Adventure

Teacher's Guide

SAMPLE

LEVEL 2

Contents

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Scope and Sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVIEW
Welcome Activities	<p>Hello! Goodbye! Yes. No. I'm (Anna). teacher Classroom objects: crayon, pencil, eraser Colors: blue, green, red, yellow</p>	<p>Stand up. Sit down. Look. Listen. Quiet, please. Try again! Pick up (a pencil). What's this? What color is it? Point to (a yellow crayon). Touch something (red).</p>	
Hello	<p>Classroom objects: bag, book, pen, pencil, eraser, crayon, pencil case, ruler Colors: blue, green, red, yellow</p>	<p>Say hello. Hello everyone. What color is it? It's (red). What is it? Classroom language: Open your books. Look! This is... Listen. Point to a (pencil).</p>	<p>Hello! Goodbye! I'm (Anna).</p>
1. My face	<p>Parts of the face: ears, eyes, face, hair, mouth, nose Colors: brown, orange, pink, purple happy, sad, big, small, flower My (blue) (eyes). I'm (happy). Thank you! Yes! No!</p>	<p>What color is it? What's missing? Happy or sad? We're happy/sad. Everything's great/bad. Boo-hoo! Hooray! Classroom language: Cut out. Look at me! It's story time!</p>	<p>Colors: blue, green, red, yellow Classroom objects</p>
2. Animals	<p>Animals: elephant, giraffe, hippo, lion, rhino, zebra. It's a (lion). A bird? It's (gray). Numbers 1–5. (three) (giraffes) Colors: black, gray, white bird, baby, leopard, tiger</p>	<p>This is a (giraffe). What color is it? How many lions? What is it? Is it (big)? Touch something (black). What's this? How many (gray) animals? Is the elephant happy? cat, body, with</p>	<p>Colors big, small</p>
3. My toys	<p>Toys: ball, car, cowboy, dinosaur, doll, spaceman, boat, kite, teddy bear, train, yo-yo What is it? It's a (blue) (ball). (ten) (balls) Numbers 6–10 Shapes: circle, rectangle, square, triangle</p>	<p>It isn't a (doll). It isn't (blue). What color is number (six)? Close your eyes. What's missing? How many (dolls)? Is (the boy) happy? What's your toy? It isn't (a train). Jump (six) times. How many (circles)? Is it (big)? Point to a (doll). What number?</p>	<p>Colors Numbers 1–5 It's a (ball). It's (blue). big, small.</p>
4. Food	<p>Food: bread, cheese, chicken, pizza, spaghetti, water, apples, bananas, milk, pears, cake, eggs, meat, sandwiches I like (cheese). Yummy. I don't like (milk). Stop! Sorry! milkshake, seed, tree</p>	<p>Do you like (pizza)? What is it? What are they? Plant the seed. Now. Is it/are they big? Look! This is Scamp. Well done!</p>	<p>Colors Numbers 1–10 It's a (big tree). It's (brown). big, small, flower</p>
5. My body	<p>Parts of the body: arms, body, head, legs, belly, feet, fingers, hands, toes, long, short, stretch, mirrors I have (a big body). I have (five toes). Sports: soccer, gymnastics, tennis</p>	<p>How many (fingers)? Touch your (legs). How many fingers does he have? Does he have (long hair)? He/She has (a big head). (Nose). Up/down! Come on! Who has (a big head)? A circus! Who am I? Do you like (tennis)? What color is it? Is it big or small? Classroom language</p>	<p>Colors Numbers 1–10 I like (tennis). It's (yellow). big, small, hair, nose</p>

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVIEW
6. My house	The house: <i>bathroom, bedroom, garden, house, kitchen, living room</i> Household items: <i>chair, door, table, window</i> <i>It's in the (bedroom). Is it in the (bathroom)? It isn't in the (bathroom). Oh (no)! boot, snail</i>	<i>Where's the (table)? Is it (big)? Where's the (ball)? What color is it? What's your favorite room? How many (doors)? Who's this? Make a (square). hat, monster</i>	Colors Numbers 1–10 Shapes <i>It's a (table). It's (blue)/(big). I like (this house). big, small, bag, boat, book, doll, teddy bear, pizza</i>
7. My clothes	Clothes: <i>boots, dress, hat, shirt, skirt, pants, coat, shoes, sweater, T-shirt, scarf, shorts</i> <i>I'm wearing (a dress). I'm wearing (a green sweater). Thank you. It's hot/cold.</i>	<i>What are you wearing? The (dress) is in the (kitchen). He's/She's wearing (brown) (boots). chameleon</i>	Colors Numbers 1–10 House words <i>It's (red). It's a (T-shirt).</i>
8. My party	Pets: <i>bird, cat, dog, duck, mouse, rabbit, fish, hamster, horse, tortoise, chicken, cow, pig, sheep.</i> <i>party, a mouse in a boat, a mouse with a (kite). Look out! Stop!</i>	<i>Look! What's this? Is it big/small? Do you have a (pet)? What color is it/are they? Point to the (kite). Does Mickey like hamsters? Is it a kitchen? Is Minnie happy? What are these? What color are they? Do you like (dogs)? What are you wearing? Put on your (shirt). Is it big or small? How many (birds)? mice, farm</i>	Colors Clothes Food Numbers 1–10 Toys <i>I have a (dog). I like (cheese). I don't like (water). Do you like (hamsters)? It's a (kite). It's (red). Jump, stamp, clap your hands, touch (your ears), touch the ground, stretch your (body), put on your (hat. Hooray! I'm wearing a (green) (dress).</i>
Easter	<i>chick, Easter, egg, flower, lamb, rabbit</i> <i>It's a chick. Happy Easter!</i>	<i>Easter time. What's this? How many (chicks)? What color is it/are the (flowers)? Easter basket.</i> Classroom language	Colors baby <i>Clap, jump, stamp, touch (your head).</i>
Christmas	<i>Christmas, lights, present, cake, stocking, turkey, Santa, tree.</i> <i>I like (presents). Merry Christmas!</i>	<i>Look! Hooray! Is it a (stocking)? It's (big and green). What is it? Look at my present!</i> Classroom language	Toys <i>It's (Santa).</i>

1 My face

Vocabulary I

Aims: to learn the words for parts of the face. To learn a chant.

Target language: *ears, eyes, face, hair, mouth, nose; This is my (face).*

Receptive language: *Yes. Try again.*

Materials: CD1, flashcards with parts of the face.

Optional activity

- Assign gestures to classroom objects: *bag* – miming holding onto the straps of a bag; *book* – opening a book; *ruler* – measuring something; *crayon* – drawing; *eraser* – erasing. Give words for different classroom objects, and have students do the gestures in response. Continue the activity, progressively increasing the speed.

Presentation

- Praise students for learning the classroom objects well. Tell them they are now ready to learn new words. Explain that you are going to focus on the words for parts of the face.
- Say the words for the parts of the face in L1 and have students touch the appropriate parts of their faces when you say the words. Then say the words for the parts of the face in English, touching the appropriate parts of your own face as you speak. Have students touch the appropriate parts of their faces and repeat the words.
- Using the flashcards, practice the new words. Hold up a flashcard, say the English word and have students repeat.

Student's Book, page 4

1 Listen and chant.

- Tell students to open their Student's Books to page 4. Hold up your book and point to the big picture. T: *Look! This is Merida.* Discuss the picture with the class in L1. Ask students if they have seen the movie *Brave* and elicit the names of the characters (Merida, Queen Elinor, King Fergus, Merida's younger triplet brothers; for a detailed description of the movie, see page I25). If necessary, explain that these are the names of the characters in English.
- Tell students that they are going to hear a chant about parts of the face. T: *Listen.* Play the CD once.

My eyes. My ears. My mouth. My nose.
This is my face. And this is my hair.

1.10

- Play the chant again. Encourage students to join in and point to the appropriate parts of their faces.
- Play the chant again for more practice.
- Once the students have learned the chant, ask them to chant to the karaoke version (Track 1.11).

2 Read, listen and stick. Then find and check (✓).

- Ask students to find the stickers at the end of their books. Point to the stickers one by one and review the words for the parts of the face. T: *Look! (Eyes).*
- Tell students they are going to listen to a recording. Explain that they should listen out for the parts of the face, choose the corresponding stickers and attach them in the appropriate places in the exercise. Pause after each word to give students enough time to complete this task.

Eyes, mouth, face, hair, ears, nose.

1.12

- Make sure all students have stuck their stickers correctly. If necessary, play the CD again.
- Ask students to point to the pictures and say the words for the parts of the face they show.
- Do a pair activity. One student points to a sticker and the other says the word for the part of the face it shows. Then students swap roles.

- Ask students to find the parts of the face from the stickers in the big picture and put a check (✓) in the boxes under the corresponding stickers. Draw students' attention to the written form of the words.
- Have students say the words for the parts of the face they have checked (✓).

TPR

Divide the class into six groups. Call the groups: *ears, eyes, face, hair, mouth, nose.* Say the names of the groups. The group who hear their name stand up and touch the part of the face that is theirs. Increase the speed with which you call out the names, and begin to call out more than one name at a time, to test students' listening skills.

Workbook, page 100

1 Read and match.

- Students draw lines to match the parts of the body shown in the circles to the corresponding parts in the big picture and say the words.

Optional activity

- Ask a volunteer student to stand facing the board. Ask them to touch a part of their face and tell the class to guess which part it is. If students give the wrong answer, say: *Try again.* If students give the correct answer, say: *Yes and repeat the word.* T: *Yes (Eyes)!*



UNIT
1 MY FACE

1 LISTEN AND CHANT. CD 1.10 KARAOKE 1.11

2 READ, LISTEN AND STICK, THEN FIND AND CHECK (✓). CD 1.12

eyes	mouth	face	hair	ears	nose
EYES	MOUTH	FACE	HAIR	EARS	NOSE
✓	✓	✓	✓	✓	✓

LESSON 1: EARS, EYES, FACE, HAIR, MOUTH, NOSE. THIS IS MY (FACE).

Vocabulary II

Aims: to learn colors.

Target language: colors (*brown, orange, pink, purple*); *my (blue) (eyes); Yes! No!*

Review: colors (*blue, green, red, yellow*); face (*ears, eyes, face, hair, mouth, nose*).

Receptive language: *What color is it? What color is the (hair)? What color are the (eyes)? What's missing?*

Materials: CD1, flashcards with parts of the face, home-made flashcards with colors.

Optional activity

- Review the colors students have learned so far with colored pencils or crayons. Hold up a color and have students say what it is. T: *What color is it?*

Presentation

- Introduce the new colors using the home-made flashcards with colors or objects in the classroom. Show a flashcard/an object and say the color. Have students repeat the word.
- Hide a flashcard behind your back. Ask students to guess which of the new colors you have hidden. Ask individual students: *What color is it?* If a student gives the correct answer, repeat the word: *Yes! (Orange)! and praise the student.* T: *Well done!*

Student's Book, page 5

3 Listen and say. Then match and color.

- Tell students to open their Student's Books to page 5. Hold up your book and point to the pictures. T: *Look!* Discuss the pictures with the class. Ask students if they know the objects in the pictures (balls of wool and rugs).
- Tell students that they are going to listen to a recording. Ask them to point to the corresponding balls of wool and repeat the colors. T: *Listen.* Play the CD.

Pink, purple, orange, brown.

1.13

- Point to the balls of wool and encourage students to say the colors.
- Then tell students to trace the threads from the balls of wool to the rugs and color the rugs accordingly.

4 Listen and circle.

- Ask students to look at the faces of the dolls and teddy bears. Point to the pictures and ask: *What color is the (hair)? What color are the (eyes)?*
- Tell students that they are going to listen to a recording. Explain that they should listen to the description of each toy and circle the right picture. T: *Listen.* Play the recording once.

- Look! My face. My red mouth. My pink nose. My brown hair. My blue eyes.
- Look! My yellow face. My brown eyes. My pink mouth. My purple nose. My orange ears.

1.14

- Play the CD again for students to check if they have circled the pictures correctly.
- Ask individual students to repeat the descriptions of the pictures they have circled.
- Put students in pairs. Student 1 describes a toy and Student 2 points to the corresponding picture. Then they swap roles.

TPR

Explain that you are going to point to different parts of your face, but you will skip one part each time. Ask students to watch you closely and touch the same parts of their faces, and say the word for the part that you have skipped. For example, point to your mouth, nose, eyes and hair, and then ask: *What's missing?* Students: *(Ears)!* Continue the activity, skipping a different part of your face each time. Then ask volunteer students to take your place and play the game again.

Workbook, page 101

2 Look, read and color.

- Students color the parts of the face following instructions.
- Answers:** pink – face; ears; purple – mouth; brown – nose; blue – eyes; orange – hair.

3 LISTEN AND SAY. THEN MATCH AND COLOR.

PINK
PURPLE
ORANGE
BROWN

4 LISTEN AND CIRCLE.

1

2

LESSON 2: BROWN, ORANGE, PINK, PURPLE, MY (BLUE) (EYES), COLORS, FACE

5

Song

Aims: to learn words describing moods. To learn a song.

Target language: *happy, sad, I'm (happy).*

Review: parts of the face.

Receptive language: *Happy or sad? We're happy/sad. Everything's great/bad. Boo-hoo! Hooray!*

Materials: CD1, flashcards with parts of the face. Optional: a sheet of paper for each student.

Presentation

- Ask students to focus on you. Show them a happy face and a sad face. Say: *I'm happy. I'm sad* accordingly. Continue, encouraging students to repeat the sentences after you. Then only say the sentences, and encourage students to make the corresponding facial expressions.

Student's Book, page 6

5 Listen, read and say. Then match.

- Tell students to open their Student's Books to page 6. Hold up your book and point to the big picture. T: *Look!* Discuss the picture and the situation in it (Merida's brothers are playing) with the class. Point to the boys in the picture one by one and ask: *Happy or sad?* Students: *Happy.*
- Ask students to look at the faces of the people in the small pictures. Point to the pictures and ask: *Happy or sad?* Elicit answers.
- Tell students that they are going to listen to recordings about these people and ask them to point to the corresponding pictures. T: *Listen.* Play the CD. Pause after the phrase: *I'm...* in the last two sentences for students to identify the mood of the person.

- | | |
|--------------------|-------------|
| 1 I'm happy! | 1.15 |
| 2 I'm sad. | |
| 3 I'm (...) sad! | |
| 4 I'm (...) happy. | |

- Tell students to draw lines to match the pictures showing people with the same facial expressions.
- Ask individual students to describe the pictures: Student: *I'm (happy).*

6 Listen and sing.

- Before playing the song, demonstrate the words: *great, bad* and *everything*. Use a gesture of embracing all the things around you and say: *Everything*. Make the thumbs up gesture with both hands and say: *Great*. Make the thumbs down gesture with both hands, frown and say: *Bad*. Show the gestures again when playing the song for the first time. Explain the words: *Boo-hoo! Hooray!*
- Tell students to listen to the song about the moods. T: *Listen.* Play the CD.

- | | |
|--|-------------|
| Everything's great.
We're happy today, happy today, happy today.
Everything's great.
We're very happy.
Hooray, hooray, hooray, hooray! | 1.16 |
| Everything's bad.
We're sad today, sad today, sad today!
Everything's bad, we're very sad.
Boo-hoo! Boo-hoo! Boo-hoo! Boo-hoo! | |
| Everything's great.
We're happy today, happy today, happy today.
Everything's great.
We're very happy.
Hooray, hooray, hooray, hooray! Hooray! | |

- Play the song again. Ask students to make a happy face when they hear the words: *We're happy*, and a sad face when they hear the words: *We're sad*. Say the sentences: *Everything's great/bad* and *We're happy/sad*, and have students repeat after you. Encourage students to join in the singing.
- When students have learned the song, encourage them to sing along to the karaoke version (Track 1.17).

TPR

When you say: *I'm happy*, all students stand up, raise their hands and smile. When you say: *I'm sad*, all students sit down and make a sad face. Say the words, increasing the speed to make the activity more entertaining.

Workbook, page 102

3 Find and circle ○ or ○.

- Students look at the key, then circle the faces of the happy children in yellow, and the faces of the sad children in blue.
- **Answers:** (from the left) the top row: *happy, sad, happy, sad*; the bottom row: *sad, happy, happy, happy*.

4 Match and draw.

- Students match the faces of the same family members by drawing lines and draw a smile or a frown accordingly.
- **Answers:** 1 – *happy*, 2 – *sad*, 3 – *happy*, 4 – *happy*, 5 – *sad*.

5 LISTEN, READ AND SAY, THEN MATCH.

1 **2**

 HAPPY SAD

3 **4**

6 LISTEN AND SING.

LESSON 3 SONG: HAPPY, SAD, I'M (HAPPY).

Practice

Aims: to review the language from Vocabulary I, Vocabulary II and Song.
Review: colors; parts of the face; *happy, sad; I'm (happy).*
Receptive language: *Is she (happy)? He's/She's (happy). What color is it?*
Materials: CD1, flashcards with parts of the face. Optional: a sheet of paper for each student.

Review

- Review colors. Point to different objects in the classroom or to students' clothes and ask students to say the color. T: *What color is it?*
- Review parts of the face, playing the "Spot the Difference" game (see: Resource Bank, page I20). Next, play the "Telephone" game (see: Resource Bank, page I20) using the words for different parts of the face and colors.

Student's Book, page 7

7 Look and read. Then draw and write.

- Tell students to open their Student's Books to page 7. Hold up your book and point to the pictures. T: *Look!* Discuss the pictures and the emotions they show (Merida and her mom, Queen Elinor, happy and sad). In L1 ask students what could make the two women happy or sad.
- Point to the picture which shows the happy mother. Ask: *Is Mom happy?* Students answer in one word: *Yes.* T: *Is she sad?* Students: *No.* Continue the activity, pointing to the next pictures.
- Tell to read the text below each picture and to draw a happy or a sad face. Then check the answers with the whole class. Draw students' attention to the written form of numbers 1 and 2, and ask them to complete the sentence with the correct word for numbers 3 and 4.

8 Look and play.

- Do a pair activity. Student 1 says: *I'm happy/sad*, and Student 2 points to a person in the page who is happy/sad. If Student 2 points to the correct picture, Student 1 says: *Yes*, and they swap roles. If Student 2 gives a wrong answer, Student 1 says: *No*, and Student 2 must try again.

TPR

Students stand at their desks with their hands down. When you say: *I'm happy!* students jump up with their hands in the air. When you say: *I'm sad!* students mime crying and wiping tears away.

Optional activity

- Draw four faces on the board and give pony tails to two of them so they can be identified as girls. Give each of the faces a smile or a frown. Point to each of the faces and make true or false statements about them: (*She's happy. He's sad.*) Have students say: *Yes!* if the statement is true, or *No!* if the statement does not correspond to the picture.

Workbook, page 103

5 Match and write.

- Students draw lines to match pictures which show different situations and describe the emotions of the children, and then complete the speech balloon with the correct word.
- **Answers:** 1 - d, 2 - a, 3 - c, 4 - b.

6 Color and draw. Then write.

- Students color the parts of the pictures marked with dots to see what is in the pictures (ice cream, a broken car). Then they draw a smile or a frown in the blank faces and write happy or sad on the line.
- **Answers:** 1 - happy, 2 - sad.

Extra activity

Give each student a sheet of paper. Divide the students into pairs and tell each pair to play tic-tac-toe, drawing happy or sad faces instead of noughts. Have students say: *Happy/sad* whenever they draw a face.

Story

Aims: to listen to a story. To review the language from the previous sections.

Target language: (pink) flowers; Are you sad? Thank you! Oh, my (nose)!

Review: colors; parts of the face; happy, sad; I'm (happy).

Receptive language: Today, it's story time! Is Minnie sad?

Materials: CD1.

Optional activity

- Cover the bottom part of your face with your hand. Move the hand up and uncover a smile. Say: *I'm happy!* Then cover the bottom part of your face again and make a frown. Uncover the face and say: *I'm sad.* Encourage students to copy you and repeat the sentences.

Student's Book, page 8

- Work on the story, following the instructions on page 113.
- If possible, invite students to sit in a circle rather than at their desks.
- Say: *Today, it's story time!* Tell students to open their Student's Books to page 8. Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie.* Talk to students about the pictures and the situation and characters they show in L1. Ask students what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify students' ideas at this point. (Mickey hands flowers to Minnie, but it turns out that Minnie is allergic to them). Point to the flowers and introduce the new word *flowers*.

9 Listen and answer.

- Tell students that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Is Minnie sad?* Say: *Listen to the story!* and play the CD. Hold up your book and help students follow the story, pointing to relevant pictures. You can also encourage students to point to the pictures as they listen.

- 1 Mickey: Hi, Minnie!
Minnie: Oh hello, Mickey!
- 2 Minnie: Oooh! Flowers! Pink flowers! Thank you!
- 3 Minnie: Mmm... Oh, my nose...!
- 4 Minnie: And my eyes...!
- 5 Mickey: Minnie? Are you sad?
- 6 Minnie: No, it's the flowers! *Achoo!* I'm happy!
- 1.18**

- Repeat the question: *Is Minnie sad?* Elicit the correct answer. Students: *No, happy.* Make sure students understand the story. Ask students to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to Minnie) *Who's this?* Picture 2: *Is Minnie happy?* (Yes) Picture 3: (point to the flowers) *What color are the flowers?* (Pink) Picture 4: *Point to Minnie's eyes.* Picture 5: (point to Mickey) *Is Mickey sad?* (Yes) Picture 6: (point to Minnie) *Is Minnie happy now?* (Yes).
- Play the recording again. Pause after each sentence. Encourage students to repeat the sentences together, then point to individual students and ask them to repeat.

10 Now act the story out.

- Put students in pairs (Mickey and Minnie) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteer students to demonstrate the story in front of the class.
- Tell students that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Workbook, page 104

7 Read and check (✓) or cross (X).

- Students read the sentence and put a check (✓) or a cross (X) in the box next to each picture.
- Answers: 1 - ✓, X; 2- X, ✓. 3- X, ✓; 4 ✓, X.

9 LISTEN AND ANSWER.

10 NOW ACT THE STORY OUT.

STORY: (PINK) FLOWERS, FACE, COLORS, I'M (HAPPY).

Skills

Aims: to review the language from the previous sections. To play the game with cut-out cards.

Review: colors; parts of the face; *happy, sad*.

Receptive language: *Look at me! (Eyes) – what color? Is (he) happy? Cut out.*

Materials: CD1, flashcards with parts of the face, home-made flashcards with colors.

Review

- Review parts of the face and colors, playing the “Snap!” game (see: Resource Bank, page 120).

Student’s Book, page 9

11 Listen and check (✓) or cross (X).

- Tell students to open their Student’s Books to page 9. Hold up your book and point to the photos. T: *Look!* Discuss the children’s portraits with the class. Ask: *Eyes – what color? Is (he) happy?*
- Describe the children in the photos: (*Red*) hair and (*green*) eyes. Students point to the corresponding faces.
- Tell students that they are going to listen to a recording. Explain that they should put a check (✓) next to the photos described correctly, and a cross (X) next to the photos described incorrectly. T: *Listen!* Play the CD. Pause after each statement to give students enough time to make the right decision.

- 1 Look at me! Brown hair and brown eyes. 1.19
 - 2 Look at me! Red hair and blue eyes.
 - 3 Look at me! Red hair and green eyes.
 - 4 Look at me! Brown hair and blue eyes.

- Play the CD again. Pause after each statement and ask students to give their answer, saying *Yes* or *No* and correcting the wrong description.
- Do a pair activity. Student 1 describes one of the faces, and Student 2 points to the right photo. Then they swap roles.
- Encourage students to describe themselves.

12 Go to page 73. Cut out. Then listen and play.

- Ask students to cut out and write their names behind the cards they find on page 73 of the Student’s Book. Give instructions and demonstrate: *Cut out.* Students can stick an envelope inside the front cover of their books and keep the cut-out cards in the envelope.
- Tell students to open their Student’s Books to page 9 again and ask them to focus on the photo of children playing a game. Ask students to listen to a recording. T: *Listen.* Play the CD.

Look! Brown hair. Blue eyes. Yellow nose. 1.20
Red mouth. Brown ears

- Ask students what they think they will do in the game. (To use the cards to make a face and to describe the face). Tell students that they are going to play the game in a moment.
- Do a pair activity. Ask students to arrange the cut-out pieces to make a face, and then to describe the face to their partner. Once students have described the faces, encourage them to arrange the cut-out pieces to make a face following the description provided by their partner. Make sure students cannot see the face arranged by the other person. Student 1 arranges the cut-out pieces of their choice to make a face and describes the face to Student 2. Student 2 arranges their cut-out pieces following the description provided by Student 1. Then Student 1 and Student 2 compare their faces and swap roles.

TPR

Activity for students sitting in rows of desks. Each row of desks forms a team. Whisper the name of a part of the face e.g. *green eyes* to the first student in each row. The student should pass the phrase to their neighbour. The last student in the row should say the phrase aloud. As the activity progresses, you can give students more difficult phrases e.g. *red hair and blue eyes*.

Optional activity

- Encourage three volunteer students to come to the board. Say sentences which describe their faces. Have students guess who you are describing. Continue with another set of students.

Workbook, page 104

8 Choose and circle. Then draw.

- Students circle the right parts of the face and then draw them in the big picture to complete the portrait of Mickey or Minnie.

The next lesson

- Ask students to bring pictures of different sized objects they have cut out from magazines to the next lesson.

UNIT
1

11 LISTEN AND CHECK (✓) OR CROSS (X).

1

2

3

4

12 GO TO PAGE 73. CUT OUT. THEN LISTEN AND PLAY.

YELLOW NOSE.

SKILLS: FACE, COLORS, I'M HAPPY.

9

CLIL

Aims: Math – to describe the size of objects. To learn new language. To make a poster.

Target language: *big, small; A (big) (book). It's (big).*

Review: classroom objects; parts of the face; *flower.*

Receptive language: *What is it? Is it (big)?*

Materials: CD1, sheets of paper for the poster, crayons, glue. Optional: different sized objects cut out from magazines, colored paper.

Optional activity

- Ask a volunteer student to stand in front of the class. Ask the volunteer to point to different parts of his/her face and mime different moods. Encourage the remaining students to give the corresponding words. Then ask another volunteer student and play the game again.

Presentation

- Introduce the words *big* and *small* using gestures. Draw a big flower and a small flower at a distance from one another on the board. Point to the flowers and say: *big/small*. Encourage students to repeat after you. Have students point to one or the other flower as they speak. Leave the flowers on the board for later.

Student's Book, page 10

13 Listen and say. Then listen and circle.

- Tell students to open their Student's Books to page 10. Hold up your book and point to the pictures. T: *Look!* Discuss the pictures with the class. Ask if they can see any differences between them. Say: *A big flower* and ask students to point to the corresponding picture. Continue with the next pictures. Change the order as you say the sentences. Have students point to the corresponding pictures.
- Tell students that they are going to listen to a recording. Explain that they should listen and point to the corresponding pictures. T: *Listen.* Play the CD.

- Part 1
- It's small. A small flower.
 - It's big. A big flower.
 - It's small. A small face.
 - It's big. A big face.
 - It's small. A small book.
 - It's big. A big book.

1.21

- Part 2
- It's big. A big book.
It's small. A small flower.
It's big. A big face.

- Play the CD again and encourage students to repeat the sentences.
- Tell students that they are going to listen to the second part of the recording. Explain that they should listen and circle the pictures which are being described. T: *Listen.* Play the CD.
- Ask individual students to describe the pictures they have circled.

14 Read, match and say.

- Tell students to focus on the pictures. Point to each picture and say: *What is it? Is it big? Is it small?* Have students give the word for the object and answer: *Yes/No*. Then students match the big objects to their small counterparts by drawing lines.
- Ask individual students to describe the pairs of objects they have matched. Student: *A big (ruler), a small (ruler) or It's big. It's small.*

15 Make a poster.

- Tell students they are going to make a poster illustrating small and big objects. Hand out sheets of drawing paper (and optional materials prepared by you or students, e.g. colored paper or pictures cut out from magazines). Students can use any artistic technique for their posters, such as drawing, cut-and-paste or collage.
- Play a song or chant from this unit while students are working.
- When students have finished, ask them to describe their poster to the student sitting next to them e.g. *It's (big). It's a (teddy bear).*

TPR

Ask two students to come to the board (with the two flowers still on it). Say: *It's big* or *It's small*. The two students should stand next to the corresponding drawing. The remaining students can help the two by pointing to the correct flower. Then invite another pair of students and continue the game.

Optional activity

- Say *big* and *small* several times, changing the order in which you say the words. When you say *small*, students squat down and pretend to be small. When you say *big*, students stand on their toes with their hands up in the air.

Workbook, page 105

9 Read and color.

- Students read the sentences and color the corresponding picture in each pair any color they want.
- Answers: 1 – a big pencil, 2 – a small nose, 3 – a small mouth, 4 – a big bag.

10 Look and read. Then draw and color.

- Students draw the flower in the right scale. Then they color it according to the key.

Extra activity

Ask students to browse through the first unit in their Student's Books, find photos of 2 big and 2 small objects, and say: *(Book). (It's) big/small.*

13 LISTEN AND SAY. THEN LISTEN AND CIRCLE. 🎧 🗣️



1



2



3



4



5



6

14 READ, MATCH AND SAY. 🗣️ 🗣️



1

BIG EYES



2

A BIG RULER



3

A BIG PENCIL



a

A SMALL PENCIL



b

SMALL EYES



c

A SMALL RULER

15 MAKE A POSTER. 🗣️ ✂️

CLIL: BIG, SMALL, FLOWER, A (BIG) (BOOK), IT'S (BIG), FACE, SCHOOL OBJECTS.

Review 1

Aims: to review the material from Unit 1. Self-evaluation.
Review: the language from Unit 1 – colors; parts of the face; *I'm happy/sad*.
Receptive language: *Look at Dad/Mom. He's/She's (happy). Is he/she (sad)? Who is it?*
Materials: CD1, flashcards with parts of the face, home-made flashcards with colors, word cards with the words: *happy, sad*. Optional: Worksheet 6 for each student.

Optional activity

- Help students recall the chant and the song from this Unit. Encourage them to chant and sing along (Tracks 1.10 and 1.16).
- You can divide the class into groups and hold a contest for the best performance of the song. Let students decide themselves which group is the winner. Give the winning group appropriate applause.

Review

- Review the language from this unit. Say words from different groups (colors; parts of the face; *happy/sad*). Have students listen carefully and point to the corresponding part of their face, or to the classroom object which is the same color, or make a sad or happy face.
- Mix all the flashcards for this unit and the word cards: *happy, sad*. Place handwritten names of different vocabulary categories such as: colors, numbers, face, animals, etc and place them around the class. Ask students to pick up flashcards from the pile, show them to the class, say the word and place it in the right category/pile.

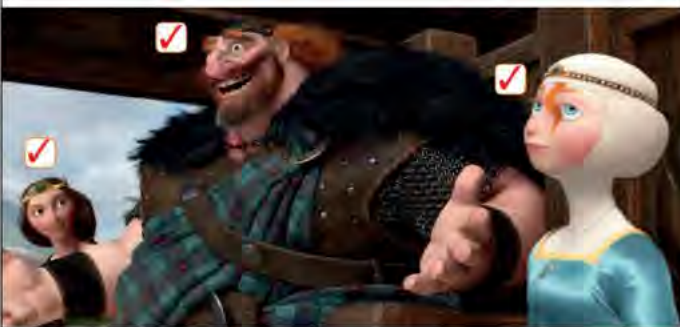
Student's Book, page 11

1 Listen, check (✓) and say. Then play.

- Tell students to open their Student's Books to page 11. Hold up your book and point to the picture. T: *Look!* Discuss the picture and the situation in it with the class. Point to the characters in the picture and ask: *Look at Merida. Is she happy?* Students: *Yes.* T: *Look at Dad. Brown hair?* Students: *No, red hair.* T: *Look at Mom. Is she sad?* Students: *No, happy.*

REVIEW UNIT
1

1 LISTEN, CHECK (✓) AND SAY. THEN PLAY. 🎧 🗣️ 🎮



2 DRAW AND WRITE. THEN SAY. 🖍️ 🗣️



REVIEW UNIT 1: FACE COLORS, I'M (HAPPY).

11

- Tell students that they are going to listen to recorded riddles. Explain that they should focus on the descriptions of different characters and put a check (✓) (for 'yes') in the box next to the corresponding pictures. T: *Listen.* Play the CD.

- 1 Who is it? Red hair, blue eyes, and a big nose. He's big. He's happy. **1.22**
- 2 Who is it? Red hair, blue eyes, and a small nose. She's small.
- 3 Who is it? Brown hair and brown eyes. She's happy.

- Describe one of the characters in the picture. Ask students to guess who has been described.
- Encourage individual students to try and describe a character of their choice e.g. *Red hair, blue eyes, small.* Have other students guess who has been described.

2 Draw and write. Then say.

- Ask students to draw their self-portraits and color them. You can also explain what a caricature is and encourage students to draw their 'exaggerated' representations. Always give students a choice between regular self-portraits and caricatures. Monitor their work. Then ask students to write a sentence describing themselves in the picture. You may like to write an example sentence on the board. Support students with spelling as necessary. When students have finished, ask volunteers to describe their drawings. Students: *Big ears, blue eyes, small nose, brown hair. I'm happy!*

Workbook, page 107

1 Read, draw and color.

- Students read the text and draw the missing parts of the face in the picture, and color them accordingly.

2 Say and stick.

- **This activity should be done in class.**
- Ask students to find the stickers for this exercise at the end of their books. Students assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the movie character in the box.

Optional activity

- Praise your students: *Well done!* Explain that you have just finished the whole Unit 1. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask students in L1 which sections they enjoyed the most.
- Ask students to choose their favorite game from all the games in Unit 1, and then play the game.

Progress evaluation

- Resource Pack, Level 2, Evaluation sheet 1.

Extra adventure 1, page 106

1 Look and circle.

- Students look at the pictures and the words, and then circle the correct word.

2 Read and color.

- Students read the words and color the balls of wool accordingly.

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LEVEL 3



SAMPLE

**Viv Lambert
Anne Worrall
with José Luis Morales**

Pearson Education Limited

Edinburgh Gate
Harlow
Essex CM20 2JE
England

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Editors: Rhiannon Ball, Priscila Marconi and Viviane Kirmeliene

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NEW

English Adventure

LEVEL 3

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My favorite things



1 Listen and find. CD 1.9

2 Read, listen and repeat. Then look and say Yes or No. CD 1.10



bat



robot



video game



TV



watch



bike

3 Listen and say. CD 1.11

It's a watch.

Vocabulary I: bat, bike, video game, robot, TV, watch. *It's a (bike).*

4

Listen, find and say. Then read and say 1 or 2.

CD 1.12



1



It isn't a robot.
It's a spaceship.

2



It isn't a computer.
It's a scooter.

5

Listen and sing.

CD 1.13



KARAOKE

CD 1.14

It's my favorite thing!
It isn't a bike.
It isn't a doll.
It isn't a computer!
It isn't a bat,
Or a ball.
No! It's my red scooter!

It's my favorite thing!
It isn't a boat.
It isn't a kite.
It isn't a computer!
It isn't a spaceship,
Or a train.
No! It's my red scooter!



Song: computer, scooter, spaceship. It isn't a (scooter). Favorite things. It's a (robot).

6 Look and say Yes or No. 



1 Is it a scooter?

2 Is it a TV?

3 Is it a bat?

4 Is it a robot?

5 Is it a watch?

A



B



C



D



E



7 Choose, ask and answer. 



Is it a scooter?

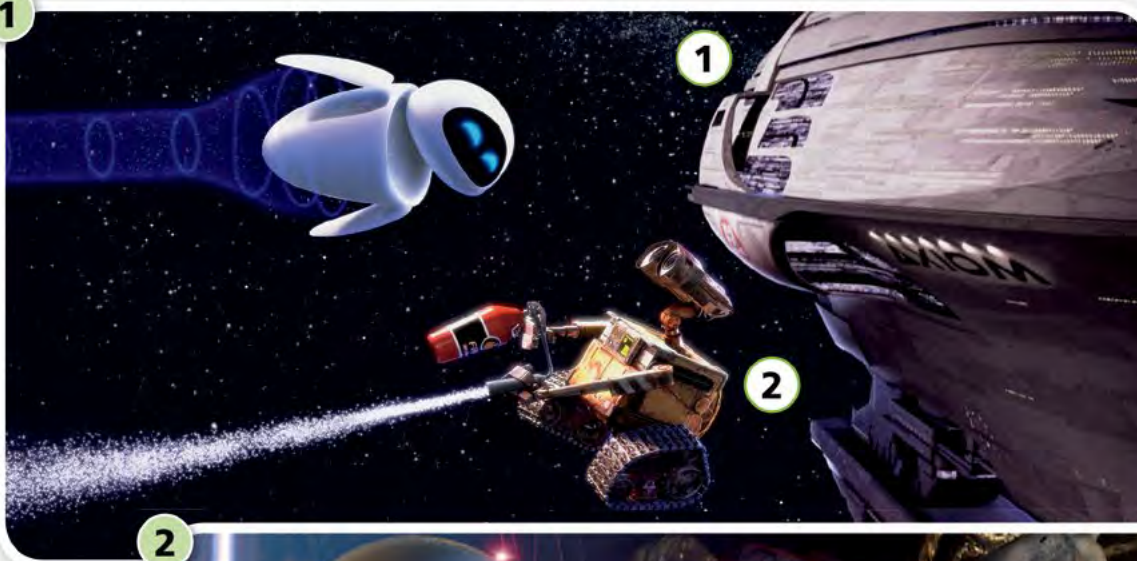
Yes.



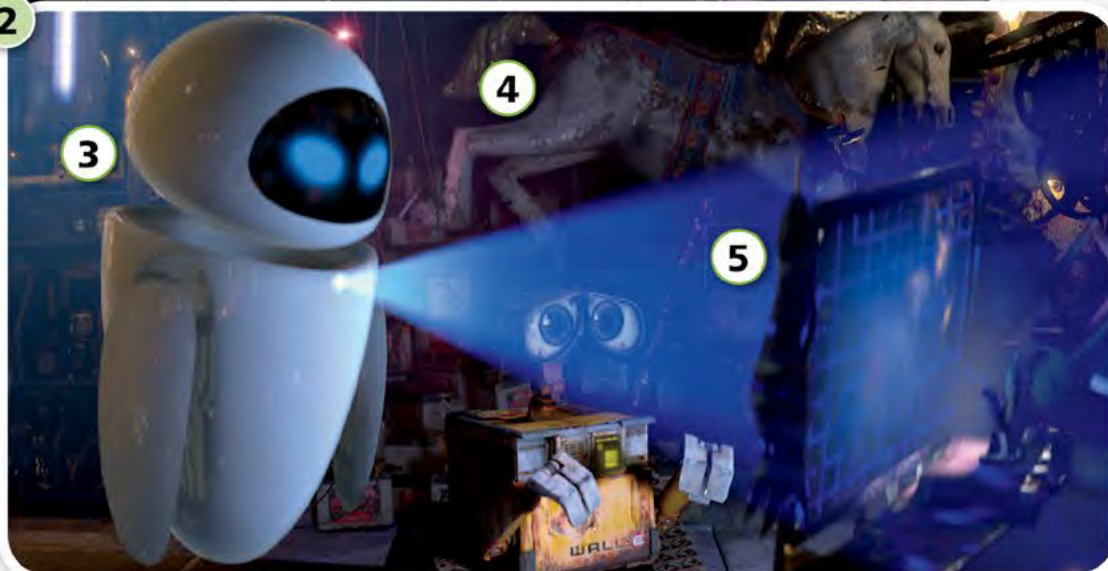
8 Listen, find and say.

CD
1.15

1



2



9 Read, look and say Yes or No. Then write.

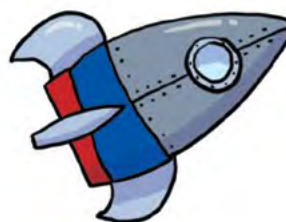


- | | |
|----------------------|--------------------|
| 1 Is it a spaceship? | 4 Is it a scooter? |
| 2 Is it a robot? | 5 Is it a TV? |
| 3 Is it a horse? | |

10 Tongue Twister! Listen and say.

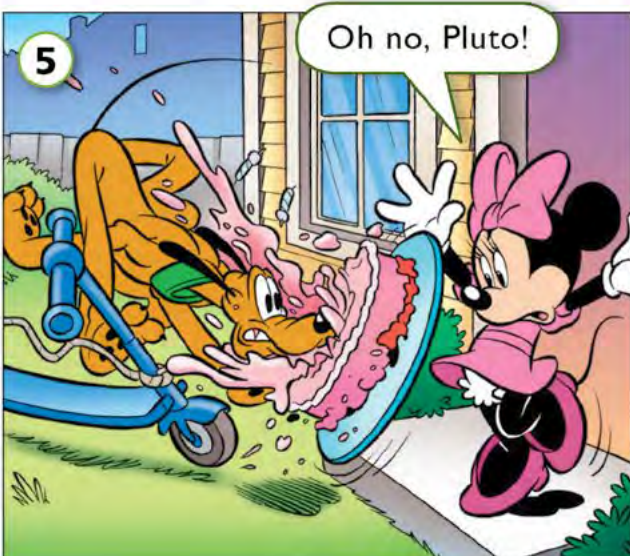
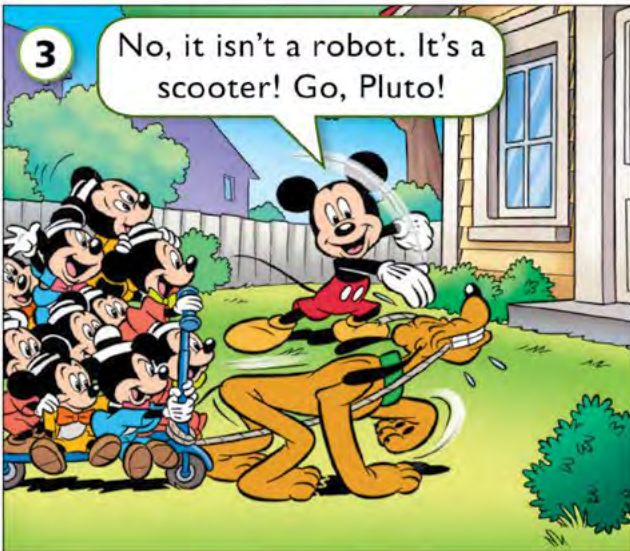
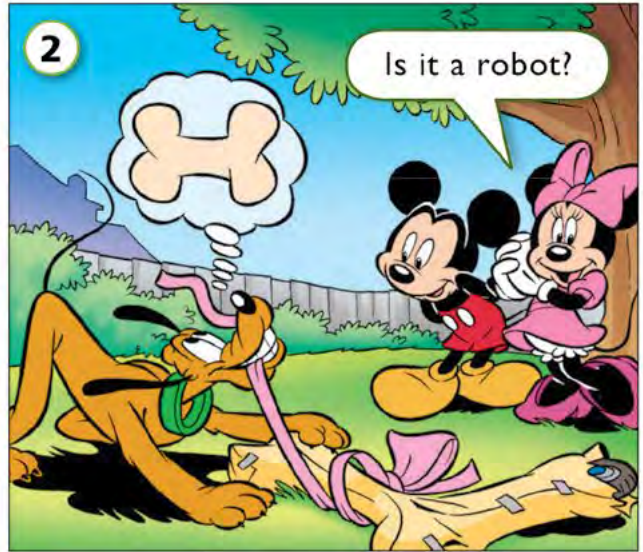
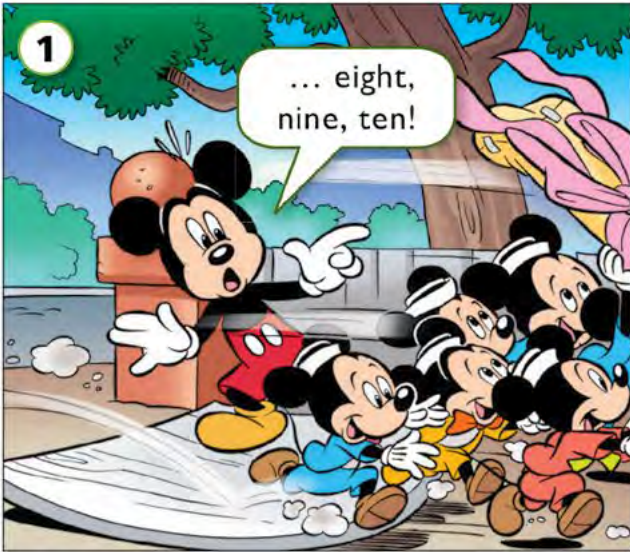
CD
1.16

Is it a spaceship?
Is it? Is it?
Is it a spaceship?
Yes, yes, yes!



11

Listen and answer.



12

Now act the story out.



Story: cake. Favorite things. Numbers 1-10. It's / It isn't a (robot). Is it a (bike)?

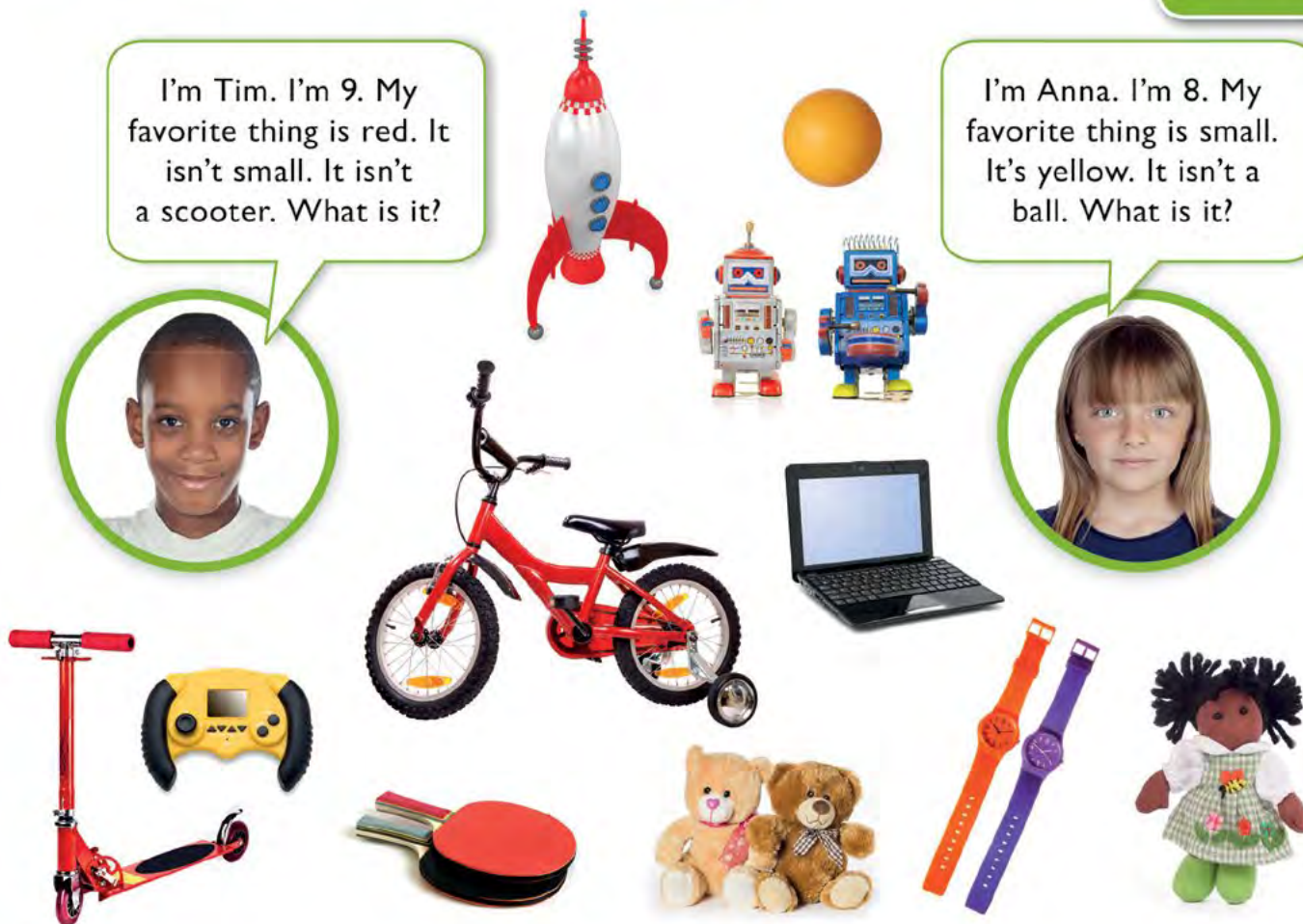
13 Listen and read. Then say.

CD
1.18

I'm Tim. I'm 9. My favorite thing is red. It isn't small. It isn't a scooter. What is it?



I'm Anna. I'm 8. My favorite thing is small. It's yellow. It isn't a ball. What is it?



14 Go to page 73. Cut out. Then listen and play.

CD
1.19

My favorite thing is small.

Yes.

Yes.

Is it red?

Is it a watch?



Skills: Colors. Favorite things. It's / It isn't a (robot). Is it a (bike)? It's (white).

15 Listen, find and say.  

11

eleven

12

twelve

13




thirteen

14

fourteen

15

fifteen

16 Write the children's favorite things in your notebook.
Listen and say the number.   



17 Project: Do a survey. 

What's your favorite thing?

It's a teddy bear.



Favorite thing	How many?
cake	✓
video game	
doll	
teddy bear	
bike	
robot	
scooter	

CLIL: Numbers 11–15. What's your favorite thing? Favorite things.
It's / It isn't a (robot). Is it a (bike)? It's (white).

1 Listen and say the number.

CD
1.22

2 Write about robot number 3 in your notebook.

Use *It's* or *It isn't* and the words below.



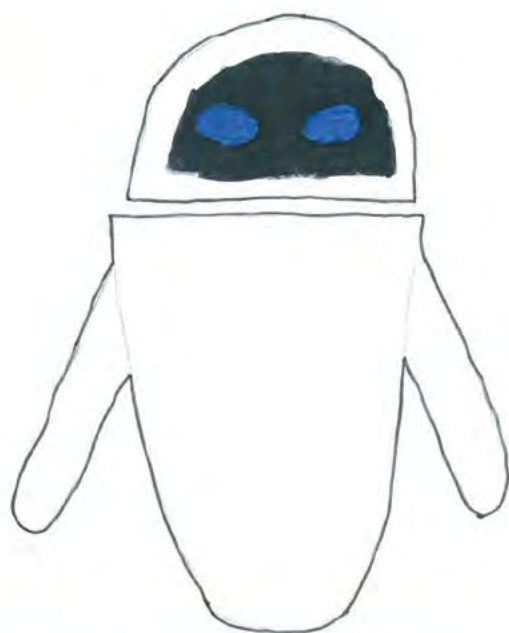
a computer

a robot

small

red and pink

3 In your notebook, draw your favorite robot from WALL-E and write. Then tell a friend.



It's white.

It isn't small.

It's my favorite robot.

NEW

English Adventure

Workbook

SAMPLE

LEVEL 3

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My favorite things



1 Look and number. 

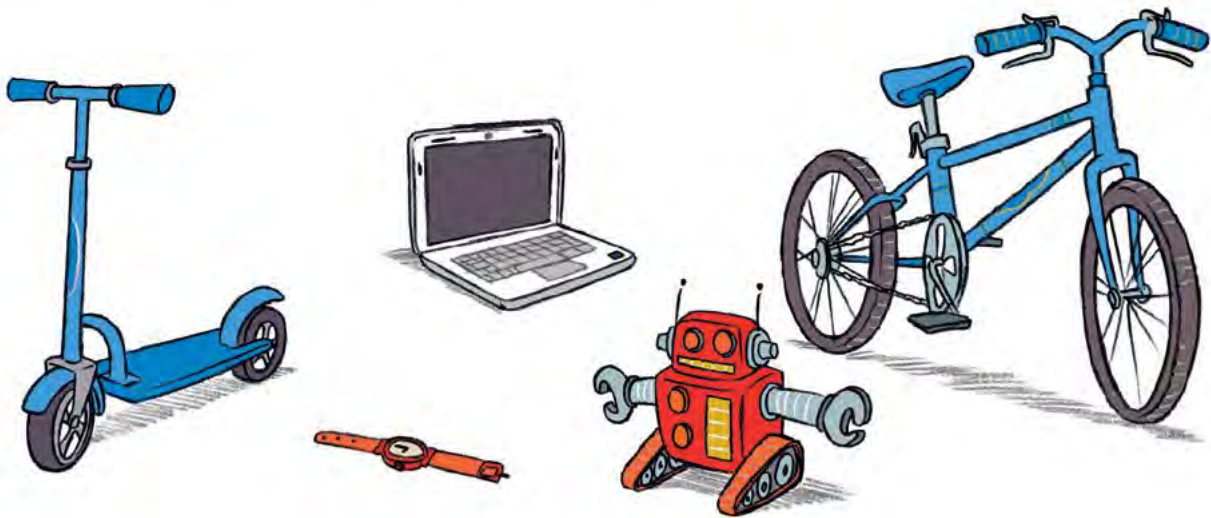


bat	<input type="checkbox"/>	video game	<input type="checkbox"/>	watch	<input type="checkbox"/>
robot	<input type="checkbox"/>	TV	<input type="checkbox"/>	bike	<input type="checkbox"/>

2 Read, look at Activity 1 and check (✓) or cross (X). 

1 It's a bat.	<input type="checkbox"/>	4 It's a TV.	<input type="checkbox"/>
2 It's a video game.	<input type="checkbox"/>	5 It's a watch.	<input type="checkbox"/>
3 It's a bike.	<input type="checkbox"/>	6 It's a robot.	<input type="checkbox"/>

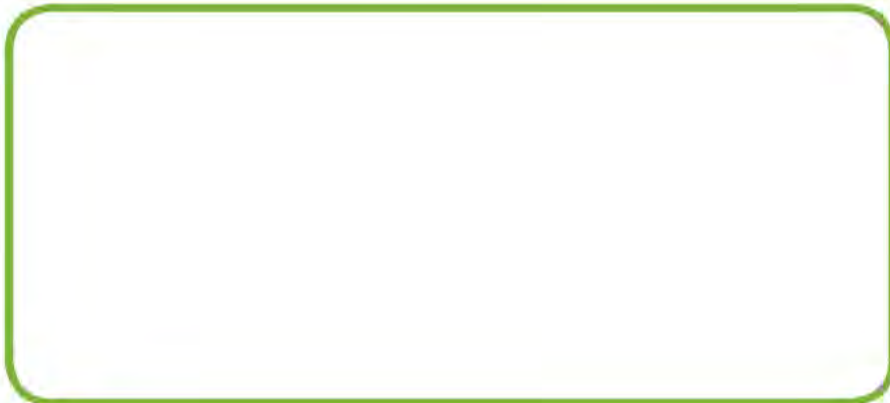
3 Read, look and guess. Then write. 



scooter robot computer bike spaceship watch

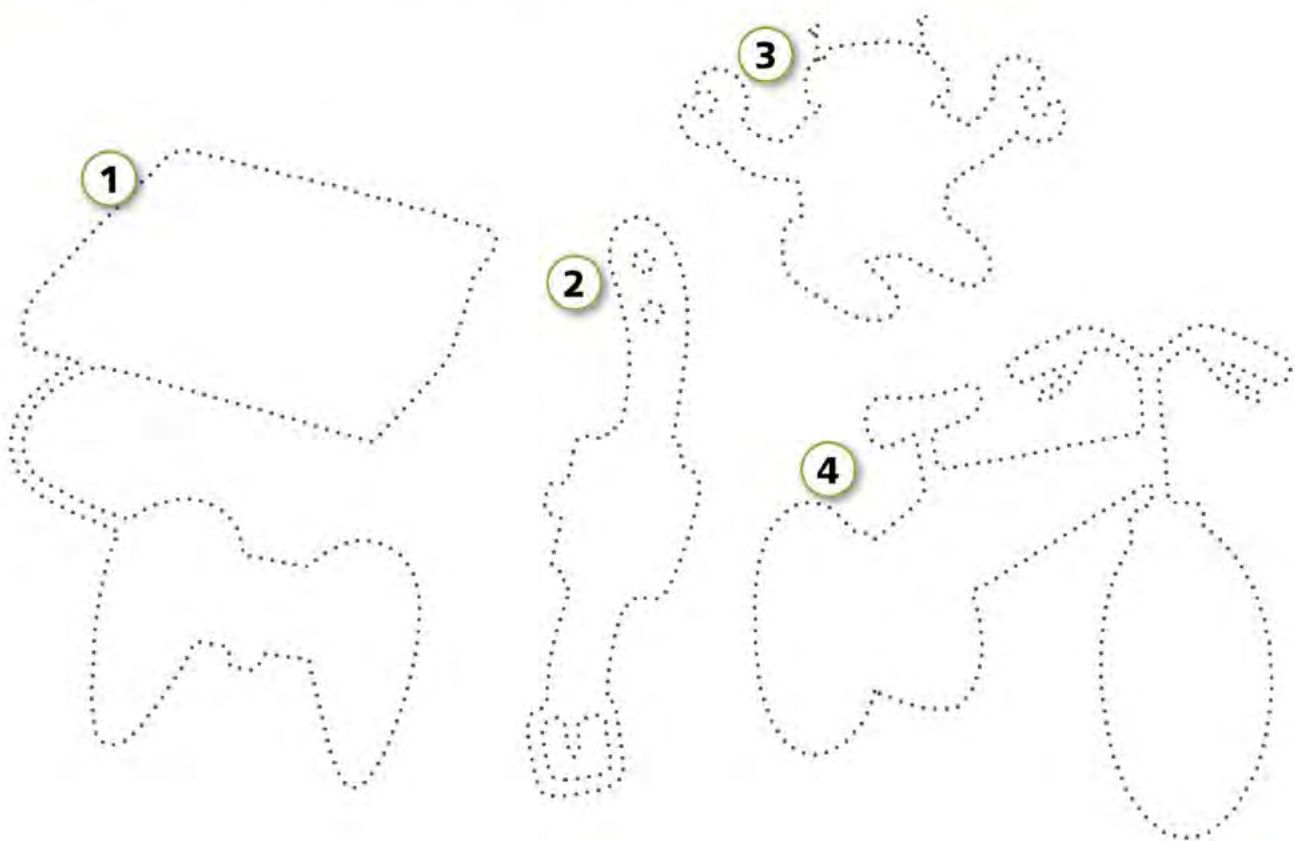
- 1 It's blue. It isn't a scooter. It's a _____.
- 2 It's small and red. It isn't a robot. It's a _____.
- 3 It's big. It isn't a bike. It's a _____.
- 4 It's red. It isn't a watch. It's a _____.
- 5 It's white and gray. It's a _____.

4 What's missing in Activity 3? Draw and write. 



It's a _____.

5 Draw. Then read and check (✓) or cross (X). 



- | | | | |
|-----------------------|--------------------------|--------------------|--------------------------|
| 1 Is it a video game? | <input type="checkbox"/> | 3 Is it a robot? | <input type="checkbox"/> |
| 2 Is it a train? | <input type="checkbox"/> | 4 Is it a scooter? | <input type="checkbox"/> |

6 Draw. Then write and answer Yes or No. 



- | | | | |
|---|--------------|----------|-----------|
| 1 | <u>Is it</u> | a TV? | <u>No</u> |
| 2 | _____ | a ball? | _____ |
| 3 | _____ | a bike? | _____ |
| 4 | _____ | a watch? | _____ |
| 5 | _____ | a bat? | _____ |

7 Look and write *It's* or *It isn't*.



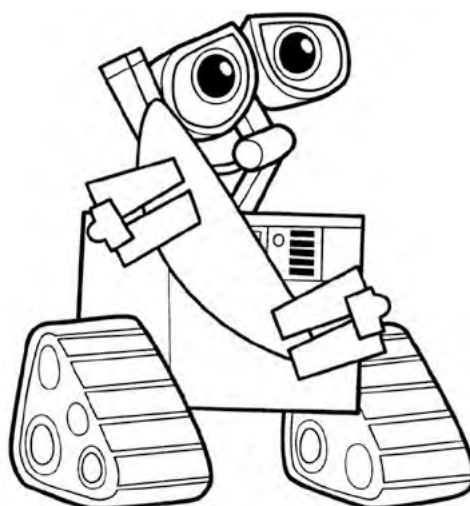
- 1 _____ big.
 2 _____ a train.
 3 _____ a spaceship.

- 4 _____ a doll.
 5 _____ white.
 6 _____ a robot.

8 Circle and color.



- 1 It's big / small.
 2 It's yellow / blue.
 3 It's a doll / a robot.
 4 It isn't a robot / a car.



9

Read and draw.



1 Is it a robot? No, it isn't.

2 Is it a ball? No, it isn't.

3 Is it a cake? Yes, it is!



10

Look at Pluto. Draw. Then write.

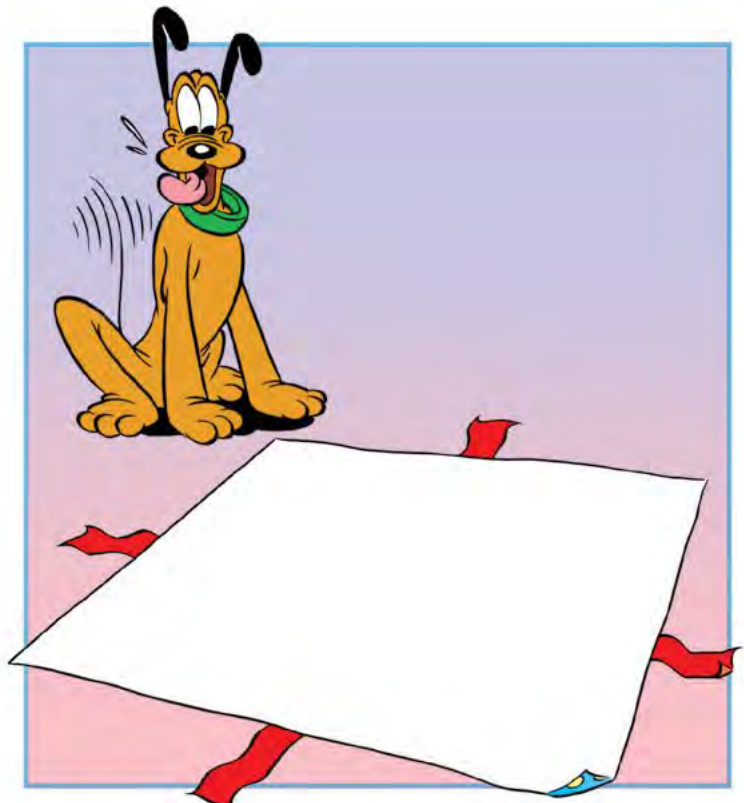


cake robot isn't

It isn't a _____.

It _____ a ball.

It's a _____.



11 Look and write.



It's teddy bear ~~small~~ isn't

My favorite thing is _____ *small* _____.

_____ yellow.

It _____ a bike.

It's a _____.

blue video game bike isn't

My favorite thing is _____.

It _____ big.

It isn't a _____.

It's a _____.



12 Draw your favorite thing. Then write.



My favorite thing

is a _____.

It's _____.

It isn't a _____.

It's a _____.





My favorite things

1 Find and circle. Then write.



1

2

3

4

5

6

7

A	W	A	T	C	H	M	B	Q
C	L	S	F	O	L	N	E	U
S	R	C	I	M	D	Y	B	I
P	C	O	M	P	U	T	E	R
A	C	O	S	U	H	M	V	S
C	E	T	R	T	T	I	T	A
E	K	E	G	E	S	O	E	Y
S	O	R	L	R	O	B	O	T
H	P	A	W	G	V	A	X	D
I	S	S	E	A	Y	T	J	K
P	D	I	X	M	B	G	O	L
Y	A	S	R	E	L	T	U	I
T	E	D	D	Y	B	E	A	R

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

2 Join the dots. Then write.



three

two

one

four

fifteen

five

fourteen

eleven

ten

nine

six

thirteen

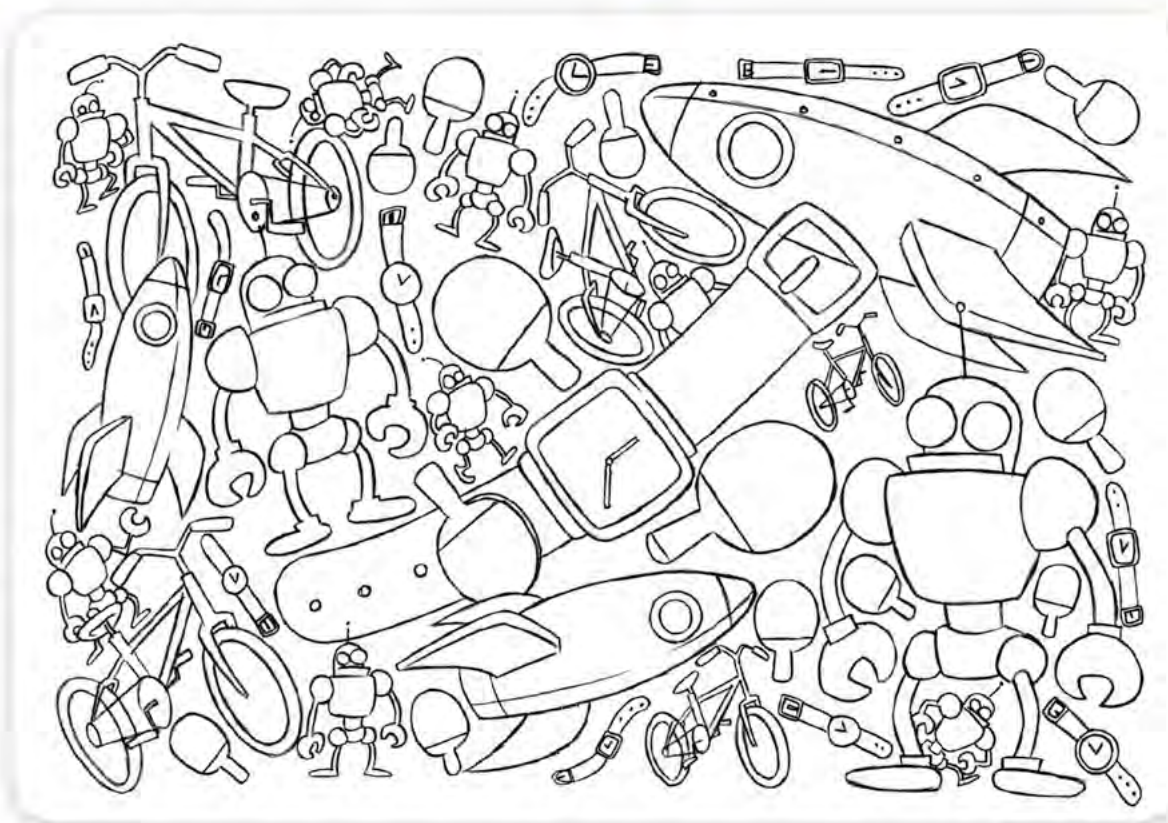
twelve

eight

seven

It's a _____.

1 Count and color. Then write. 



1 _____ bats.

4 _____ spaceships.

2 _____ bikes.

5 _____ watches.

3 _____ robots.

2 Read and check (✓). Then stick.   

I can:

● talk about my favorite things.

● sing a song.

● count to fifteen.

● read a story.

NEW

English Adventure

Teacher's Guide

SAMPLE

LEVEL 3

Contents

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Scope and Sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVIEW
Welcome Activities	Expressions: <i>a (blue) circle</i> Phrases: <i>Hello! I'm (Eva). I'm (happy). And you? I'm (big/gray). It's a (ball). It's an (elephant). (I have) a (big) (belly).</i>	<i>Hello everyone! How many (legs)? Number (six) is (sad). What color is it? What's number (one)? What's this?</i>	Numbers 1–10 Classroom commands: <i>Sit down. Stand up. Listen. Look. Quiet please. Open/Close your books. Point to a (pencil).</i> Face and body parts: <i>ears, eyes, face, hair, mouth, nose; arms, body, feet, fingers, hands, head, legs, toes, belly.</i> Colors: <i>black, blue, brown, green, gray, orange, pink, purple, red, white, yellow.</i> Animals: <i>elephant, giraffe, hippo, leopard, lion, rhino, tiger, zebra; bird, cat, dog, duck, fish, hamster, horse, mouse, rabbit, tortoise.</i> Toys: <i>ball, boat, car, doll, kite, teddy bear, train, yo-yo.</i> Shapes: <i>circle, rectangle, square, triangle.</i> Vocabulary: <i>big/small, happy/sad, long/short, yes/no.</i>
Hello	Phrases: <i>I'm (Anna). This is (Tom). How old are you? I'm (eight). What's your name?</i>	<i>Say hello. Hello everyone. What's missing? It's (yellow). Point to number (six). What color is it?</i> Vocabulary: <i>balloons.</i> Classroom language	Colors: <i>black, blue, brown, green, gray, orange, pink, purple, red, white, yellow.</i> Numbers 1–10 Vocabulary: <i>Hello.</i> Classroom language
1. My favorite things	Favorite things: <i>bat, bike, computer, video game, robot, scooter, spaceship, TV, watch.</i> Numbers 11–15 Phrases: <i>Is it a (scooter)? It isn't a (scooter). It's a bike. Go, Pluto! Happy birthday! Look! What's (your) favorite thing?</i>	<i>Do you like it? How many children? Is he happy? What's (your) favorite thing? It's in picture (1). They're in space. What color is (he)? What are these? What is it? What's on Pluto's head? Which number: 1 or 2? Who's/What's this?</i> Vocabulary: <i>things.</i> Classroom language	Colors Numbers 1–10 Toys Vocabulary: <i>big/small; cake.</i> Phrases: <i>Hello, I'm (Anna). What's your name? How old are you? I'm (nine). I like (robots). It's a (bike). It's (small/white). I have (fifteen) (robots). Yes/No.</i>
2. My family	Family members: <i>aunt, baby (sister), big (brother), brother, cousin, dad, grandpa, grandma, mom, sister, uncle.</i> Vocabulary: <i>family tree, twins.</i> Phrases: <i>Do you have a (sister)? Yes./No. I don't have a (brother). I have (two) (sisters). This is my family. Hello. Say 'cheese'. Sit down, please.</i>	<i>Can you see (a cat)? How many (brothers) (do you have)? What's / Who's this? Where / Who are they? Who's in the family?</i> Vocabulary: <i>princess.</i> Classroom language	Favorite things Colors Numbers 1–15 Vocabulary: <i>animals, cat, dog, horse, rabbit; big, small, red hair.</i> Phrases: <i>How old are you? What's your favorite ...?</i>
3. My body and face	Face and body: <i>blond/dark hair, chin, neck, tail, teeth.</i> Vocabulary: <i>glasses, please, strong.</i> Expressions: <i>brush your hair/teeth, wash your hands/face.</i> Phrases: <i>He/She has (brown) (eyes). He/She doesn't have a (big) (nose).</i>	<i>Are they big? Can you see ...? What color are (his) eyes? What's this? Who is it? Who is this?</i> Vocabulary: <i>children, sports, people.</i> Classroom language	Face and body Family members Favorite things Animals Vocabulary: <i>long/short, big/small.</i> Phrases: <i>It's/It isn't Goofy.</i>
4. My room	Household items: <i>armchair, bathtub, bed, box, carpet, cabinet, curtain, floor, lamp, mirror.</i> Prepositions of place: <i>next to, on, under.</i> Numbers 16–20 Phrases: <i>Is the (cabinet) (next to) the (chair)? The (box) is in the (bedroom).</i>	<i>How many (lamps)? Is Pluto in the garden? What's in the (bedroom)? Where are they? Where's (Jasmine/ the pen)?</i> Classroom language	Colors Numbers 1–15 Rooms: <i>bathroom, bedroom, garden, kitchen, living room.</i> Household items: <i>chair, door, table, window.</i> Preposition of place: <i>in.</i> Phrases: <i>It's/It isn't in the (cabinet/ kitchen). It's (small/yellow). Where is the (green) (box)?</i>

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVIEW
5. I can jump!	<p>Actions: <i>climb, dance, fly, jump, ride a bike/horse, run, sing, swim, walk.</i></p> <p>Animals: <i>bear, elephant, emu, kangaroo, monkey, platypus, shark, snake, tiger.</i></p> <p>Vocabulary: <i>airplane, beak, fins, wings, watch out.</i></p> <p>Phrases: <i>Can you (fly)? Yes./No. I can (jump). I can't (ride a horse). It has/it doesn't have (wings).</i></p>	<p><i>Does it have a (tail)? Do they have (tails)? What are these? What's this? He/She can (climb). Yes, I can. No, I can't.</i></p> <p>Vocabulary: <i>jungle, panther, easy.</i></p> <p>Classroom language</p>	<p>Face and body parts</p> <p>Animals: <i>bird, elephant, fish, giraffe, hippo, lion, rhino, zebra.</i></p> <p>Vocabulary from units 1–4</p> <p>Vocabulary: <i>boy, water.</i></p> <p>Phrases: <i>Do you have a (bike)? I'm (big). It's a (bird).</i></p>
6. I like cheese!	<p>Food: <i>bread, cake, carrots, cereal, cheese, chocolate, fish, grapes, ice cream, mushrooms, onions, peas, salad, soup, strawberries, tomatoes.</i></p> <p>Vocabulary: <i>breakfast, dinner, lunch.</i></p> <p>Phrases: <i>(onions), please. I like/don't like (salad). Do you like (mushrooms)? Yes./No.</i></p>	<p><i>What do you like for (breakfast)? (Onions) for (Goofy). What's for (lunch)? Here you are.</i></p> <p>Vocabulary: <i>menu, omelette; rat; birthday party.</i></p> <p>Classroom language</p>	<p>Food: <i>apple, banana, bread, cake, cheese, chicken, eggs, juice, meat, milk, oranges, pears, pizza, sandwiches, spaghetti, water.</i></p> <p>Phrases: <i>I like/don't like (fish).</i></p>
7. Our world	<p>Landscape elements: <i>field, forest, island, lake, mountain, rainforest, river, sky, town.</i></p> <p>Means of transport: <i>boat, bus, car, truck, plane, tractor, train.</i></p> <p>Phrases: <i>That's a (river). Those are (three) (mountains).</i></p>	<p><i>Means of transport. What color are they? What can you see in picture (2)? What's that? What's this? How many (rivers)?</i></p> <p>Vocabulary/Expressions: <i>landscape, postcard; transport, means of transport; map, the UK; point to.</i></p> <p>Classroom language</p>	<p>Places</p> <p>Numbers</p> <p>Unit 6 vocabulary</p> <p>Vocabulary: <i>cow, wings.</i></p> <p>Phrases: <i>He can fly! I like (trains). It's a (train).</i></p>
8. What's he wearing?	<p>Clothes: <i>belt, cap, jacket, jeans, raincoat, scarf, shorts, socks, sun hat, tie, sneakers, uniform, boots.</i></p> <p>Vocabulary: <i>rain, umbrella, Japan, Spain, Brazil, the UK.</i></p> <p>Phrases: <i>He's/She's wearing (a jacket). What are you wearing?</i></p>	<p><i>Come on, Pluto! Put on/take off your (hat). How many (dresses) can you see?</i></p> <p>Vocabulary: <i>characters, fashion show, costume party.</i></p> <p>Classroom language</p>	<p>Vocabulary and structures from units 1–7</p> <p>Colors</p> <p>Clothes: <i>boots, coat, dress, hat, shirt, shoes, skirt, sweater, pants, T-shirt.</i></p> <p>Phrases: <i>I'm wearing a (T-shirt). It's pink and yellow. Do you have (an umbrella)?</i></p>
Christmas	<p>Vocabulary: <i>candle, card, Santa Claus, reindeer, star.</i></p>	<p><i>Look! Hooray! Who has a book?</i></p> <p>Classroom language</p>	<p>Family members</p> <p>Toys</p> <p>Vocabulary: <i>present, tree.</i></p>
Easter	<p>Vocabulary: <i>basket, bench, chocolate egg, nest, candy.</i></p>	<p><i>How many (eggs) are there (in the nest)?</i></p> <p>Classroom language</p>	<p>Vocabulary: <i>chick, flowers, lamb, rabbit.</i></p> <p>Prepositions of place: <i>in, on, under, next to.</i></p>
Thanksgiving	<p>Vocabulary: <i>eggs, pumpkin, cream, pastry, sugar.</i></p>	<p><i>We celebrate with our family.</i></p> <p>Classroom language</p>	<p>Food</p>
May Day	<p>Vocabulary: <i>crown, leaves, maypole, school, ribbons.</i></p>	<p>Classroom language</p>	<p>Colors</p> <p><i>I can sing</i></p>

1 My favorite things

Vocabulary 1

Aims: to learn words for favorite things.

Target language: *bat, bike, video game, robot, TV, watch; It's a (bike).*

Review: colors; toys. *What's your name? How old are you?*

Receptive language: *things; What color is (he)?*

Materials: CD1, flashcards with possessions, a sheet of paper for each student, Level 1 and 2 flashcards with toys.

Optional activity

- Play the "Questions" game. *What's your name? How old are you?* (see Resource Bank).

Presentation

- Tell students they are now ready to learn new words. Explain that you are going to focus on words for favorite things.
- Review toys with Level 1 and 2 flashcards (*ball, teddy bear, doll, boat, kite, train*).
- Introduce the words for possessions (favorite things) and draw a TV on the board. Hold up a flashcard and say the word. Have students repeat.

Student's Book, page 4

1 Listen and find.

- Tell students to open their Student's Books to page 4. Hold up your book and point to the pictures. T: *Look! This is WALL-E. This is EVE.* Discuss the picture with the class. Ask students if they have seen the movie WALL-E. (For a detailed description of the movie, see page A30.)
- Explain in L1 that students can see WALL-E and EVE's things in the pictures. Tell students the word in English is *things*.
- Tell students that they are going to listen to a recording. Explain that they should point to the things they hear. T: *Listen.* Play the Class CD once.

This is WALL-E. He's a robot. He's yellow. Look at his things. **1.9**
Can you see a bike? And here he has a ball and a bat.
This is EVE. She's a white robot. Can you see a TV?

- Check comprehension. T: *Point to WALL-E/EVE. What color is he/she?* Students: *Yellow/White.* Continue with other items.

2 Read, listen and repeat. Then look and say Yes or No.

- Ask students to look at the photos and read the words. Tell them they are going to listen to a recording and that they should repeat the words. T: *Listen.* Play Part 1 of Track 1.10.
- Pair activity. Student 1 points to a photo and Student 2 says the word. Then students switch roles.
- Tell students that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2 of Track 1.10.

Part 1: Bat. Robot. Video game. TV. Watch. Bike. **1.10**
Part 2: It's a bat. It's a robot. It's a video game. It's a TV. It's a watch.
It's a bike.

- Pair activity. Student 1 points to a photo and Student 2 says the sentence. Then students switch roles.
- Ask students to look at the pictures in Activity 1 and say if they can see the objects from Activity 2. T: *Can you see a (bat)?* Students: *Yes/No.*

3 Listen and say.

- Hold up your book and point to WALL-E. Tell students to say the missing words. T: *This is ...* Students: *WALL-E.* T: *He's ...* Students: *Yellow.*
- Tell students they are going to listen to a recording. Explain that they should listen and say the missing words. T: *Listen.* Play Track 1.11 once.

This is WALL-E. He's a robot. He's yellow. Look at his things. **1.11**
Can you see a (...) bike? And here he has a ball and a (...) bat. This is EVE. She's a white (...) robot. Can you see a (...) TV?

- Play Track 1.11 again for students to say the missing words again.

TPR

Divide the class into 5 groups and number them 1–5. Call out a number, hold up a flashcard and ask: *(One). Is this a (bike)?* Students stand up and say Yes or No.

Workbook, page 96

1 Look and number.

- Students look at the picture, read the words and write the numbers in the boxes.
- **Answers:** *bat – 5, video game – 2, watch – 6, robot – 1, TV – 4, bike – 3.*

2 Read, look at Activity 1 and check (✓) or cross (X).

- Students look at the numbers, read the sentences and draw a check or a cross. In the next class, they can say Yes for checks and No for crosses when you check their work.
- **Answers:** *1 – X, 2 – ✓, 3 – ✓, 4 – ✓, 5 – X, 6 – X.*

Optional activity

- Play the "Observation" game with the flashcards (see Resource Bank).

Extra activity

Give a sheet of paper to each student. They draw WALL-E and describe the picture, using colors: *This is Wall-E. He's a yellow/white robot.*

UNIT

1

My favorite things





1 Listen and find. CD 1.9

2 Read, listen and repeat. Then look and say Yes or No. CD 1.10

Yes



bat

Yes



robot

No



video game

Yes



TV

No



watch

Yes



bike

3 Listen and say. CD 1.11

It's a watch.

Vocabulary 1: bat, bike, video game, robot, TV, watch, It's a (bike).

Song

Aims: to learn more words for favorite things. To learn a song.
Target language: *computer, scooter, spaceship; It isn't a (scooter).*
Review: *bat, bike, video game, robot, TV, watch, teddy bear; It's a (robot).*
Receptive language: *What's (your) favorite thing? Which number? 1 or 2?*
Materials: CD1, flashcards with possessions.

Optional activity

- Review the words for favorite things students have learned so far playing the "Yes!/No!" game (see Resource Bank).
- Review the toys (*ball, teddy bear, doll, boat, kite, train*) with drawings on the board. Have students guess what you are drawing before you complete the pictures.

Presentation

- Introduce the new words using the flashcards. Hold up a flashcard and say the word. Have students repeat the word. Stick all the flashcards with possessions on the board.
- Introduce *My favorite thing* and *It isn't a (scooter)*. Point to one of the flashcards on the board and say *Look. A (spaceship). It's my favorite thing* and smile. Then shake your head, point to other flashcards and say each time *It isn't a (scooter)*.
- Explain *My favorite thing* in L1 if necessary. Then ask individual students to come to the board and point to their favorite thing: T: *What's your favorite thing?* Student: *It's a (doll).*

Student's Book, page 5

4 Listen, find and say. Then read and say 1 or 2.

- Tell students to open their Student's Books to page 5. Hold up your book and point to the pictures. T: *Point to a (teddy bear).* Students point to the correct pictures.
- Tell students that they are going to listen to a recording about the children's favorite things. Ask them to point to the things they hear and then say what each child's favorite thing is. T: *Listen.* Play CD1. Stop after each child and students say their favorite things.

What's your favorite thing? **1.12**
 A: Hmm... It isn't a computer. It isn't a teddy bear. My favorite toy is big and it's blue. It's a scooter.
 B: My favorite thing isn't a robot. It isn't a watch. It isn't a bike. It's red and blue. It's small. It's a spaceship.

- Draw students' attention to the texts. Ask volunteer students to read them out. Tell students to match the texts to the children. T: *Which number: 1 or 2?*
- Pair activity: Student 1 reads out one of the texts. Student 2 chooses 1 or 2. Then students switch roles.

5 Listen and sing.

- Before playing the song, talk about the girl in the picture. T: *What's her favorite thing? A bike?* Students: *No. It isn't a bike.* T: *A scooter?* Students: *Yes, It's a scooter.* T: *What color is it?* Students: *It's red.*
- Tell students to listen to the song about favorite things. T: *Listen.* Play Track 1.13.
- Play the song again. Ask students to copy the action mimes you do during the song: ride a bike, rock a doll, type on a computer, hit a ball with a bat, throw a ball, play with a boat, fly a kite, ride a scooter. Play the song a few more times. Encourage students to join in the singing and actions.
- When students have learned the song, encourage them to sing along to the karaoke version (Track 1.14).

TPR

Assign a favorite thing from the song to each student. Then play the "Sing and respond" game with the song (see Resource Bank).

Workbook, page 97

3 Read, look and guess. Then write.

- Students read the sentences and guess what the favorite things are. They complete the sentences with words from the box. You can check answers in the next class by reading out the sentences and having students say the missing word.
- Answers: 1 – *bike*, 2 – *watch*, 3 – *scooter*, 4 – *robot*, 5 – *computer*.

4 What's missing in Activity 3? Draw and write.

- Students look for the word they didn't use in Activity 3. They draw a picture and complete the sentence.
- Answer: *spaceship*.

Optional activity

- Remove the flashcards one at a time from the board. Hold them up one at a time and say, in order to review the favorite things: *It isn't a (spaceship). It's a ...* Students: *... (bike!)*

4 Listen, find and say. Then read and say 1 or 2.



5 Listen and sing.

It's my favorite thing!
 It isn't a bike.
 It isn't a doll.
 It isn't a computer!
 It isn't a bat.
 Or a ball.
 No! It's my red scooter!

It's my favorite thing!
 It isn't a boat.
 It isn't a kite.
 It isn't a computer!
 It isn't a spaceship.
 Or a train.
 No! It's my red scooter!



Song: *computer, scooter, spaceship; It isn't a (scooter); Favorite things; It's a (robot)*

Vocabulary II

Aims: to learn new language.

Target language: *Is it a (scooter)?*

Review: colors; favorite things. *big, small; It's a (scooter). Yes/No.*

Materials: CD1, flashcards with possessions, a small piece of paper for each student, Scotch tape.

Optional activity

- Review all the favorite things using the flashcards. Then encourage students to play the "Echo" game (see Resource Bank).
- Encourage students to sing the song they learned in song (Track 1.13) and do the actions.

Presentation

- Stick the flashcards on the board. Ask a volunteer student to choose one, but not say which one it is. Ask *Is it a (scooter)?* and tell the student to answer *Yes* or *No*. Continue guessing until you find the flashcard. Repeat with other volunteer students. Have students repeat the questions.

Student's Book, page 6

6 Look and say Yes or No.

- Tell students to open their Student's Books to page 6. Explain in L1 that these are shadows of favorite things. Hold up your book, point to the shadow picture of the scooter and ask questions. T: *Is it a bike?* Students: *No*. T: *Is it a scooter?* Students: *Yes*. Continue with the other pictures.
- Tell students that they should look at the shadow pictures and answer the questions *Yes* or *No*. Check if their answers are correct.
- Tell students to look at the colored pictures of the favorite things. Tell them that you are going to describe one thing and that they should raise their hands to ask what the thing is. T: *It's (big). It's (green) and (brown).* Student: *Is it a (scooter)?* T: *Yes*.

7 Choose, ask and answer.

- Pair activity: Student 1 points to a shadow picture in Activity 1 and asks *Is it a (scooter)?* Student 2 answers: (*Yes*). Then students switch roles. Tell students that they can choose to ask a question that has either a *Yes* or *No* answer. For *No* answers, the students should also say what the thing in the picture is. Student 1: *Is it a (scooter)?* Student 2: *No. It's a computer.*
- Ask some pairs to demonstrate their questions and answers to the class.

TPR

Hand out a small piece of paper to each student. Play the "What does the picture present?" game with drawings of favorite things stuck on the students' backs (see Resource Bank).

Workbook, page 98

5 Draw. Then read and check (✓) or cross (X).

- Students draw the pictures. Then they read the questions and put a check (✓) or cross (X). Check answers in the next class by reading out the questions and having students answer. They say *Yes* for a check and *No* for a cross.
- Answers: 1 - ✓, 2 - X, 3 - ✓, 4 - X.

6 Draw. Then write and answer Yes or No.

- Students draw the picture. Then they complete the questions and write answers. You can check answers in the next class by having pairs ask and answer the questions.
- Answers: 2 - *Is it, No*; 3 - *Is it, No*; 4 - *Is it, No*; 5 - *Is it, Yes*.

Optional activity

- Hold up the flashcards and ask *Is it a (scooter)?* and elicit answers from students. Ask questions for *Yes* and *No* answers.

Extra activity

Pair activity: Student 1 traces a favorite thing in the air, for his/her classmate to guess. Student 2 can ask up to three questions to find out what it is: *Is it a (scooter)?* Student 1 answers *Yes / No. It's a (bike).* Students then switch roles.

6 Look and say Yes or No.

1

Yes

2

No

3

Yes

4

No

5

Yes

1
Is it a scooter?

2
Is it a TV?

3
Is it a bat?

4
Is it a robot?

5
Is it a watch?

A


B


C


D


E


7 Choose, ask and answer.



Is it a scooter?

Yes.



Practice

Aims: to review the language learned so far in the unit. Phonics /s/ vs /z/.
Review: favorite things. *It's/It isn't a (robot). Is it a (bike)? It's (white).*
Receptive language: *They're in space. It's in picture (1). What's this? What is it?*
Materials: CD1, flashcards with possessions. Optional: a sheet of paper for each student.

Optional activity

- Play "Where is this card?" with the flashcards (see Resource Bank).

Review

- Play "Which card is this?" with the flashcards (see Resource Bank). Ask *Is it a (bike)?* Students guess *Yes* or *No*. Reveal the picture and say *Yes. It's a bike* or *No. It isn't a bike. It's a robot.*

Student's Book, page 7

8 Listen, find and say.

- Tell students to open their Student's Books to page 7. Hold up your book and point to the pictures. T: *Look!* Discuss the pictures in L1 and what students can see (EVE and WALL-E in space and inside a spaceship).
- Point to EVE, WALL-E and the spaceship in pictures 1 and 2. T: *What's this?* Students: *It's EVE/WALL-E/a spaceship.* Point to WALL-E and ask: *Is it a robot?* Students: *Yes.* Point to the horse and ask: *Is it a robot?* Students: *No.* Teach or elicit *horse* as necessary.
- Tell students that they are going to listen to a recording with descriptions of things in picture 1 or 2. Tell students they should listen carefully and find the things that are described. Then they should say what they are. T: *Listen.* Play Track 1.15. Pause before each answer and ask students to give answers. Then play the answer for students to check if they are correct.

- 1 It's in picture 1. It's a robot. It isn't WALL-E. What is it? (...) **1.15**
 It's EVE.
 2 It's in picture 2. It's white. It isn't a robot. What is it? (...) It's a horse.
 3 It's in picture 2. It's black and blue. It isn't a robot. What is it? (...) It's a TV.

- Repeat questions from the recording to check comprehension.
- Follow-up (optional): Students write down the numbers and the answers in their notebooks. Play the recording again. Pause each time to allow for time to write.
- Pair activity: Student 1 describes a thing in picture 1. Student 2 says what it is. Then they switch roles

9 Read, look and say Yes or No. Then write.

- Ask students to find the numbered things in Activity 8. T: *Point to number 1.* Read out question 1 and ask students to answer. T: *Is it a spaceship?* Students: *Yes.* Repeat with all the questions.
- Students read the questions and write *Yes* or *No* in their notebooks. Write the answers on the board. Students switch notebooks and check each other's work.

10 Tongue Twister! Listen and say.

- Ask students to look at the picture. T: *Is it a spaceship?* Students: *Yes.* Write *Is it a spaceship? Yes.* on the board and underline the letters as shown. Tell students that sometimes the letter sound for **s** is /s/ and sometimes the sound is /z/. Read out the question and answer and have students repeat. Ask them which word has a /z/ sound and elicit *Is*.
- Tell students that they are going to listen to a tongue twister. Explain that the letters in green are a /z/ sound and the letters in purple are a /s/ sound. T: *Listen.* Play Track 1.16.
- Play the recording again and stop after each line. Have students repeat. Make sure they pronounce the /s/ and /z/ sound correctly. Play the recording a few times and have students say the tongue twister with the recording.
- Have the class say the whole tongue twister without the recording. Then have pairs of students say the tongue twister.

TPR

Play the "Guessing game: pictures" (see Resource Bank) with favorite things. T: *Is it a (robot)?* Student *Yes* or *No.* *It's a (bike).*

Workbook, page 99

7 Look and write It's or It isn't.

- Students look at the pictures and complete the sentences with *It's* or *It isn't*.
- Answers: 1 – *It's*, 2 – *It isn't*, 3 – *It's*, 5 – *It isn't*, 6 – *It's*, 7 – *It's*.

8 Circle and color.

- Students circle the correct words and then color the picture accordingly. In the next class, students can hold up their books for checking and read the sentences. T: *Number 1?* Students: *It's big.*
- Answers: 1 – *big*, 2 – *yellow*, 3 – *a robot*, 4 – *a car*.

Optional activity

- Show a student a flashcard without the other students seeing it. The student then mimes the word and the other students guess what it is.

Extra activity

Hand out a sheet of paper to each student. Students draw a favorite thing from the lesson and write a sentence about it: *My favorite thing is a (robot).* When they have finished, collect the sheets and distribute them randomly around students. They mingle and describe the picture they have received, in order to find the student who has drawn it.

UNIT
1

8 Listen, find and say.

9 Read, look and say Yes or No. Then write.

1 Is it a spaceship? <i>Yes</i>	4 Is it a scooter? <i>No</i>
2 Is it a robot? <i>Yes</i>	5 Is it a TV? <i>Yes</i>
3 Is it a horse? <i>No</i>	

10 Tongue Twister! Listen and say.

Is it a spaceship?
 Is it? Is it?
 Is it a spaceship?
 Yes, yes, yes!

Practice: Favorite things. It's / It isn't a (robot). Is it a (bike)? It's (white).

Story

Aims: to listen to a story. To review the language learned so far in the unit.

Target language: *Go, Pluto! Look! Happy birthday!*

Review: numbers 1–10; favorite things. *cake; Is it a robot? No, it isn't a robot. It's a (scooter)?*

Receptive language: *How many children? Is he happy? Who is the present for? Is Minnie sad? What's on his head?*

Materials: CD1, flashcards with possessions. Optional: a sheet of paper for each student.

Optional activity

- Review favorite things with the "Which card is this?" game with the flashcards (see Resource Bank).

Student's Book, page 8

- If possible, invite students to sit in a circle rather than at their desks.
- Say: *Today, it's story time!* Tell students to open their books page 8. Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie. This is Pluto.* Talk to students about the pictures, and the situation and characters in L1. Ask students what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify students' ideas at this point. (Pluto gets a scooter for his birthday, but when he takes the children on it for a ride he bumps into Minnie and ends up covered in cake.) Point to the cake and review the word *cake*.

11 Listen and answer.

- Tell students that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *How many children?* Say: *Listen to the story!* and play Track 1.17. Hold up your book and help students follow the story, pointing to relevant pictures. You can also encourage students to point to the pictures as they listen.
- Repeat the question: *How many children?* Elicit the correct answer. Students: *Ten.* Make sure students understand the story. Ask students to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the present) *What's this? (It's a present.)* Picture 2: (point to the present) *Who is the present for? (Pluto.) Is he happy? (Yes.)* Picture 3: (point to the scooter) *Is it a robot? (No. It's a scooter.)* Picture 4: (point to the cake) *What is it? (It's a cake.)* (point to the candles) *How many? (Four.)* Picture 5: (point to Minnie) *Is Minnie sad? (Yes.)* Picture 6: (point to the mixture on Pluto's head) *What's on Pluto's head? (It's the cake.)*
- Play the recording again. Pause after each sentence. Encourage students to repeat the sentences together, then point to individual students and ask them to repeat.

12 Now act the story out.

- Put students in groups of three (Mickey, Minnie and Pluto) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteer students to demonstrate the story in front of the class.
- Tell students that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next units of the book.

Workbook, page 100

9 Read and draw.

- Students read the questions and answers and draw the item inside Mickey's present (a cake).
- Answer: *A cake.*

10 Look at Pluto. Draw. Then write.

- Students look at Pluto and guess what his present is (a cake). Then they draw Pluto's cake. Next, they complete the sentences with words from the box.
- Answers: *robot, isn't, cake.*

Optional activity

- Draw a present on the board. Hide a flashcard behind your book and ask: *Is it a (scooter)?* Ask a student to guess: *Yes or No. It's a (bike).* Reveal the flashcard to see if the students guessed correctly.

Extra activity

Hand a sheet of paper to each student. Students draw a present wrapping on one side and a toy on the other side that they would most like to get as a present. They guess each other's presents. Student 1: *Is it a (doll)?* Student 2: *Yes. / No. It's a (scooter).*

11 Listen and answer.

1 ... eight, nine, ten!

2 Is it a robot?

3 No, it isn't a robot. It's a scooter! Go, Pluto!

4 Look! The cake!

5 Oh no, Pluto!

6 Happy birthday, Pluto!

12 Now act the story out.

Story: Like: Favorite things. Numbers 1-10. It's / It isn't a (robot). It's a (bike).

Skills

Aims: to review the language learned so far in the unit. To play the game with cut-out cards.

Review: numbers; colors; favorite things. *It's/It isn't a (robot). Is it a (bike)? It's (white).*

Receptive language: *A boy and a girl and their favorite things! Cut out.*

Materials: CD1, flashcards with possessions, safety scissors for each student.

Optional activity

- Encourage students to sing the song from Song in the karaoke version (Track 1.14).

Review

- Review the colors. Ask students to hold up pencils for the colors you call out.
- Review numbers 1–10. Call out the numbers in random order and students hold up the correct number of fingers.
- Review favorite things with the "Snap!" game (see Resource Bank).

Student's Book, page 9

13 Listen and read. Then say.

- Tell students to open their Student's Books to page 9. Hold up your book and point to the photos. T: *Look! A boy and a girl and their favorite things! Say the favorite things and have students point and repeat.*
- Choose a favorite thing, describe it and ask students to say what it is. T: *My favorite thing is (red). It isn't (big). It isn't a (bat). What is it?* Students: *It's a (watch).*
- Tell students that they are going to listen to a recording of the boy and the girl. Explain in L1 that they should notice what words are used while they listen. Then they should say what each child's favorite thing is. T: *Listen!* Play Track 1.18. Pause after each child to give students time to find the favorite thing.
- Play Track 1.18 again. Ask students to give their answers (*a bike, a video game*), saying *Yes* or *No* to correct any wrong answers.

- Play Track 1.18 again. Pause after each sentence. The boys repeat what Tim says and the girls repeat what Anna says.
- Pair activity: Student 1 describes one of the things, and Student 2 points to the right photo. Then they switch roles.

14 Go to page 73. Cut out. Then listen and play.

- Show students where to find the cut-out cards on page 73 of their Student's Books.
- Ask students to cut out and write their names behind the cards. Give instructions and demonstrate: *Cut out.* Students can bring an envelope from home and stick it inside the front cover of their books, and keep the cut-out cards in the envelope.
- Tell students to look to page 9 in their Student's Books again and ask them to focus on the photo of the children playing a game. Ask students to listen to the recording. T: *Listen.* Play Track 1.19.
- Ask students what they think the game is about. (To use the cards to describe a favorite thing that your friend should guess.) Tell students that they are going to play the game in a moment.
- Pair activity. Ask students to arrange their cut-out cards face up on the table in front of them. Student 1 describes a favorite thing to Student 2, without saying the word. Student 2 asks questions about the favorite thing to find what it is and Student 1 answers. Then students switch roles.

TPR

Activity for students sitting in rows of desks. Each row of desks forms a team. Whisper the word for a favorite thing and color e.g. *a blue scooter* to the first student in each row. The student should pass the phrase to their immediate neighbor. The last student in the row should say the phrase aloud. As the activity progresses, you can give students more difficult phrases e.g. *a yellow robot and a brown teddy bear.*

Workbook, page 101

11 Look and write.

- Students look at the pictures and complete the description with words from the box.
- Answers: *It's, isn't, teddy bear; blue, isn't, bike, video game.*

12 Draw your favorite thing. Then write.

- Students draw and color their favorite thing from Unit 1. They then complete the sentences with their own ideas.

Optional activity

- Put the flashcards face up on your table. Write words for favorite things on the board with the first letter missing. Ask volunteer students to come to the board, write the missing letter and then find the flashcard.

UNIT
1

13 Listen and read. Then say. video game

bike

I'm Tim. I'm 9. My favorite thing is red. It isn't small. It isn't a scooter. What is it?



video game

I'm Anna. I'm 8. My favorite thing is small. It's yellow. It isn't a ball. What is it?





14 Go to page 73. Cut out. Then listen and play.

My favorite thing is small.

Yes.

Yes.



Is it red?

Is it a watch?

Skills: Colors, favorite things, It's/It isn't a (robot), Is it a (bike)? It's (white).

CLIL

Aims: Math – to count to 15. To learn numbers 11–15.
Target language: numbers 11–15. *What's your favorite thing?*
Review: numbers 1–10; favorite things; colors. *It's/It isn't a (robot). Is it a (bike)? It's (white).*
Receptive language: *Point to number (11). What color is it? What are these? How many? Point to (his) favorite (robot).*
Materials: CD1, flashcards with possessions.

Optional activity

- Ask students: *What's your name? How old are you? Review numbers 1-10.*

Presentation

- Introduce numbers 11–15 by writing them on the board. Point to each number, say the word and have students repeat. Clap and count from 1–15 and tell students to join in.
- Review favorite things with the flashcards. Stick them on the board, point to them one at a time and ask *What's this?* Elicit answers. Ask students in L1 to decide which thing is their favorite. Ask a student to stand at the board. Ask *What's your favorite thing?* The student points and says the word. Repeat with other students. Encourage students to repeat the question.

Student's Book, page 10

15 Listen, find and say.

- Tell students to open their Student's Books to page 10. Hold up your book and point to the numbers. T: *Look! Numbers! Say: Point to number (11). What color is it?* Students point and answer: *(Pink)*.
- Tell students that they are going to listen to a recording. Explain that they should listen, point to the numbers and repeat them. T: *Listen.* Play Track 1.20.
- Pair activity: Student 1 says a number. Student 2 points to it and says the color. Then students switch roles.

16 Write the children's favorite things in your notebook. Listen and say the number.

- Tell students to focus on the pictures. Point to the pictures and ask: *What are these?* Students: *Robots/watches/dolls.*
- Tell students that they are going to listen to a recording. Explain that they should listen, point to the pictures, say the number of the picture and say the number of the favorite things. T: *Listen.* Play Track 1.21. Pause after each description to give students time to say their answers.

- I have thirteen dolls. My favorite doll is wearing a red dress. **1.21**
- I have three watches. A red watch, a black watch and my favorite, a green watch.
- I like robots. I have fifteen robots. My favorite robot is big and blue.

- Play Track 1.21 again, pause after each description and check comprehension. T: *Point to (his) favorite (robot).* Hold up your book and point, so students can check their answers.
- In their notebooks, students write the children's favorite things.

17 Project: Do a survey.

- Tell students they are going to make a class survey about favorite things. Explain in L1 what a survey is. Draw the students' attention to the survey table on page 10 and ask them to copy it into their notebooks and check their favorite item.
- Students then ask 10 classmates: Student 1: *Whats your favorite thing?* Student 2: *(Video games).* They check the item mentioned in the box next to it every time a student answers. Then they count the checks and write the number next to each item. Ask the students to report their findings to the class: Student 1: *Teddy bear, 4 students,* etc.
- Play a song or chant from this unit while students are working and help where necessary.

TPR

Play the "Catch and say it!" game with favorite things (see Resource Bank).

Optional activity

- Clap and count from 1–15 and encourage students to join in. Invite a volunteer student to do the same.

15 Listen, find and say. CD 1.20

11
eleven
12
twelve
13
thirteen
14
fourteen
15
fifteen

16 Write the children's favorite things in your notebook. Listen and say the number. CD 1.21

1



2



3



17 Project: Do a survey. CD 1.21

What's your favorite thing?

It's a teddy bear.

Favorite thing	How many?
robot	✓
video game	
doll	
teddy bear	
bike	
robot	
cooter	



CLIL: Numbers 11–15. What's your favorite thing? Favorite things: It's/It isn't a (robot). Is it a (bike)? It's (white).

Review 1

Aims: to review the material from Unit 1. Self-evaluation.
Review: the language from Unit 1: favorite things; colors. *big, small. It's a (TV). It isn't a (robot). Is it a (bike)?*
Receptive language: *How many? What color is it? Is it (big)? Do you like it? Which robot?*
Materials: CD1, flashcards with possessions, optional: Level 1 and 2 flashcards with toys. Optional: Worksheet 6 for each student.

Optional activity

- Help students recall the song and the tongue twister from this Unit (Tracks 1.13 and 1.16).
- You can divide the class into groups and hold a contest for the best performance of the song and/or tongue twister. Let students decide themselves which group is the winner. Give the winning group appropriate applause.

Review

- Review the language from this unit. Use the Level 1 and 2 flashcards with toys or draw a TV, a teddy bear, a doll and a ball on the board. Stick the flashcards with possessions on the board, too. Point to a picture and ask: *Is it a (TV)?* Students: *Yes. / No. It's a (robot).* T: *What color is it?* Students: *It's (red).*
- Play the "Numbers" game with the flashcards and drawings (see Resource Bank). Use numbers up to 15.

Student's Book, page 11

1 Listen and say the number.

- Tell students to open their Student's Books to page 11. Hold up your book and point to the pictures. T: *Look! Robots? How many?* Students: *Four.* Point to the robots in each picture one at a time and ask questions. T: *What color is it?* Students: *It's (white).* T: *Is it (small)?* Students: *(Yes).*
- Tell students that they are going to listen to a recording with descriptions of three of the robots. Explain in L1 that they should listen to the descriptions of each robot and say which robot it is by saying the number of the picture T: *Listen.* Play Track 1.22. Pause after each description to give students time to say their answers.

REVIEW
1

1 Listen and say the number. 🎧 1, 4, 2

1



2



3



4



2 Write about robot number 3 in your notebook. Use *It's* or *It isn't* and the words below.

a computer
a robot
small
red and pink

Handwritten notes: it isn't a computer. it is a robot. it isn't small. it's red and pink.

3 In your notebook, draw your favorite robot from WALL-E and write. Then tell a friend. 🎨 🗣️ *Student's own answers*



Handwritten answers:

- It's white.
- It isn't small.
- It's my favorite robot.

Review 1: Colors. Favorite things. Big, small. It's a (TV). It isn't a (robot). Is it a (bike)?

1.22
 A: My favorite robot isn't pink. It's blue and white.
 B: This is my favorite robot. It's small. It's white. It isn't EVE.
 C: I like this robot. It's big. It isn't red. It's white.

- Write the answers on the board (1, 4 and 2). Play Track 1.22 again for students to check the answers and encourage them to point to the correct robots.
- Pair activity: Student 1 describes a robot. Student 2 says the number of the picture. Students then switch roles.

2 Write about robot number 3 in your notebook. Use *It's* or *It isn't* and the words below.

- Ask students to look at picture number 3 and ask questions about it. T: *Is it a computer/robot? Is it big/small? Is it blue and yellow/red and pink?* Students: *Yes/No.*
- Tell students to open their notebooks and to write about robot number 3. Read out the words in the box and tell them to use them in sentences with the words *It's* or *It isn't*. Check students' work individually.

3 In your notebook, draw your favorite robot from WALL-E and write. Then tell a friend.

- Ask students to draw their favorite robot from WALL-E. Then they write about their robot. They read what they have written to a friend. Monitor their work and help as necessary.

Workbook, page 103

1 Count and color. Then write.

- Students count the favorite things and say how many there are. Students then choose one favorite thing and color it a color of their choice.
- **Answers:** *five bikes, thirteen bats, three spaceships, eleven robots, twelve watches.*

Self-evaluation

2 Read and check (✓). Then stick.

- Ask students to find the stickers for this activity at the end of their Workbooks. Students assess their own skills. If they can check (✓) all the boxes, they can put a sticker with the movie character in the box.

Optional activity

- Praise your students: *Well done!* Explain that you have just finished the whole of Unit 1. Spend some time browsing through the work they have done in this Unit. Go over what they have learned. Ask students in L1 which lessons they enjoyed the most.

Progress evaluation

- Resource Pack, Level 3, Test 1

Extra adventure, page 102

1 Find and circle. Then write.

- Student look at the pictures and find the words in the word search. Then they write them next to the corresponding numbers.
- **Answers:** 1 – *computer*, 2 – *bat*, 3 – *spaceship*, 4 – *watch*, 5 – *robot*, 6 – *spaceship*, 7 – *teddy bear*.

2 Join the dots. Then write.

- Students join the dots in the correct order from one to fifteen.
- **Answer:** *spaceship.*

NEW English Adventure

LEVEL 3

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NEW

English Adventure

**Student's Book
with Workbook**

LEVEL 4



SAMPLE

**Tessa Lochowski
Anne Worrall
with José Luis Morales**

Pearson Education Limited

Edinburgh Gate

Harlow

Essex CM20 2JE

England

and Associated Companies throughout the world.

www.pearsonELT.com

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NEW

English Adventure

Student's Book

LEVEL 4

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I'm happy

1 Listen and find.

CD
1.10

2 Read, listen and repeat. Then look and say Yes or No.

CD
1.11

happy



sad



scared



tired



worried



angry

I'm not worried. I'm happy!

3 Listen and say.

CD
1.12

Vocabulary 1: angry, happy, sad, scared, tired, worried. I'm (happy). I'm not (sad).

4 Look, read and say the number. 



I'm thirsty.



Photo number 2.

A I'm thirsty.

B I'm happy.

C I'm not angry. I'm scared.

D I'm sad.

E I'm not worried. I'm tired.

F I'm not tired. I'm hungry.

5 Read and say. Then listen and check.  

Are you  ?

Yes, I am. Yes, I am.

I'm  . I'm not  .

Are you  ?

Yes, I am. Yes, I am.

I'm  and  .

Are you  ?

Yes, I am. Yes, I am.

I'm very  .

Are you  ?

No, I'm not. No, I'm not.

I'm  and  .

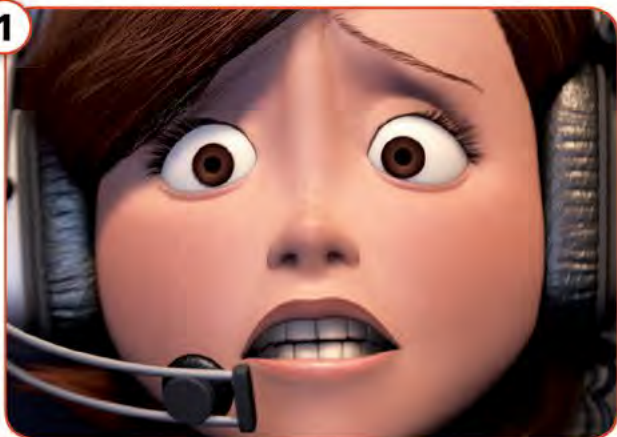
Look! A monster in my bed!

6**Which person is Adam? Listen and find.**CD
1.14**7****Look at Activity 6. Read and match.****A** He's hungry.**B** She's tired.**C** She's scared.**D** He's happy.**E** He's sad.**F** She's thirsty.**Vocabulary II:** He / She's (happy). Feelings. I'm / I'm not (happy).

8 Listen and say Yes or No.

CD
1.15

1



Is she worried?

2



Is she scared?

3



Is he sad?

4



Is he worried?

9 Tongue Twister! Listen and repeat.

CD
1.16

Sam's cat is happy.
 Pam's cat is sad.
 Dan's cat is angry.
 Anne's cat is bad.



10

Listen and answer.



11

Now act the story out.



Story: owl. I'm scared of (ghosts). Feelings. I'm / I'm not (happy).

12 Look, read and write the number. Then answer. 

1

Hi. I'm Mia. Look! I'm in the garden with my friends. I'm happy!

2

This is my friend Sam. He likes ice cream. He's hungry!

3

This is Anna. She's scared of dogs.

4

This is Tim. He's tired.

And this is Polly. She likes water. She's thirsty.

5



- A Who's scared?
C Who's tired?
E Who's hungry?

- B Who's thirsty?
D Who's happy?

13 Go to page 73. Cut out. Then listen and play.   



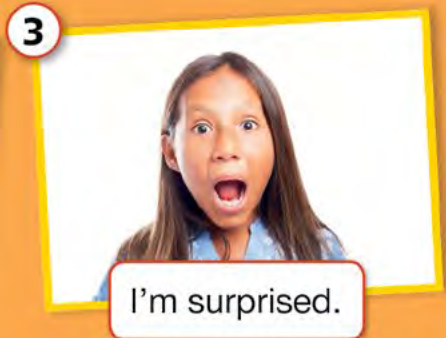
Are you scared?

Yes, I'm scared!



Skills: Feelings. I'm / I'm not / He's / She's (happy). I'm scared of (dogs).

14 Look, read and say. 



I'm excited.
Picture B.

15 Look, read and check (✓) or cross (X).  

Look at these photos.
How do you feel?
Is it a good (✓) or a bad (X) feeling?

It's your birthday. You have a present.



You can't play with your friends.

You're at the amusement park.



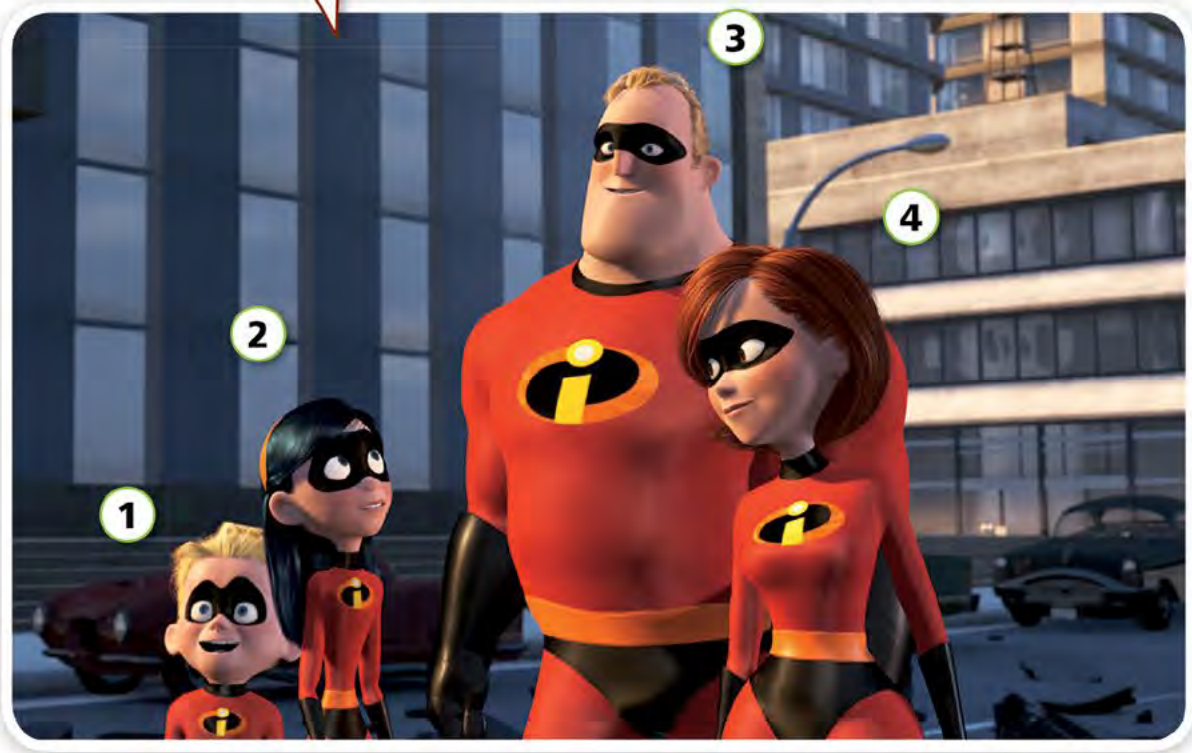
Your brother has your favorite toy.

16 Project: Make a feelings poster.  

Ready for life: Thinking about good and bad feelings.

1 Listen and answer.  

1 – No, he isn't bored.



happy sad scared bored tired worried

2 Do the survey. Then write in your notebook.  

	happy	angry	sad	worried	hungry	thirsty

Me						

Today, _____ is _____.

Today, _____ is _____.

Today, _____ is _____.

Today, I'm _____.

NEW

English Adventure

Workbook

SAMPLE

LEVEL 4

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I'm happy

1 Look and circle. 



angry / happy



happy / tired



sad / scared



tired / worried

2 Look and write. 

happy scared worried angry tired sad

1 I'm sad.



2 _____



3 _____



4 _____



5 _____



6 _____



3 Look, read and check (✓). 



I'm hungry.
I'm not hungry.



I'm angry.
I'm not angry.



I'm scared.
I'm not scared.



I'm thirsty.
I'm not thirsty.

4 Look and write. 

tired worried scared thirsty

Are you **happy**?



No, I'm not happy.
I'm tired.

Are you **angry**?



No, I'm not _____.
I'm _____.

3 Are you **hungry**?



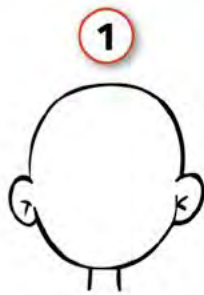
No, I'm not _____.
I'm _____.

4 Are you **sad**?

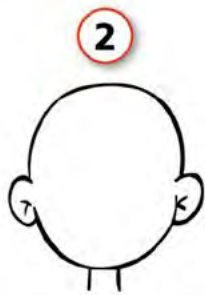


No, I'm not _____.
I'm _____.

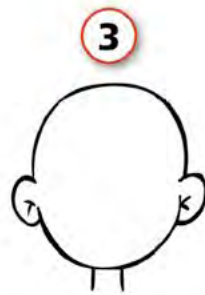
5 Write and draw. 



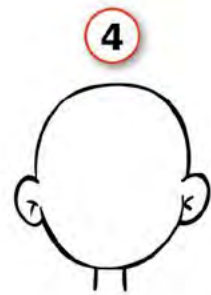
1 He's _____ (yppah).



2 She's _____ (redacs).



3 He's _____ (diret).



4 She's _____ (das).

6 Look and write. 

He's She's

angry sad tired happy worried thirsty



1 She's worried.



2 _____



3 _____



4 _____



5 _____



6 _____

7 Look, read and match. 

- | | |
|-------------------|--------------------|
| 1 Is she worried? | A Yes, he's tired. |
| 2 Is he thirsty? | B No, she's happy. |
| 3 Is she sad? | C No, he's hungry. |
| 4 Is he tired? | D Yes, she's sad. |

8 Write the questions. Then look at Activity 7 and answer. 

- 1 Look at person 1.
sad / Is / he / ?

Is she sad?

No, she's happy.

- 2 Look at person 2.
he / happy / Is / ?

- 3 Look at person 3.
scared / she / Is / ?

- 4 Look at person 4.
he / Is / happy / ?

9

Read, look and check (✓) or cross (X).



1 Mickey is scared of the dark.



2 Mickey is scared of the monster.



3 Minnie is scared of ghosts.



4 Mickey is scared of Pluto.

10

Look and circle. Then check (✓) or cross (X) and circle about you.



Are you scared of ...	ghosts?	monsters?	the dark?	snakes?
Lucy	✓	X	X	✓
Me				

1 Lucy is / isn't scared of ghosts.

1 I'm / I'm not scared of ghosts.

2 Lucy is / isn't scared of monsters.

2 I'm / I'm not scared of monsters.

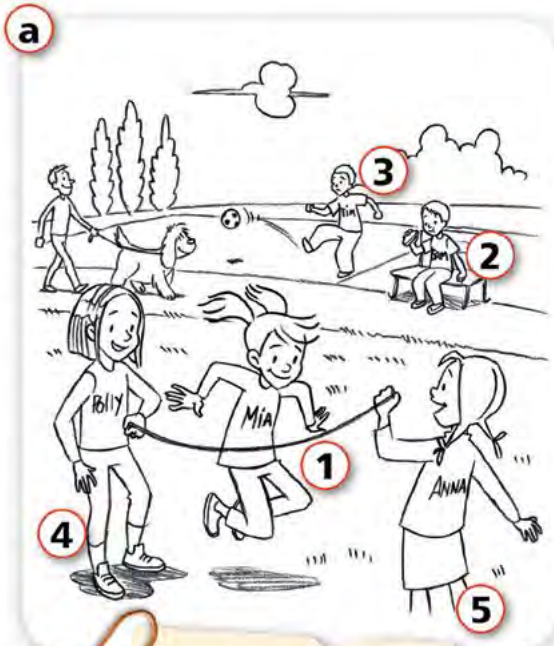
3 Lucy is / isn't scared of the dark.

3 I'm / I'm not scared of the dark.

4 Lucy is / isn't scared of snakes.

4 I'm / I'm not scared of snakes.

11 Find five differences. Then write. 



- 1 Mia's happy.
- 2 Sam's hungry.
- 3 Tim's sad.
- 4 Polly's happy.
- 5 Anna's happy.



- 1 Mia's sad.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

12 Read and write. 

excited bored surprised sad worried scared happy angry

I feel good.

I'm _____

I feel bad.

I'm _____



I'm happy

EXTRA

1 Find and circle. Then write.



1 _____



3 _____



5 _____



6 _____



7 _____



2 _____



4 _____



8 _____

W	A	R	I	T	F	U	T
W	O	R	R	I	E	D	H
C	S	C	A	R	E	D	I
H	A	D	E	E	G	U	R
A	F	S	A	D	C	I	S
P	A	N	G	R	Y	E	T
P	K	H	U	N	G	R	Y
Y	O	F	D	C	X	K	O

2 Follow. Then draw.



I'm scared.

I'm happy.

I'm angry.

I'm sad.



1 Look and write. 



1 Is he sad or angry?

He's angry.

2 Is she thirsty or scared?

3 Is he hungry or happy?

4 Is she happy or worried?

5 Is he bored or angry?

2 Say and check (✓). Then stick.    

3 checks? Great job!

- I can
- talk about my feelings.
 - ask my friends about their feelings.
 - read a story.

NEW

English Adventure

Teacher's Guide

SAMPLE

LEVEL 4

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Scope and sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVIEW
Welcome Activities	Phrases: <i>How are you? I'm fine, thanks. Are you (Maria)? Yes, I'm (Maria). / No, I'm (Anna). What's your favorite color/number/food? My favorite color/number/food is ...</i>	<i>What's this? How many (books)? What do you like?</i>	Classroom language: <i>Come here. Open/close the door. Open your books. Write. Say. Read.</i> Colors Classroom objects Numbers 1–20 Plurals Food Phrases: <i>Hello! What's your name? My name is ... It's my / your pencil. This is my / your eraser. That's a (pencil). Those are (desks). I like / don't like (chicken).</i>
Hello	Alphabet Phrases: <i>That's A-N-D-Y. What's your lucky number/favorite color?</i>	<i>How old is (the boy)? My favorite color is (blue). My lucky number is (one).</i>	Colors Numbers 1–20 Phrases: <i>What's your name? I'm (Andy). This is (Mickey). How old are you? I'm (eight).</i>
1. I'm happy	Feelings: <i>angry, bored, excited, hungry, scared, surprised, thirsty, tired, worried.</i> Adjectives: <i>good, bad.</i> Phrases: <i>I'm not (sad). Are you (thirsty)? He's / She's (happy). Is he/she (happy)? I'm scared of (the dark).</i>	<i>Are (they) (angry)? Is he/she (happy)? Is Mickey scared of Pluto? Where are they? How do you feel? Which feelings are (good)?</i>	Feelings: <i>happy, sad.</i> Family: <i>mom, dad, brother, sister.</i> Food Alphabet Phrases: <i>I'm (happy). This is (mom).</i>
2. It's snowing	Weather: <i>cloudy, cold, hot, raining, snowing, stormy, sunny, wet, windy.</i> Seasons: <i>fall, spring, summer, winter.</i> Phrases: <i>It's (raining). What's the weather like?</i>	<i>Does Goofy like stormy weather? Why is Goofy happy? Is it (stormy)? What season is it?</i>	Alphabet Colors Numbers 1–20 Clothes <i>Christmas, Easter.</i> Phrases: <i>It isn't (hot). I like (spring). That's my hat! I don't like (stormy weather). I have my hat.</i>
3. I'm dancing	Actions: <i>dancing, drawing, juggling, jumping, reading, running, singing, swimming, talking, walking, writing.</i> Household items: <i>bowl, cup, plate, spoon.</i> Furniture: <i>couch, closet.</i> Phrases: <i>I'm (dancing). He's/She's/It's (drawing). Is the sofa (dancing)? Yes, it's (dancing).</i>	<i>What is Chip doing? Is (Belle) (sad)? What is the (cup) doing? He/She isn't (running). Is it fall?</i>	Actions Feelings Weather Furniture: <i>chair.</i> Phrases: <i>He's / He isn't (tired). He/She can (run).</i>
4. There's a park	Places in town: <i>bridge, café, movie theater, garage, hospital, hotel, library, museum, palace, park, school, store, street.</i> Prepositions of place: <i>behind, in front of.</i> Phrases: <i>There's a (school). There are (stores). Where's the (school)?</i>	<i>How many (cars) are there? Is there (a library)? Is the (movie theater) (in front of) the (park)?</i>	Actions Household items Furniture Feelings Prepositions of place: <i>next to.</i> Phrases: <i>He's / She's / It's (next to) the (tree).</i>

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVIEW
5. My day	Daily routines: <i>get up, go home, go to bed, go to school, take a shower, have breakfast, have lunch, have dinner, play, study.</i> Phrases: <i>I (get up). I (get up) at (nine o'clock). It's (one) o'clock. It's (five) thirty. It's early! We're late.</i>	<i>Does she (have breakfast)? She (gets up). What time do you / does she (get up)? She (plays at one o'clock). What do you do at (seven o'clock)?</i>	Actions Feelings Weather Numbers 1–12 Phrases: <i>I'm (not) (hungry).</i>
6. My hobbies	Hobbies: <i>adventure, archery, climbing, kayaking; do ballet/gymnastics/karate, go camping/ cycling/fishing/hiking/ running/swimming, have art/ English/music lessons.</i> Days of the week Vocabulary: <i>scouts.</i> Phrases: <i>I go (swimming). I (have art lessons) at the weekend. She (goes swimming) on (Monday). I don't (do) (karate) on (Friday).</i>	<i>Does Mr. Fredriksen like adventures? What does (she) do on (Saturday)? We do (ballet) on (Thursday). Can you (do ballet) at Scouts?</i>	Daily routines Months Seasons Weather Clothes Vocabulary: <i>hippos; cheese; trees; scarf, uniform, wear.</i> Phrases: <i>It's / Is it Friday?</i>
7. Lions eat meat	Animals: <i>antelope, crocodile, frog.</i> Animal food: <i>bugs, fruit, grass, leaves, meat, plants, seeds.</i> Phrases: <i>(Crocodiles) eat (meat). (Lions) don't eat (grass). What do (lions) eat?</i>	<i>What do (lions) eat? What animal eats (meat)? Oh dear! Do monkeys eat ice cream? Are the monkeys hungry? Does Goofy like monkeys? Do tigers have (flat teeth)?</i>	Animals from Level 1, 2 and 3. Vocabulary: <i>cake, ice cream, sandwiches; hungry, thirsty; beak.</i> Phrases: <i>I like/don't like monkeys. Is it a monkey? There are some monkeys. They have / They don't have (big teeth). They're (big). They can (swim).</i>
8. I like surfing	Sports: <i>baseball, basketball, diving, horseback riding, rock climbing, rodeo riding, roller skating, scuba diving, surfing.</i> Sports equipment: <i>racket, surfboard, swimsuit.</i> Phrases: <i>I like (swimming). I don't like (diving). Do you like (basketball)? He/She likes (swimming). He/She doesn't like (diving). Does he/she like (swimming)?</i>	<i>What do you like? What do they like doing? What does he/she like? Is Minnie happy?</i>	Colors / Clothes Feelings Sports: <i>ballet, camping, cycling, fishing, soccer, hiking, karate, running, swimming, tennis.</i> Animals: <i>fish, horse, shark.</i> Phrases: <i>I'm/He's/She's wearing (shorts). I have/He/She has (a racket). He/She isn't (worried/ scared) (My) favorite sport is ...</i>
Harvest Festival	Food: <i>corn.</i> Vocabulary: <i>corn doll, harvest.</i>	<i>We say thank you. When is Harvest Festival? How many (corn dolls)? Happy Harvest Festival.</i>	Food: <i>apples, bread, carrots, pears, pumpkin.</i> Seasons Vocabulary: <i>basket.</i>
Bonfire Night	Vocabulary: <i>bonfire, fireworks, Guy, potatoes.</i>	<i>What am I wearing? What is it? What color is the bonfire? Vocabulary: remember, 5th. Classroom language</i>	Clothes Months Vocabulary: <i>big, hot, hungry.</i> Phrases: <i>He's wearing (a hat).</i>
New Year's Eve	Vocabulary: <i>clock, midnight, New Year's Eve, party.</i>	<i>What month/time is it? What's he/she doing? What's (he) wearing? What color is it? Happy New Year.</i>	Colors Vocabulary: <i>calendar, fireworks.</i> Phrases: <i>It's (a party). I'm (dancing).</i>
Valentine's Day	Vocabulary: <i>card, chocolates, heart.</i> Phrases: <i>I love you!</i>	<i>Happy Valentine's Day. What is it? What does he / she have?</i>	Vocabulary: <i>cake, flowers.</i> Phrases: <i>I have/He/she has (a heart). Can I have (a card), please?</i>
Mother's Day		<i>Who is it? Where is (Dad)? What does (Grandma) have? Happy Mother's day. Classroom language</i>	Family Prepositions of place Vocabulary: <i>card, chocolates, flowers; cup.</i> Phrases: <i>I have/ He has/ She has (flowers).</i>

1 I'm happy

Vocabulary 1

Aims: to learn vocabulary associated with feelings.
Target language: *angry, scared, tired, worried; I'm not (sad).*
Review: *happy, sad, mom, dad, brother, sister; I'm (happy).*
Receptive language: *Are (they) (angry)?*
Materials: CD1, flashcards with people expressing feelings.

Optional activity

- Bring a few students to the front of the class. Ask the first one: *Hello. I'm (Anna). What's your name?* Student: *I'm (Max).* T: *How old are you?* Student: *I'm (nine).*
- The students then go to other classroom members and ask them their names and age.

Presentation

- On the board write: *I'm happy/sad/scared/tired/worried/angry.* Go through each word and have students repeat. Define in L1 if necessary.
- Show the students the flashcards. Have volunteer students stick them under the appropriate adjectives.
- Point to each flashcard randomly and have students say: *I'm (sad).*

Student's Book, page 4

1 Listen and find.

- Students look at Activity 1. Ask if they know the characters (Violet and Dash from *The Incredibles*; see page 125). T: *Is (Violet) angry?* students: *Yes/No.*
- Explain that they have to point to the characters they hear. Play Track 1.10.

Look! Who's this? It's Violet and her brother, Dash. **1.10**
 They're in the forest. They can't find their mom and dad. Are they happy? No, they aren't happy. Violet is worried. Dash is scared!

- Play the Track again with pauses. Students repeat what they hear and point to the characters.

2 Read, listen and repeat. Then look and say Yes or No.

- Students go to the items in this activity. Go through the adjectives and ask students to mime the words you say. T: *I'm (tired).* The students mime (yawning).
- Students look at each picture. T: *Point to sad.* Check that students are pointing to *sad*.
- Explain that students have to repeat the words they hear. Play the first part of track 1.11.

Part 1: *happy, sad, scared, tired, worried, angry.* **1.11**
 Part 2: *I'm not worried. I'm happy! I'm not happy. I'm sad. I'm not tired. I'm scared. I'm not sad. I'm tired. I'm not angry. I'm worried. I'm not scared. I'm angry.*

- Play the second part of the track and have students repeat the sentences. Replay and have students mime what they hear.
- Ask students to look at the picture in Activity 1. Ask students what feelings are represented in the picture. T: *I'm (hungry).* have students answer *Yes or No.*

3 Listen and say.

- Ask students to look at the picture in Activity 1 and complete the sentences they will hear by saying the correct words.
- Play Track 1.12.

Look! Who's this? It's Violet and her brother, Dash. **1.12**
 They're in the forest. They can't find their mom and dad. Are they happy? No, they aren't (...) happy. Violet is (...) worried. Dash is (...) scared!

TPR

In their notebooks have students draw faces of how they feel. Place students in two lines. Explain that the first student in each line shows their drawing to the second student, who must say what feeling is presented in the picture. If they are correct, the first student goes to the desk. If they are incorrect, the first student goes to the end of the line. The line which finishes first wins. The students will need these drawings for the consolidation activity.

Consolidation

- Place students in pairs opposite each other. Ask one of them to mouth an adjective describing a feeling for the other to guess. Then students switch roles.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Optional activity

Ask the students to take out the drawings from the TPR activity. Have students write sentences using *I'm not ... or I'm ...* on the sheets.

Workbook, page 92

1 Look and circle.

- Students have to circle the word that describes the picture best.
- Answers: 1 *angry.* 2 *happy.* 3 *scared.* 4 *worried.*

2 Look and write.

- Students go to Activity 2 and tell you the feelings they can see. Then have them write the answers under the pictures.
- Answers: 2 *I'm happy.* 3 *I'm angry.* 4 *I'm tired.* 5 *I'm worried.* 6 *I'm scared.*

Song

Aims: to review and extend vocabulary associated with feelings. To learn a song.

Target language: *hungry, thirsty; Are you (thirsty)?*

Review: food; the alphabet. *angry, happy, sad, scared, tired, worried; I'm/I'm not (happy).*

Receptive language: *Is he/she (happy)?*

Materials: CD1, self-made flashcards with the alphabet, flashcards with people expressing feelings from the previous lesson. New flashcards showing *hungry* and *thirsty*.

Optional activity

- Place alphabet flashcards on the board and quickly review them.
- Point to a letter and have students say as many words as they can beginning with it. T: points to (B). Students: *Boy, bat, beach*, etc.

Presentation

- On the board draw an item of food (e.g. an apple) and a drink (e.g. milk).
- Point to each one, say and mime. T: *Mmmm. (An apple). I'm hungry. Mmmm. (Milk). I'm thirsty.* Repeat and have students copy you.
- Place all flashcards on the board, point to each one and have students tell you what feeling they represent.

Student's Book, page 5

4 Look, read and say the number.

- Direct students to Student's Book, page 5, Activity 4. Point to the pictures and ask: *Is he/she (happy)?* students: *Yes/No.*
- Then read texts a–f and ask students where they think each one may go.
- Ask students to match the texts to the pictures. Check answers. T: *I'm thirsty.* students: *Photo number 2.*

5 Read and say. Then listen and check.

- Have students look at the pictures in the text and ask them to tell you what feelings are shown.
- Put students in pairs and have them read the text together. Play Track 1.13 for students to listen and check.
- Replay Track 1.13 and encourage all students to read aloud and mime.

1.13

Are you happy?
Yes, I am. Yes, I am.
I'm happy. I'm not sad.
Are you sad?
Yes, I am. Yes, I am.
I'm very sad.
Are you hungry?
Yes, I am. Yes, I am.
I'm hungry and thirsty.
Are you tired?
No, I'm not. No, I'm not.
I'm worried and scared.
Look! A monster under my bed!

Consolidation

- On the board write *I'm not hungry. I'm thirsty.* Read and mime it. Ask students to write their own two sentences using any of the feelings they have learnt. Have students read and mime their sentences to the class.

Workbook, page 93

3 Look, read and check (✓).

- Students look at the activity and check the correct sentence.
- Answers: 1 *I'm hungry.* 2 *I'm not angry.* 3 *I'm not scared.* 4 *I'm thirsty.*

4 Look and write.

- Students read the words in the word pool, then they complete the questions and answers with the correct words.
- Answers: 2 *angry, worried.* 3 *hungry, thirsty.* 4 *sad, scared.*

4 Look, read and say the number.



I'm thirsty.



Photo number 2.

A I'm thirsty. B I'm happy. C I'm not angry. I'm scared.

D I'm sad. E I'm not worried. I'm tired. F I'm not tired. I'm hungry.

5 Read and say. Then listen and check.

<p>Are you ? Yes, I am. Yes, I am.</p> <p>I'm . I'm not .</p> <p>Are you ? Yes, I am. Yes, I am.</p> <p>I'm very .</p>	<p>Are you ? Yes, I am. Yes, I am.</p> <p>I'm and .</p> <p>Are you ? No, I'm not. No, I'm not.</p> <p>I'm and .</p> <p>Look! A monster in my bed!</p>
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Vocabulary II

Aims: to consolidate vocabulary from lessons 1–2. To describe other people's feelings.

Target language: *He's / She's (happy).*

Review: feelings; family. *I'm / I'm not (happy). This is (mom).*

Receptive language: *Look at the (boy).*

Materials: CD1, flashcards with people expressing feelings.

Presentation

- On the board write *He's* and *She's*. Under each one place a flashcard of a male or female. Point to them and say: *Look at the (boy). (He's) (happy).* Then place all the flashcards on the board under the correct gender. Point to each one, say what he or she is expressing and have students repeat after you. Then point to each flashcard and have students describe it on their own.

Student's Book, page 6

6 Which person is Adam? Listen and find.

- Direct students to page 6, Activity 6. Ask students if they remember the words for the family members. Write them on the board as they answer. Then next to each one ask which pronoun is used. T: *Mother. He or She?* students: *She.* Write the pronoun next to each family member.
- Then look at each person in the activity picture and ask students who they think it is and how they feel. students: *Mom. She's tired.*
- Explain to students that they will hear Adam describing his day out and they have to find him in the picture.
- Play Track 1.14. Encourage students to point to the family members as they listen.

I'm Adam. I'm at the funfair with my family.
This is my mom. She's tired.
This is my dad. He's hungry.
My sister's thirsty.
My brother's sad.
This is my friend, Sarah. She's scared.

1.14

- Replay the track and ask students to tell you who Adam is. students: *Number 3!* Ask about the remaining people in the picture. T: *Number (1)?* students: *It's (a friend/Sarah).* Quiz students to check understanding. T: *Mom. She's...* Students: *Tired.* T: *Dad.* students: *He's hungry.*
- Place students in pairs and have them talk about the picture. student 1: *This is mom.* Student 2: *She's tired.*

7 Look at Activity 6. Read and match.

- Have a volunteer student read the sentences in Activity 7. Have the rest of the class mime the feelings.
- Explain to students that they have to read the sentences and match them to the pictures in Activity 6. Place students in pairs and have them complete the activity.

TPR

Place students into five groups. Assign each group the role of *mom*, *dad*, *brother*, *sister*, *friend*. Explain to students that they will hear the recording again but this time when they hear their role, they have to stand up and mime it. Recording: *This is my mom. She's tired.* students assigned *mom* have to stand up and mime being tired. Play Track 1.14. Pause between each sentence for students to have time to stand up and mime. Assign each group a different role and repeat the activity.

Consolidation

- Ask students to look at the picture in student's Book, page 6, Activity 6. Hold up your book and point to the mother. T: *This is me. I'm not happy. I'm tired.* Have students point to a figure of their choice and say how they feel or not.

Optional activity

Have students draw a picture showing an outing with their family and to write a few sentences about it. Display their work in the classroom.

Workbook, page 94

5 Write and draw.

- Students look at the anagrams and spell the words. Then they unscramble the anagrams and draw the faces.
- Answers: 1 *He's happy.* 2 *She's scared.* 3 *He's tired.* 4 *She's sad.*

6 Look and write.

- Students write sentences using the words in the word pool. They should use *He's* and *She's*.
- Answers: 2 *She's happy.* 3 *He's angry.* 4 *He's tired.* 5 *He's sad.* 6 *She's thirsty.*

6 Which person is Adam? Listen and find.



7 Look at Activity 6. Read and match.

- A He's hungry. 4 B She's tired. 2 C She's scared. 1
D He's happy. 3 E He's sad. 6 F She's thirsty. 5

Practice

Aims: to consolidate topic vocabulary and structures. To practise phonics /ae/.

Target language: *Is he/she (happy)?*

Review: feelings. *I'm / I'm not (happy). He's / She's (happy).*

Receptive language: *bad; Who's this?*

Materials: CD1, flashcards with people expressing feelings.

Optional activity

- Ask students to name the characters from *The Incredibles*. Write them on the board. (Violet, Dash, Syndrome, Mr. and Mrs. Incredible: see page 125).
- Have students choose a character who they will pretend to be. T: *I'm Violet. I'm scared and worried.* students tell the class who they are and how they feel.

Presentation

- On the board write: *He's happy. Is he happy? Yes. She's sad. Is she happy? No.* Point to each sentence, say it and have class repeat. Explain, in L1, that when we form questions, we use *Is he?* or *Is she?*
- Place flashcards on the board and point to each one asking questions that will elicit *Yes* or *No*. T: *Is she (sad)?* students: *(Yes.)*
- Bring some students to the board to continue the activity.

Student's Book, page 7

8 Listen and answer Yes or No.

- Direct students to student's Book, page 7, Activity 8. Ask: *Who's this?* students: *(Violet.)* Ask how the characters feel.
- Explain that they have to answer *Yes* or *No* after they hear the recording.
- Play Track 1.15 with pauses after the question for students to answer.

- 1 Is she worried? (...) Yes, she's worried. 1.15
 2 Is she scared? (...) Yes, she's scared.
 3 Is he sad? (...) No, he's angry.
 4 Is he worried? (...) No, he's happy.

- On the board write: *1. Is she worried? Yes. She's worried.* Read it to the students.

- Follow-up (optional): Ask students to choose a picture and to write a question and the answer in their notebooks. Have students read their work to the class.

9 Tongue Twister! Listen and repeat.

- On the board write *apple, happy, table, sad*. Say each word, pointing to the *a* and have students repeat. Ask them what they notice about each word (the *a* in *apple, sad* and *happy* is different from *table*).
- Ask students to write two words in their notebooks that contain *a* and have them read these words to you. It doesn't matter if the words do not have the different *a* sound.
- Explain, in L1, what a tongue twister is. Then direct students to Activity 9.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play Track 1.15. Ask students to listen to the tongue twister and repeat it. Ask students how *a* is pronounced in each word.
- Replay Track 1.15 as many times as necessary until students feel confident in saying the text without the recording.

TPR

Play "Simon says" together (see Resource Bank). When you say *Simon says: I'm / He's / She's (sad)*, students mime the feeling. When you say *Simon says: I'm / He's / She's not (sad)*, they only move around. When you say the sentence without the phrase *Simon says*, they mustn't move at all. If students make a mistake, they have to go back to their desks. Play until only a few students remain standing.

Workbook, page 95

7 Look, read and match.

- Students look at the pictures and match the question to the correct answer.


8 Write the questions. Then look at Activity 7 and answer.

- Students unjumble the questions and answer them by looking at Activity 7.
- Answers: *2 Is he happy? No, he's hungry. 3 Is she scared? No, she's sad / tired. 4 Is he happy? No, he's tired.*

UNIT
1


8 Listen and say Yes or No. CD 1.14

1




Is she worried? (Y)

2




Is she scared? (Y)

3



Is he sad? (N)


4



Is he worried? (N)

9 Tongue Twister! Listen and repeat. CD 1.16

Sam's cat is happy.
Pam's cat is sad.
Dan's cat is angry.
Anne's cat is bad.



Practice 11: Phonics: /ae/. Is he / she (happy)? Feelings: I'm / I'm not (happy). He / She's (happy).

Story

Aims: to review the language from lessons 1–4. To listen to a story.

Target language: *I'm scared of ghosts.*

Review: feelings. *ghost, monster; I'm/I'm not (happy).*

Receptive language: *dark, owl; How many (eyes)? What color? Is Mickey scared of Pluto? Where are they? Is it dark? Is it a (ghost)? What's that? Come on! Phew!*

Materials: CD1, color pencils and markers.

Optional activity

- Ask students to open their notebooks. Explain that you will mime a feeling and they have to write it in their notebooks. Mime *happy, sad, hungry and scared*.
- Check answers by writing the words on the board and having students tell you what they are.

Student's Book, page 8

10 Listen and answer.

- If possible, invite students to sit in a circle rather than at their desks.
- T: *It's story time!* Ask students to open their student's Books to page 8.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie.* Point to the monster in picture 5 and ask students: *Are you scared of monsters?* Make sure they understand the question and have them answer: *Yes/No*.
- Have students tell you what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey and Minnie are in the forest and they see a monster who turns out to be Pluto.)
- Tell students they will hear a story. Explain they have to listen carefully and answer the question: *Is Mickey scared of Pluto?*
- Play Track 1.17. Point to the frames in your own book to show students which frame is being read. Students can also follow the story in their books.
- Repeat the question: *Is Mickey scared of Pluto?* Encourage students to answer correctly. Students: *No*.
- Ensure students have understood the story by asking them to briefly summarise it in L1.
- Replay Track 1.17 stopping at each frame to ask the following questions: Pictures 1 and 2: Point to each picture and ask *Where are they? (In the forest.) Is it dark? (Yes). Is Minnie scared? (Yes). What's Minnie scared of? (Ghosts). Is Mickey scared? (No). Picture 3: Is it a ghost? (No, it isn't a ghost. It's an owl.) Where's the owl? (It's on the tree). Picture 4: Are Mickey and Minnie happy? (No, scared). Picture 5: Are Mickey and Minnie scared? (Yes). Picture 6: Is it a monster? (No, it's Pluto). Is Pluto happy? (Yes). Is Mickey scared of Pluto? (No).*
- Replay Track 1.17 pausing at each individual sentence. Encourage students to repeat the sentences together, then point to individual students and ask them to repeat.
- Divide the class into six groups. Assign each group a picture and have them read the text aloud, in unison.

11 Now act the story out.

- Place students in groups of three and assign the roles of Mickey, Minnie and Pluto. Encourage them to act out the story with words and gestures. Monitor students and help if necessary. Invite volunteer students to present the story to the class.

Consolidation

- Play the "Telephone" game (see Resource Bank, for instructions). Divide the class in three groups and have each repeat one of the sentences: *Is Minnie scared of ghosts? Mickey is scared of monsters. Mickey isn't scared of Pluto.*

Workbook, page 96

9 Read, look and check (✓) or cross (X).

- Students check or cross the sentences according to what they see in the picture.
- Answers: 1 (X) 2 (✓) 3 (✓) 4 (X)

10 Look and circle. Then check (✓) or cross (X) and circle about you.

- First, students look at the information in the table about Lucy, then use it to circle the correct option in the sentences.
- Then, they check or cross the information in the table about them and circle the correct words in the sentences.
- Answers: 1 *is*, 2 *isn't*, 3 *isn't*, 4 *is students' own answers*.

10 Listen and answer.

<p>1 Mickey and Minnie are in the forest. Minnie's scared.</p> <p>Mickey! It's dark. I'm scared!</p> <p>It's OK. I'm not scared.</p>	<p>2 Listen! Is it a ghost? I'm scared of ghosts.</p>
<p>3 It's OK. It isn't a ghost. It's an owl. Look!</p>	<p>4 Listen! What's that? Is it a monster?</p>
<p>5 Yes, look! It's a monster! I'm scared of monsters!</p> <p>Oh, no! Now I'm scared, too!</p>	<p>6 Oh, Pluto! It's you!</p> <p>Phew! That's OK.</p> <p>Mickey isn't scared of Pluto!</p>

11 Now act the story out.

Story: owl. I'm scared of (ghosts). Feelings: I'm / I'm not (happy).

Skills

Aims: to consolidate vocabulary from previous lessons. To play a game with cut-outs.

Review: vocabulary from lessons 1–5. *dogs, water, garden.*

Receptive language: *Who's this? Who's (happy)? He/She likes (water).*

Materials: CD1, a sheet of paper for each student, colored pencils or marker pens, scissors, slips of paper.

Optional activity

- In their notebooks, have students draw two big circles and color one red and the other green.
- Ask them to write feelings that are negative in the red circle and feelings that are positive in the green one.
- Call out a feeling and have students show you the circle they have written it in.

Review

- On slips of paper write a feeling taught in previous lessons and give two slips to each student. Explain that you will call out a feeling and the students who have it must stand up and say it. T: *Who's (scared)?* students: *I'm (scared).*
- Collect all slips to use in the TPR activity later in the lesson.

Student's Book, page 9

12 Look, read and write the number. Then answer.

- Direct students to Student's Book, page 9, Activity 12. Ask them to describe the picture and encourage them to use feelings and pronouns.
- Explain that they have to look at the picture and read the sentences. Give students some time to read individually.
- Then read the sentences aloud, pausing after each one for students to write the answers.
- Direct students to the questions under the picture. Read them out one by one and have volunteer students answer.
- Place students in pairs and have them ask and answer using the questions.

UNIT
1

12 Look, read and write the number. Then answer.

1 Hi, I'm Mia. Look! I'm in the garden with my friends. I'm happy!

2 This is my friend Sam. He likes ice cream. He's hungry!

3 This is Anna. She's scared of dogs.

4 This is Tim. He's tired.

5 And this is Polly. She likes water. She's thirsty.

A Who's scared? *Anna/4* B Who's thirsty? *Polly/5*
 C Who's tired? *Tim/2* D Who's happy? *Mia/1*
 E Who's hungry? *Sam/1*

13 Go to page 73. Cut out. Then listen and play.

13 Go to page 73. Cut out. Then listen and play.

- Have students cut out the cards on page 73. Ask students to describe the cards to you.
- Ask students to look at the photos in Activity 13 and tell you how they think the game will be played. Play Track 1.18.
- Place students in pairs. Explain that they have to place the cards face down in the middle of the table. One student picks up the card and has to mime what they see on it. Their partner has to guess what is being mimed. If the student guesses correctly, they keep the card. The game finishes when all the cards have been played.

TPR

Give each student two slips of paper used in the presentation activity. On the board write *green, red, yellow, blue*. Place students in four groups. Explain that you will call out a feeling and a color. Students with that feeling have to place the slip of paper under the correct color on the board. The first group to finish wins. If students enjoy the activity, you can play it again.

Consolidation

- Ask students to place their cut-out cards face down in front of them in random order. They can shuffle them around once they are face down so they do not remember where each feeling is.
- Student 1 turns over a card and describes the feeling. Student 2 turns over a different card trying to find the matching pair. Student 2 can keep the pair if they match. If not, the cards are turned face down again and students play again. This time Student 2 turns over a card and describes the object and Student 2 tries to find a matching pair. The winner is the student with the most matching pairs.

Workbook, page 97

11 Find five differences. Then write.

- Students look closely at the pictures, find six differences and write sentences to explain them.
- Answers: 2 Sam's thirsty. 3 Tim's happy. 4 Polly's worried. 5 Anna's scared.

12 Read and write.

- Students look at the words in the word pool and decide if they are positive (I feel good) or negative (I feel bad). Then they write them in the correct column.
- Answers: *I feel good: I'm excited, surprised, and happy. I feel bad: I'm bored, sad, worried, scared, and angry.*

Ready for life

Aims: Social Science – to talk about feelings in different situations. To make a poster.

Target language: *bored, excited, surprised, good, bad.*

Review: feelings. *I'm/it's not (happy).*

Receptive language: *funfair, puppy; Who's (bored)? Why is the girl (excited)? How do you feel? Which feelings are (good)?*

Materials: CD1. Sheets of paper, magazines, color pencils or marker pens.

Optional activity

- Ask students, in L1, what kinds of things make them feel happy, sad, angry and tired.

Presentation

- On the board write: *bored, excited, surprised* and mime these terms to students. Then say: *It's my surprise party. I am...* students: *Surprised. T: It's my homework. I am...* students: *Bored. T: They're my presents. I am...* Students: *Excited.*
- Ask, in L1, what other things make them feel surprised, excited and bored.
- Introduce the words: *good* and *bad*.

Student's Book, page 11

14 Look, read and say.

- Direct students to Student's Book, page 10, Activity 14. T: *Who's (bored)?* Students: *Number (2).*
- Explain to students that they have to match the photos 1–3 with the pictures a–c. If it is easier, they may write the numbers in their notebooks.
- Ask students to think more about the feelings by asking comprehension questions. T: *Why is the (girl) (excited)?* Student: *(She has presents.)*
- Check answers as a class by having volunteer students say the answers.
- Answers:** 1 - b 2 - c 3 - a.

15 Look, read and check (✓) or cross (X).

- Have students write the numbers 1–4 in their notebooks. Explain that they have to think about the situation presented to them and write how it makes them feel and whether it's a good or a bad feeling by drawing a check mark or cross.
- Read the sentences aloud and ask students to follow the text.
- Ask students to read again individually and answer in their notebooks.
- Have students read out their answers: *I'm (excited).*
- Place students in pairs and have them present to each other a situation from the activity and react to it. student 1: *(You have a present.)* student 2: *(I'm excited).*
- Answers:** 1 (check) *I'm happy/surprised/excited* 2 x *I'm sad/worried* 3 (check) *I'm excited/happy* 4 x *I'm angry*

16 Project: make a feelings poster.

- Give each student a sheet of paper. Explain that they have to make a poster of different feelings. They can draw the feelings or paste cut out pictures from magazines. They may place the feelings from least to most favourite. Encourage them to write a few sentences about each picture or drawing. When students have completed the activity, have each student present their work to the class and display all the posters in the classroom.

TPR

Explain to students that you will say a situation and they have to mime and say how they feel. T: *A birthday party.* students: *I'm (excited).* Use the following situations: *presents, homework, a puppy, a birthday cake, water, you can't play, a monster, too much homework, you can't find your friend, you have no friends, it's Christmas, a big hungry lion.*

Extra adventure, Workbook, page 98

1 Find and circle. Then write.

- Students find the words hidden in the grid, circle them, then write them under the pictures.
- Answers:** 1 *sad*, 2 *angry*, 3 *hungry*, 4 *tired*, 5 *happy*, 6 *worried*, 7 *scared*, 8 *thirsty*.

2 Follow, then draw.

- Students match the sentences and the pictures by drawing lines and draw the feelings for each sentence.

14 Look, read and say.

1



I'm excited.

2



I'm bored.

3



I'm surprised.

A



B



C



I'm excited. Picture B.

15 Look, read and check (✓) or cross (X).

Look at these photos. How do you feel?
Is it a good (✓) or a bad (X) feeling?

2



You can't play with your friends.

1



It's your birthday. You have a present.

3



You're at the amusement park.

4



Your brother has your favorite toy.

16 Project: Make a feelings poster.

Review 1

Aims: to review the material from Unit 1. Self-evaluation.
Review: feelings. *I'm / I'm not / He's / She's (happy). Are you (happy)? Is he/she (happy)? I'm scared of (monsters).*
Receptive language: *today; Look at (Dash).*
Materials: CD1.

Optional activity

- Have students look through the whole unit for about a minute. Ask them to close their Student's Books and to tell you what they remember from it. Encourage them to mention feelings, different situations and Disney characters.

Review

- Have students open their books. Explain that you will describe a feeling or character and they have to find it in the unit. T: *Mickey*. Students open to page 8 and point to Mickey. T: *Tired*. Students open to page 6 or 9 and point to figures showing they are tired.
- Continue with as many items as possible.
- Place students in pairs and have them continue with their partners.

Student's Book, page 11

1 Listen and answer.

- Direct students to student's Book, page 11, Activity 1. Ask students to identify the Disney characters. (Mrs. Incredible, Violet, Dash, Mr. Incredible: see page 125). Ask how they think they feel.
- Have a volunteer student read the words in the word pool.
- Then ask students about the characters. T: *Look at Dash. Is he sad?* students. *No. He's excited/happy.*
- Explain to students that they will listen to the characters being described and that they have to answer the questions.
- Play Track 1.19 once through.

1.19
 1 It's Dash. Is he bored? (...) No, he isn't bored.
 2 It's Violet. Is she sad? (...) No, she isn't sad. Is she worried? (...) No, she isn't worried.
 3 It's Mr. Incredible. Is he scared? (...) No, he isn't scared. Is he happy? (...) Yes, he's happy.
 4 It's Elasti-Girl. Is she tired? (...) No, she isn't tired. Is she happy? (...) Yes, she's happy, too!

- Replay the track with pauses for students to answer.
- Place students in pairs and have them ask each other questions about each character. Student 1: *Is Violet sad?* Student 2: *No, she's worried.*

2 Do the survey. Then write in your notebook.

- Ask each student to tell you how they feel today.
- Tell students that they have to draw themselves and to write a few sentences about how they feel.
- Have students present their work to the class.

Progress evaluation

- Evaluation Sheet 1.

Workbook, page 99

1 Look and write.

- Ask a few students: *Are you happy?* Elicit *Yes, I'm happy* or *No, I'm angry*, etc. Have a few volunteer students practice the questions and answers.
- Show students the table and explain that they have to ask three friends about how they are feeling and check the correct box. Put students in groups of four and monitor as they ask and answer.
- Then students copy the sentences into their notebooks and complete them with information from the table. Consolidate the activity by asking volunteer students to read their sentences aloud.
- **Answers:** 2 *She's scared.* 3 *He's happy.* 4 *She's worried.* 5 *He's angry.*

2 Say and check (✓). Then stick.


- Ask students to read the sentences.
- Students assess their own skills by ticking the boxes. Encourage them to look through the unit in their student's Book as they think about the sentences.
- Ask students to find the stickers for this exercise at the end of their Activity Books. If students can check all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as students work (Track 1.16).

REVIEW
1

1 Listen and answer.

1 - No, he isn't bored.

1 No, he isn't bored.
 2 No, she isn't sad. No, she isn't worried.
 3 No, he isn't scared. Yes, he's happy.
 4 No, she isn't tired. Yes, she's happy.



happy sad scared bored tired worried

2 Do the survey. Then write in your notebook.

Students' own answers

	happy	angry	sad	worried	hungry	thirsty
Me						

Today, _____ is _____

Today, _____ is _____

Today, _____ is _____

Today, I'm _____

NEW

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LEVEL 4

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NEW

English Adventure

**Student's Book
with Workbook**

LEVEL 5



SAMPLE

José Luis Morales

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Product Coordinator: Priscila Marconi

Design Coordinator: Cleber Carvalho

Authors: José Luis Morales with Rhiannon Ball

Editors: Rhiannon Ball, Priscila Marconi and Viviane Kirmeliene

Art and Design: Alto Contraste SP

Audio: Maximal Studio

Media Development: Estação Gráfica

MediaHub Manager: Fabiano Martins

Coordenação de licenciamento e ilustração: Maiti Salla e Carolina Meneghetti

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Fotógrafo: Alexandre Schneider

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NEW

English Adventure

Student's Book

LEVEL 5

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What are you good at?



1

Look at the picture, then ask and answer.



- 1 What movie is this scene from?
- 2 What can you see?
- 3 What are they doing?
- 4 Can you remember any words for free time activities?

2 Look, read and listen.



CD 1.6



Hi, Steve! Where are you?

Hi, Katy! I'm at Sportsworld with Jake.

What are you doing?

We're playing tennis. Nina's here too. She's running. Do you want to come?

3 Read, look and find. Who's speaking?



1 I'm talking to Katy.

2 I'm running.

3 I'm playing tennis with Steve.

4 I'm calling Steve.

4 Listen and read.







CD 1.7























My favorite sport is swimming. I like swimming in the sea, but I don't like playing volleyball on the beach. I like playing tennis, but I don't like dancing. Oh, and I like climbing, too!

Vocabulary: *What are you doing? I'm (playing tennis). I like (swimming), but I don't like (playing tennis). My favorite (sport) is (swimming).*

5 What do you like doing? Check (✓) or cross (X).
Then say. 

1 	2 	3 	4 
			

6 What do they like doing? Look and say. 

Nina	Jake	Steve	Katy
			
	X		
	X		
		X	
			
X			

7 Listen, read and answer.   



It's Wednesday afternoon. I'm playing soccer with my friends at school. We're on the school team. My best friend is running and kicking the ball. He's good at soccer. I'm good at playing soccer, too. It's my favorite sport.

- 1 What is Steve's friend doing?
- 2 What does Steve like doing?
- 3 What is Steve good at?

GRAMMAR

What are you doing?	I'm	swimming. playing (soccer).
What do you like doing?	I like	cycling. snorkeling. running. climbing. reading. painting. dancing. kite surfing.
What are you good at?	I'm good at	

8 Read and match. 

- | | |
|----------------------------|--------------------------------|
| 1 What are you good at? | A I like singing. |
| 2 Are you playing soccer? | B I'm talking on the phone. |
| 3 What do you like doing? | C I'm good at singing. |
| 4 Are you good at cycling? | D Yes, I'm playing soccer. |
| 5 What are you doing? | E No, I'm not good at cycling. |

9 Look and play. What are you good at? 

I'm good at playing soccer.

I'm not good at swimming.



heads



tails

A

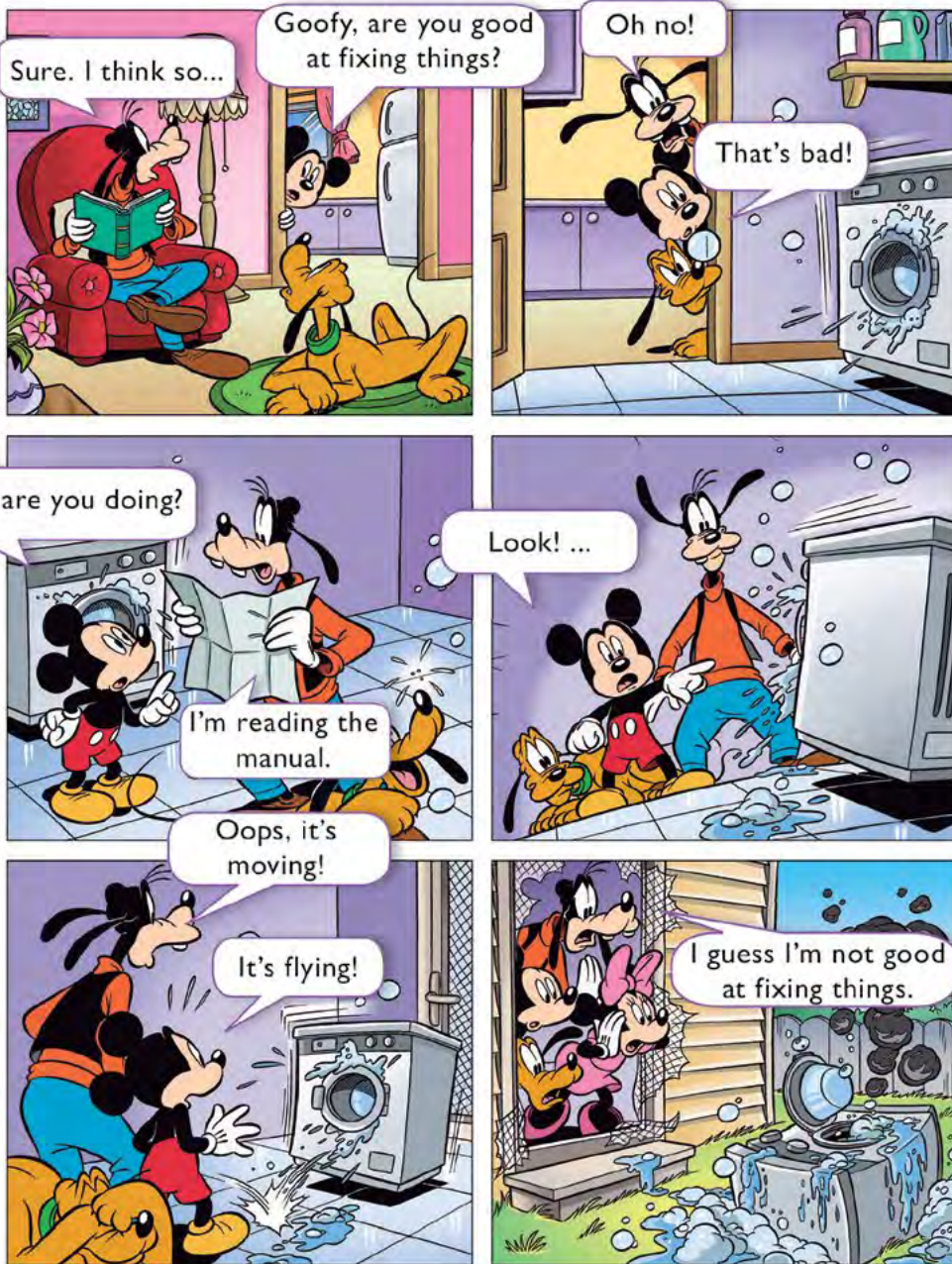
playing soccer	reading
singing	cycling
running	cooking
flying a kite	playing tennis
climbing	painting
swimming	playing volleyball

B

listening to music	swimming
talking on the phone	flying a kite
climbing	reading
flying a kite	cooking
playing soccer	playing volleyball
singing	reading

10

Read and say.



11

Tongue Twister! Listen and repeat.



Story: Are you good at (fixing things)? It's flying! I guess I'm not good at (fixing things).

READY FOR LIFE

12 Listen and read. Then number and write.

CD
1.10

1

I'm good at climbing. I like playing soccer and volleyball, but I don't like painting. I think cooking is fun.

2

I like the gym, but I don't like playing tennis. I'm good at ballet. I think it's great.

3

I like studying English, but I don't like painting. I'm good at singing in English. I have lots of friends in the USA.

4

I'm not good at swimming, but I'm good at painting. I love reading and listening to music.



Brad: _____



Melissa: _____



Donna: _____



Adam: _____

13 Project: Make a video about you.



I like cycling and dancing.
I love swimming and I'm good at running.



● I like ...

● I love ...

● I'm good at ...

1 Read and say. Then write in your notebook.



I like dancing, but I don't like singing.



 dancing playing tennis cycling painting reading	 swimming climbing kite surfing running snorkeling
--	--

2 Match and say.



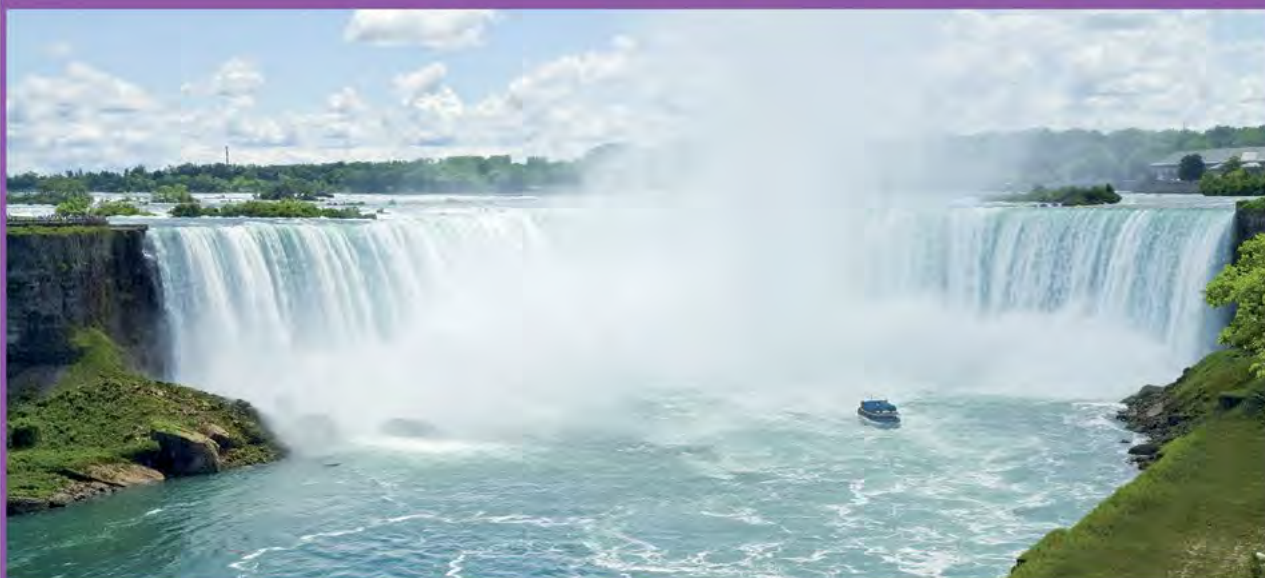
1 What are you doing?	2 Are you good at singing ?
3 What do you like doing?	4 What's your favorite animal ?
A dog .	I love snorkeling .
I'm listening to music .	Yes, I am .

3 Change the **blue** words in Activity 2, then ask and answer.



OUR WORLD

NiAGARA FALLS



Look at the photo. Can you see the waterfall? It's very big! This is Niagara Falls. It is in the USA and in Canada. There is a bridge between the two countries. At Niagara Falls there are lots of big and beautiful waterfalls. You can visit the falls by boat, by hot-air balloon and by helicopter. You can also see the falls from a tower. The tower is next to the river.



There are other things to do at Niagara Falls, too. You can do different sports in the snow, like snowboarding. Some people like riding snowmobiles too. ✈



NEW

English Adventure

Workbook


SAMPLE

LEVEL 5

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What are you good at?

1 Match and write. 



climbing

kicking a ball

singing

kite surfing

cycling



2 Look and number. 

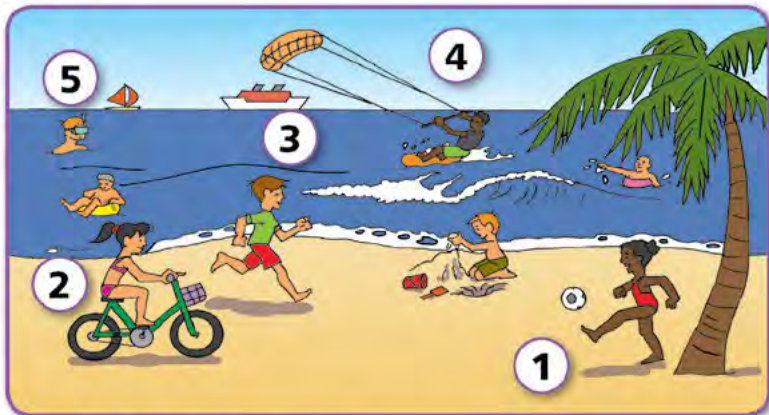
She's cycling.

She's kicking a ball.

He's swimming.

He's kite surfing.

He's running.



3 Read and draw 😊 or ☹️.  

1 I like swimming in the sea.

2 I don't like dancing.

3 I don't like playing tennis.

4 I like climbing.

4 Look and read. Then correct the sentences.



1



2



3



4

- 1 He's snorkeling. No. He's kite surfing.
- 2 She's playing soccer. _____
- 3 He's running. _____
- 4 She's swimming. _____

5 Look at the chart and write. Then write about you.



	reading	swimming	dancing	climbing	cycling
Jake	✓	✗	✗	✗	✓
Nina	✓	✓	✗	✗	✗
Steve	✗	✓	✗	✓	✓
Katy	✗	✗	✓	✓	✗
You					

1 Nina

I like reading, but I don't like climbing.

2 Steve

I like _____, but I don't like _____.

3 Jake

4 Katy

5 You

6 Read and write Yes or No. Then write sentences.



Do you like...?	Me
1  painting	
2  singing	
3  climbing	
4  playing tennis	

1 _____


2 _____

3 _____

4 _____

7 What are they saying? Look and write.



8 Unscramble and write sentences. 

1 you / What / doing / are

_____?

2 writing / at / good / am / I / reading / in / English


_____.

3 good / not / I'm / at / tennis / playing

_____.

4 reading, / I / don't / dancing / like / I / like / but

_____.

9 Read the chart. Check (✓) the correct answers. Then write sentences. 

Are you good at...	Yes	No
1 riding a bike?		✓
2 dancing?		
3 playing volleyball?		
4 swimming?		
5 singing?		

1 *I'm not good at riding a bike.* _____

2 _____

3 _____

4 _____

5 _____

10

Read and complete.



good ~~playing~~ running playing running at

It's Saturday morning. I'm (1) playing tennis with my friend at Sportsworld. I'm (2) _____ after the ball. I can hear a voice ... "Wow! You're awesome! You're really (3) _____ (4) _____ tennis!" Who is it? Well, it's Serena Williams. She's playing and she's (5) _____ after the ball, too! I'm (6) _____ tennis with my heroine!

11


What is your dream? Draw and write.



1 Where are you?

2 What are you doing?

What are you good at?

1 Circle the correct words. 

I like playing the
violin / guitar.

1



I *live / don't*
live in a house.

2



I'm good at
singing / jumping.

3



I *like / don't like*
playing tennis.

4



2 Write about you. Choose activities from the chart. 


playing soccer	singing	running	climbing
swimming	reading	cycling	painting
playing volleyball	kite surfing	cooking	playing tennis

1 I like _____.

2 I don't like _____.

3 I'm good at _____.

4 I'm not good at _____.

1 Label the activities. 

playing the guitar
kite surfing
climbing
cycling

reading manuals
texting quickly
painting
fixing things

1



cycling

2



3



4



5



6



7



8



2 Self-evaluation.   

I can talk about what I'm good at and what I like.

Keep working.



Well done!



1 Read and complete.



hot-air balloon tower snows the USA

- 1 Niagara Falls is in Canada and in _____.
- 2 People visit the falls by helicopter, boat and _____.
- 3 There is a _____ next to the river.
- 4 It _____ a lot at Niagara Falls.

YOUR WORLD

- 1 Are there any waterfalls in your country?

- 2 How can you visit the waterfalls?

- 3 What other things can you do there?

- 4 Do you like visiting waterfalls?

YOUR PROJECT

Look for information about waterfalls in your country.
Find photos on the Internet and make a presentation.
Share it with your class.

NEW

English Adventure

Teacher's Guide

SAMPLE

LEVEL 5

Contents

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Scope and Sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE
<h2>Hello</h2>	<ul style="list-style-type: none"> • Hi! I'm (Katy). • Days of the week • This is (Steve). • Do you have a (cellphone)? Yes, I do./ No, I don't. • Excuse me. Please. Sorry. Thank you. Thanks. • I have (a bike). I don't have (a book). • My favorite animals are (rabbits). 	<ul style="list-style-type: none"> • It's time for school. • Careful!
<h2>1. What are you good at?</h2>	<ul style="list-style-type: none"> • Hobbies: climbing, cycling, dancing, kitesurfing, painting, playing tennis/soccer, reading, singing, snorkeling, swimming • What are you good at? • I'm good at (singing/swimming) • What are you doing? • I'm reading. • What do you like doing? • I like playing soccer. • My favorite (sport) is (soccer). 	<ul style="list-style-type: none"> • Do you want to come? • I'm talking to (Katy). I'm calling (Steve). • Are you good at fixing things? • I can hear a voice. • It doesn't work. • My hero is (Venus Williams). • Our World: Niagara Falls.
<h2>2. There is a place for you and me</h2>	<ul style="list-style-type: none"> • Where do you live? I live at (11 Burton Street). I live (in Michigan). • Where does (Steve) live? (He) lives at 12 Exeter Drive, in Turner. • Places: cafe, drugstore, forest, library, movie theater, park, store, supermarket, waterfall • There is a (supermarket). There are (waterfalls). • There isn't a (store). There aren't (wild animals). • How much is this/that? How much are these/those? It's/They're (eight dollars). 	<ul style="list-style-type: none"> • Look! • Oh no, not again! • Oh no, poor you! • wild animals • Do you want to go to the movies? • What? Who's here? • It's so cool. • I love my town. • home town. • Our World: The Mystery of Loch Ness.
<h2>3. We have math on Monday</h2>	<ul style="list-style-type: none"> • What time is it? It's (four) o'clock/fifteen/thirty/forty-five. • School subjects: Computer Science, English, Geography, History, Math, Music, PE, Science. • We have (math) on (Monday) at (three o'clock). • What's your favorite subject? When is it? What time is it? • Everyday actions: do homework, get up, get dressed, go to bed, go to school, have breakfast, take a shower • What time do you (get up)? 	<ul style="list-style-type: none"> • Typical • Please stop! • You're late! Go to class. • Good days. Bad days. • Is it breakfast time? • Let's share. • Our vacation is in July and August. • Our World: Living and Learning Near The North Pole.
<h2>4. What's the matter?</h2>	<ul style="list-style-type: none"> • Illnesses/discomforts: a broken (arm/leg), a cold, a cough, an earache, a headache, a stomachache, a toothache, the flu • What's the matter? I have/He/She has a (sore throat). • Do you have a (headache)? • I'm not very well. • I'm better today. • What can I do? • You can (do exercise/have a healthy breakfast/eat oranges/have hot tea with honey and lemon/go to bed/see the nurse/go home). 	<ul style="list-style-type: none"> • I need to get better soon. • Bo Peep is worried. • Follow me. • Mr Potato Head puts his head in his hands. • I'm feeling blue. • These doctors are very special. • Our World: Rainy Cherrapunji and the Living Root Bridges.
<h2>5. My brother is younger than me</h2>	<ul style="list-style-type: none"> • Physical appearance: chubby, dark-haired, fair-haired, old, short, slim, tall, young • When's your birthday? It's in (April). He/She/It is taller/longer than ... • Is Nina (taller) than Jake? • Is (her sister) younger than (her)? • Yes, he/she is. No, he/she isn't. 	<ul style="list-style-type: none"> • Oh, sorry! That's OK. • That's a coincidence. • Go, Mickey! • Nobody is faster than Mickey! • Twins can be fraternal or identical. • Do you know any twins? • Our World: The Sahara.

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE
<p>6. What do meerkats eat?</p>	<ul style="list-style-type: none"> • Wild animals: bear, bison, chimpanzee, meerkat, panda, polar bear • Pets: cat, dog, hamster, rabbit, tortoise • <i>Where do they live?</i> • <i>What do they eat?</i> • <i>Where do they sleep?</i> • <i>What are they called?</i> • <i>They don't eat/live ...</i> • <i>live/don't live in (Africa).</i> • <i>They eat/don't eat (seeds, meat, plants, grass).</i> • <i>They sleep/don't sleep in (cages, caves, dens, kennels).</i> • <i>Their fur is black and white.</i> 	<ul style="list-style-type: none"> • <i>Research wild animals, please.</i> • <i>The young ants are putting on a show.</i> • <i>The grasshoppers get angry.</i> • <i>comfortable</i> • <i>Zoophobia</i> • <i>yucky</i> • <i>bookmark</i> • Our World: <i>The Australian Outback.</i>
<p>7. When I was five...</p>	<ul style="list-style-type: none"> • <i>I/He/She was (short).</i> • <i>It was (small).</i> • <i>My/His/Her hair was (brown).</i> • <i>My/His/Her eyes were (blue).</i> • <i>How old was he/she? He/She was (ten).</i> • <i>How tall were you? I was (1 meter).</i> • <i>Who was (shorter) at (5)?</i> • <i>Was (he/she) (tall/short).</i> • <i>Yes, (he/she) was.</i> • <i>No, (he/she) wasn't.</i> • <i>Were (his eyes) (blue)?</i> • <i>Yes, they were.</i> • <i>No, they weren't.</i> • Dinosaurs: <i>claw, head, jaw, meat eater, tail, teeth.</i> 	<ul style="list-style-type: none"> • <i>Look! It's an old photo.</i> • <i>Wow! It's huge!</i> • <i>A bad dream about a dinosaur.</i> • <i>It's sore.</i> • <i>Scientists look at bones.</i> • Our World: <i>Kiribati: A Disappearing Island?</i>
<p>8. Once upon a time...</p>	<ul style="list-style-type: none"> • Fairy tales: <i>dragon, king, kingdom, knight, queen.</i> • Types of story: <i>adventure, history, magic and wizards, romance, science fiction</i> • <i>What do you like to read? I like to read books about (adventure).</i> • <i>There was a dragon.</i> • <i>He was a (king/hero).</i> • <i>He was (clever).</i> • <i>She was a (heroine/queen).</i> • <i>She was (brave).</i> • <i>Was he/she (clever)?</i> • <i>Yes, he/she was.</i> • <i>No, he/she wasn't.</i> • <i>Were they (brave)?</i> • <i>Yes, they were.</i> • <i>No, they weren't.</i> 	<ul style="list-style-type: none"> • <i>Once upon a time there was a kingdom called Idyllia.</i> • <i>noise, church bells, clapped, cheered</i> • <i>Let's make a lot of noise!</i> • <i>There's a terrible hydra in there!</i> • <i>Phil throws the sword to Hercules.</i> • <i>It's a mystery!</i> • Our World: <i>Antarctica.</i>
<p>Happy Birthday</p>	<ul style="list-style-type: none"> • <i>birthday cake, birthday party, candles, invitation, presents</i> • <i>When is your birthday?</i> • <i>What time is the party?</i> • <i>Who are you inviting?</i> 	
<p>Happy Easter</p>	<ul style="list-style-type: none"> • <i>Easter eggs, get together, have an Easter Egg Roll, roll an egg, chocolate rabbit, chocolate soccer ball.</i> 	
<p>Earth Day</p>	<ul style="list-style-type: none"> • <i>Earth Day, celebrate, planet, problems, use solar energy, clear a garden, change a bad habit, save water.</i> 	

1 What are you good at?

Opener

Aims: To introduce the theme of the unit.

Review: *It's ..., I can see ..., free-time activities*

Materials: Flashcards Level 4 (activities).

Student's Book, page 6

1 Look at the picture, then ask and answer.

- Draw students' attention to the picture. Ask students questions 1 to 3. Encourage all students to participate and say as much about the picture as possible. If students struggle to do this in English, allow them to do this in L1, then provide them with the words in English.
- Read question 4. Put students in pairs and set a time limit for them to compile a list in their notebooks. Circulate and monitor, helping students as necessary.
- Ask students to share their lists. You might like to carry out this activity as a game, by awarding students a point for each word on their list. The team with the most points is the winner.

Consolidation

- Review free-time activities from Level 4 (do ballet, do karate, go swimming, go hiking, etc.) by showing students the flashcards and eliciting the activity.
- Place the flashcards on the board. Point to a flashcard, then to a student. The student makes a sentence, e.g. *I do karate. Or I don't do karate.*

Disney/Pixar movie: Chicken Little

- The image on this page is from *Chicken Little*. The main characters are Chicken Little, Buck "Ace" Chuck, Abigail "Abby" Mallard, Fish Out of Water, Runt of the Litter, and others.
- **MOVIE SYNOPSIS:** After ringing the emergency bell and claiming that the sky is falling, Chicken Little causes panic in the small town of Oakley Oaks. He is humiliated when he finds out that it was just something falling on his head, and one year later, he is still being teased about the incident. When Chicken Little has a fight with Foxy, the school calls his father and Chicken Little promises to make the school baseball team to make his father proud. When he is celebrating his victory later on, another piece of the sky falls on Chicken Little. Fearing more ridicule, he hides it and later discovers that it has been sent by spaceships. Soon after, Chicken Little meets a strange orange creature, called Kirby. Kirby tells him that he is the son of two aliens, but that his parents think he has been kidnapped and will destroy the planet in return. When Chicken Little is beamed onto the spaceship, he manages to convince them that he was just trying to help Kirby. The aliens apologise and explain that they visit Oakley Oaks once a year to pick acorns. When the town realize that Little was telling the truth the whole time, they apologize and Chicken Little is cheered by everybody.

UNIT
1

What are you good at?



1 Look at the picture, then ask and answer.

- 1 What movie is this scene from?
- 2 What can you see?
- 3 What are they doing?
- 4 Can you remember any words for free time activities?

6

Opener: *Chicken Little*

Vocabulary

Aims: To say what people are doing at the moment.

Target language: *I'm calling ...*

Review: *Where are you? What are you doing? dancing, playing tennis, running, swimming*

Receptive language: *Do you want to come? I'm talking to Katy.*

Materials: CD.

Presentation

- Write the names of the characters on the board: *Jake, Nina, Steve and Katy*. Say: *Who am I? I'm ten. I have a cell phone. I'm in Class 5B. My new friend is Katy. (Nina).*
- Tell the class: *You are Steve*. Students refer to their book to find the information about him. Elicit three or four sentences, e.g. *I have a new bike.*

Student's Book, page 7

2 Look, read and listen.

- Play Track 6 while students follow in their books. Ask: *Where's Jake? What's Steve doing?, etc.*

Katy: Hi, Steve! Where are you?
 Steve: Hi, Katy! I'm at Sportsworld with Jake.
 Katy: What are you doing?
 Steve: We're playing tennis. Nina's here too. She's running.
 Do you want to come?

- Write on the board:
Katy: Hi, Steve. Where are you? What are you doing?
Steve: Hi. I'm at Sportsworld. I'm playing tennis. Do you want to come?
- Ask the class to read the conversation after you, line by line.
- Erase the words: "Steve" and "playing tennis", then ask the class to imagine that Katy is calling Nina. Help them to build the conversation, using the model you have written.
- Students work in pairs and create new conversations, following the model on the board, but using their own names and different sports.

3 Read, look and find. Who's speaking?

- Read each sentence aloud and ask students to repeat.
- Read the sentences again, tell students to look at the picture and help them to decide who is speaking.
- Answers: **1 Steve 2 Nina 3 Jake 4 Katy**

4 Listen and read.

- Draw students' attention to Activity 4 and the picture. Ask: *What is he doing?* And elicit: *He's swimming.*
- Play Track 7 while students listen and read. Play again if necessary.

My favorite sport is swimming. I like swimming in the sea, but I don't like playing volleyball on the beach. I like playing tennis, but I don't like dancing. Oh, and I like climbing, too!

- Ask individual students to read what the boy says. Remind students about the use of *but* to join two different, contrasting ideas.

Consolidation

- Ask students to look at the text in Activity 4 again and make the sentences true about them. Students can work in pairs and tell each other the sentences.

Workbook, page 78

1 Match and write.

- Students look at the images and match them to the words and phrases for activities. Then they complete the missing activity.
- Answers: **1 kite surfing 2 singing 3 cycling 4 kicking a ball 5 climbing 6 playing tennis**

2 Look and number.

- Students look at the beach scene and number the sentences according to the actions in the image.
- Answers: **1 She's kicking a ball 2 She's cycling. 3 He's running 4 He's kite surfing. 5 He's swimming.**

3 Read and draw ☺ or ☹

- Students read the sentences and draw a happy or an unhappy face according to whether the sentences are positive or negative.
- Answers: **1 ☺ 2 ☹ 3 ☹ 4 ☺**

2 Look, read and listen.

3 Read, look and find. Who's speaking?

1 I'm talking to Katy. 2 I'm running.

3 I'm playing tennis with Steve. 4 I'm calling Steve.

4 Listen and read.

My favorite sport is swimming. I like swimming in the sea, but I don't like playing volleyball on the beach. I like playing tennis, but I don't like dancing. Oh, and I like climbing, too!

Vocabulary: What are you doing? I'm (playing tennis). I like (swimming), but I don't like (playing tennis). My favorite (sport) is (swimming).

Skills

Aims: To talk about what you like and don't like doing.

Target language: *I like -ing; I don't like -ing; cycling, dancing, kite surfing, painting, playing, badminton, snorkeling*

Materials: CD.

Presentation

- Write on the board: *I like -ing* and *I don't like -ing*. Then write *swimming, playing badminton, playing basketball, dancing and running*. Say sentences using *I like* or *I don't like* and the activities on the board. Have students repeat.
- Ask students to think of a true sentence about themselves, using the activities on the board. In a chain drill round the class, each student says a sentence beginning with *I like* or *I don't like*.

Student's Book, page 8

5 What do you like doing? Check (✓) or cross (x). Then say.

- Show students the pictures and ask them to identify the activities. Write *I* on the board, then a check and a cross mark. Say *I like playing badminton. I don't like playing soccer* to demonstrate the activity.
- Ask students to check or put a cross next to the activity according to whether they like it or not. Then put students in pairs so they can take turns telling each other about their preferences. Circulate and monitor as they talk.
- To finish off the activity, you may like to ask a few students to share their answers with the rest of the class.

6 What do they like doing? Look and say.

- Review the third person singular form of the simple present by asking a student to read out two sentences from Activity 5. Write the name of the student and the activities on the board, then point and say, for example *Kevin likes playing volleyball. He doesn't like cycling*. Remind students about the use of the final *s* in affirmative sentences and *doesn't* in negative sentences.
- Draw students' attention to the grid and ask: *What does Jake like doing?* Elicit *He likes reading*. Show students that sometimes more than one person likes the same activity, e.g. *Jake and Nina like reading*. Remind student to use the *third person plural* form of the verb, for example *They like reading. They don't like cycling*.
- Elicit a few more sentences to ensure that students understand the task. Then put students in pairs so they can take turns saying what the characters like and don't like doing. Circulate and monitor as students talk.
- When they have finished, round off the activity by asking individual students to say a sentence using the information in the grid.

7 Listen, read and answer.

- Show students the picture and ask them what they think Steve likes doing based on the picture.
- Play Track 8 for students to listen only. Then play again for students to listen and read along in their books. Ask comprehension questions to check students' understanding, e.g. *Is Steve at home? Is he with his brother?*, etc.

It's Wednesday afternoon. I'm playing soccer with my friends at school. We're on the school team. My best friend is running and kicking the ball. He's good at soccer. I'm good at playing soccer, too. It's my favorite sport. **8**

- Ask students the questions. Encourage them to look in the book and find the answers. You can do this orally as a whole-class activity, or ask students to write the answers in their notebooks and then correct the activity as a whole class. NB. This activity introduces students to inferring meaning in texts, as there is no specific reference of 'I like soccer' from Steve, however, this can be inferred from the fact that he is on the school team and it is his favorite sport.
- **Answers:** **1** *He's running and kicking the ball* **2** *He likes soccer.* **3** *He's good at soccer.*

Workbook, page 79

4 Look and read. Then correct the sentences.

- Students look at the pictures and read the sentences. Then they write the correct sentences in the spaces provided.
- **Answers:** **2** *No, she's singing.* **3** *No, he's cycling.* **4** *No, she's playing soccer.*

5 Look at the chart and write. Then write about you.

- Students look at the chart and complete the sentences. Then they check or put a cross and write about themselves.
- **Answers:** **2** *I like swimming, climbing and cycling, but I don't like reading or dancing.* **3** *I like reading and cycling, but I don't like swimming, dancing or climbing.* **4** *I like dancing and climbing, but I don't like reading, swimming or cycling.* **5** *Students' own answers.*

5 What do you like doing? Check (✓) or cross (x). Then say.

1 	2 	3 	4 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 What do they like doing? Look and say.

	Nina	Jake	Steve	Katy
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

7 Listen, read and answer.



It's Wednesday afternoon. I'm playing soccer with my friends at school. We're on the school team. My best friend is running and kicking the ball. He's good at soccer. I'm good at playing soccer, too. It's my favorite sport.

- 1 What is Steve's friend doing?
- 2 What does Steve like doing?
- 3 What is Steve good at?

Grammar

Aims: To make questions and answers using the grammar of this unit.
Target language: *What do you like doing? I like ... What are you good at? I'm good at ...*
Review: Sports and free-time activities
Receptive language: *Is he/she (happy)?*
Materials: coins (one for every two students), blank strips of paper (optional), bag or hat (optional)

Presentation

- Students work in pairs. Give them two minutes to write down as many sports and activities as they can remember from this unit.
- Students then ask you questions about these activities, e.g. *Do you like cycling?* Answer: *Yes, I do* or *No, I don't*. Ask other students to come to the front of the class to be asked about the activities they like.

Student's Book, page 9

Grammar

- Ask students to remember the text they read about Steve in the Vocabulary section. Ask them: *What does he like doing?* (playing soccer) *What is he good at?* (soccer). Draw students' attention to the fact that the questions have the same answer, but the questions are different. Elicit the difference in meaning between the two questions. Use L1 if necessary.
- Ask students to look at the Grammar box. Read out the questions and sentences, and have students repeat after you. Focus on the grammatical form, especially the use of *are* and *do*. Ask a pair of students to read out the example question and answer. Then ask other pairs of students to do the same, and answer with true information about themselves. Check student's understanding.

8 Read and match.

- Draw students' attention the activity. They match each question to its correct answer. Give students some time to do this individually.
- Check the answers as a whole class by having one student read out the question and another say the correct answer.
- Answers: 1 C 2 D 3 A 4 E 5 B

UNIT
1

GRAMMAR

What are you doing?	I'm	swimming. playing (soccer). cycling. snorkeling. running. climbing. reading. painting. dancing. kite surfing.
What do you like doing?	I like	
What are you good at?	I'm good at	

8 Read and match.

1 What are you good at?	A I like singing.
2 Are you playing soccer?	B I'm talking on the phone.
3 What do you like doing?	C I'm good at singing.
4 Are you good at cycling?	D Yes, I'm playing soccer.
5 What are you doing?	E No, I'm not good at cycling.

9 Look and play. What are you good at?

I'm good at playing soccer.

I'm not good at swimming.

heads

tails

A

playing soccer	reading
singing	cycling
running	cooking
flying a kite	playing tennis
climbing	painting
swimming	playing volleyball

B

listening to music	swimming
talking on the phone	flying a kite
climbing	reading
flying a kite	cooking
playing soccer	playing volleyball
singing	reading

Grammar: *What are you good at? I'm good at (singing). What do you like doing? I like (playing soccer). What are you doing? I'm (reading).*

9 Look and play. What are you good at?

- Tell students that they will now practice using the grammar.
- Take out a coin and teach students *heads*, *tails* and *flip the coin*. Explain to students that they need to flip the coin. If it lands on *heads*, they look at the first column and if it lands on *tails*, they look at the second column. They must make a true sentence about themselves using *I'm good at ...* or *I'm not good at ...*, depending on the activity in the column.
- Demonstrate the activity with a student. Tell a student that he/she is Student A. Ask him/her to flip a coin. If it lands on *heads*, he/she should say a sentence about *playing soccer* and if it lands on *tails*, the sentence should be about *reading*.
- Put students in pairs and ask them to decide who is going to be Student A and Student B within their pairs. Give each pair of students a coin.
- Set a time limit for students to carry out the activity. Circulate and monitor to ensure that students are

Consolidation

- Ask each student to tell the class two things they learned about their partners during the activity.

Optional activity

Write these models on the board: *Do you like _____ ing? Are you good at _____?* Give each student a small strip of paper. Ask them to write a question based on the model, using any activity they like. Early finishers can write a second question, beginning either with *Do you have _____?* or *What's your favorite _____?* Students sign the note with their name, fold it and drop it into a bag or a hat. Mix up the notes, then let each student pick one from the hat. Students read the questions then write replies. They then return the note to its original author. Ask students to read out the question they wrote, then say who received it and the answer he/she gave back.

Workbook, page 80

6 Read and write Yes or No. Then write sentences.

- Students look at the pictures and write yes or no according to whether they like the activities. Then they write complete sentences.
- Answers: *Students' own answers.*

7 What are they saying? Look and write.

- Students look at the pictures and complete the sentences.
- Answers: **2** *I'm good at kite surfing.* **3** *I'm good at badminton.* **4** *I'm good at playing soccer.*

Story

Aims: To practice using reading the target grammar; to develop critical thinking and imagination skills.

Review: *I like ... I have ..., I'm good at ..., I'm ...*

Materials: CD; Strips of paper with activities (optional)

Presentation

- Ask different students to come to the front of the class. Give each one a piece of paper with an activity written on it to mime. The rest of the class asks: *What are you doing?* The student who's miming replies: *I'm dancing.* etc.

Student's Book, page 10

10 Read and say.

- Ask students to open their Student's Book to page 10. They should look at and talk about the pictures, using English as much as possible. The story features traditional Disney characters Mickey, Minnie, Goofy and Pluto. Encourage students to say what they know about the characters and their personality.
- Ask students to tell you what they think is happening in the pictures. Remind students about the target structures in this unit (*I'm good at ... I have ... I like ...*) and review these structures with them. Encourage all students to take part. Allow them to speak in L1 if they can't express themselves in English, but provide these words in English.
- Read the text for students. Then put them in small groups so they can take turns reading the story. Allow students switch characters and act out the story.
- If you have time, you may like to ask students to work in groups and write their own story using the Disney/Pixar characters in this cartoon strip. Encourage students to rewrite the speech balloons in their notebooks, using the target grammar from the previous page. Students can then act out their new stories for the rest of the class.

11 Tongue Twister! Listen and repeat.

- Focus on the picture of Nina speaking into her smartphone. Explain briefly in L1 that throughout the book, students will hear and try out tongue twisters to highlight different sounds in the English language.
- Play Track 9 once for students to listen. Then play again. Encourage students to join in. Explain that students can record their own voice on their smartphones (if they have one) and listen to the tongue twister as many times as they want. They can also exchange their recordings with classmates and help each other with pronunciation and intonation.

Nina: I'm speaking, I'm singing,
ring, ring, ding-a-ling.

9

Workbook, page 81

9 Unscramble and write sentences.

- Students unscramble the sentences and write them.
- Answers:** 1 *What are you doing?* 2 *I am good at writing in English.* 3 *I'm not good at playing tennis.* 4 *I like reading, but I don't like dancing.*

10 Read the chart. Check (✓) the activities. Then write sentences for you.

- Students check the activities in the chart according to whether they are good at them or not. Then they write sentences.
- Answers:** *Students' own answers.*

10 Read and say.



11 Tongue Twister! Listen and repeat.



Story: Are you good at (fixing things)? It's flying! I guess I'm not good at (fixing things).

Ready for life

Aims: To relate the language of Unit 1 to the real world.

Target language: *I love ..., I think ...*

Review: *I like ..., I'm good at ..., I have ...*

Materials: CD, pieces of paper (optional) ..

Presentation

- Before the lesson, prepare four or five true sentences about students in your class, e.g. *Maria has a new bike. Clara is good at painting. David doesn't have a rabbit. Thomas likes swimming and playing soccer. Lucas has two sisters.*
- At the beginning of the lesson, write the words of each sentence on the board in jumbled order, e.g. *a new Maria has bike.* Students then work in pairs, reading the words and writing sentences.

Student's Book, page 11

12 Listen and read. Then number and write.

- Ask students to look at the pictures. Encourage students to use English to say what they think each of these people is good at and what they like doing.
- Play Track 10 for students to listen and read. Check that students understand the vocabulary. Play the recording again for students to number the pictures.
- Students check their answers in pairs. Then check the answers as a whole class.

1. I'm good at climbing. I like playing soccer and volleyball, but I don't like painting. I think cooking is fun. **10**
2. I like the gym, but I don't like playing tennis. I'm good at ballet. I think it's great.
3. I like studying English, but I don't like painting. I'm good at singing in English. I have lots of friends in the USA.
4. I'm not good at swimming, but I'm good at painting. I love reading and listening to music.

13 Project: Make a video about you.

- Look at the three statements with the class: *I like ..., I love ..., I'm good at ...*
- Draw students' attention to the photo of Nina filming Katy and ask: *What is Nina doing? (filming Katy with her smartphone). What is Katy talking about? (what she likes, what she loves and what she's good at.)*
- Students write a similar text in their notebooks. Next, either a) put the students in pairs and invite them to film each other saying their text and then to show their video to a few classmates. b) ask the students to film themselves saying the text at home. Invite them to show their video to other students in the next class.

Optional activity

Write on the board:

My hero/heroine person is ...

She's/He's good at ...

She/He likes ...

She/He has ...

Give an example, e.g. *My heroine is Serena Williams. She is good at playing tennis. She likes dancing and listening to music. She has a famous sister, Venus.*

Students choose a famous person they each like. They write three or four sentences about the person, using the prompts on the board. Go round the classroom and monitor the activity, helping as necessary.

As a whole class or in small groups, students then read out their sentences.

Workbook, page 82

10 Read and complete.

- Students complete the text with the correct words from the box.
- **Answers:** 2 running 3 good 4 at 5 running 6 playing

11 What is your dream? Draw and write.

- Students draw a picture of themselves doing something that they love/would love to do. They complete the sentences using the present continuous.
- **Answers:** *Students' own answers.*

UNIT
1

READY FOR LIFE

12 Listen and read. Then number and write.

1

I'm good at climbing. I like playing soccer and volleyball, but I don't like painting. I think cooking is fun.

2

I like the gym, but I don't like playing tennis. I'm good at ballet. I think it's great.

3

I like studying English, but I don't like painting. I'm good at singing in English. I have lots of friends in the USA.

4

I'm not good at swimming, but I'm good at painting. I love reading and listening to music.



Brad: 3



Melissa: 1



Donna: 2



Adam: 4

13 Project: Make a video about you.



I like cycling and dancing. I love swimming and I'm good at running.

- I like ...
- I love ...
- I'm good at ...

Ready for life: We are all special.

11

Review 1

Aims: To review the language in Unit 1; to encourage students to evaluate their progress.

Review: *What are you doing? What's your favorite ...? Are you good at ...? I like ... I'm good at ..., sports and free-time activities, animals*

Materials: *Optional: Worksheet 6*

Optional activity

Write 5 or 6 of the words from Unit 1 on the board with jumbled letters, for example, g i n i k k c (kicking), o g d o (good), c r o c e s (soccer), a p k r (park), t h e r r b o (brother).

Students work in pairs, putting the letters in the correct order.

Presentation

- Use questions to reactivate the different activities taught in Unit 1. Ask individual students: *Do you like cycling? Are you good at painting? What are you good at? What do you like doing?*

Student's Book, page 12

1 Read and say. Then write in your notebook.

- Ask a student to read aloud Katy's sentence. Remind students (in L1) about the use of *but* to join two different contrasting ideas. Look at the prompts under the happy and sad faces. In pairs, students say Katy's sentences, using the prompts. Next, they write the sentences in their notebooks.
- Check answers by asking individual students to say the sentences and then ask them to make sentences about themselves, using the activities in Katy's list or others that they know.

2 Match and say.

- Students match the questions with the answers. Work through the activity with the class, asking students to read out each question and answer, checking they understand the vocabulary. Then ask the class to repeat the questions and answers after you.
- Answers:** 1 *What are you doing? I'm listening to music.* 2 *Are you good at singing? Yes, I am.* 3 *What do you like doing? I love snorkeling.* 4 *What's your favorite animal? A dog.*

3 Change the blue words, then ask and answer.

- Ask pairs of students to say each of the questions and answers in Activity 2, changing the word in blue. Check if students remember the negative short answer to the question *Are you good at (singing)? No, I'm not.* Elicit two or three suggestions from the class for each blue word. Write them on the board.
- Put students in pairs so they can take turns to ask and answer the questions using the prompts on the board. Circulate and monitor the activity, helping students to correct any mistakes.
- When students have finished, have each pair say one of their questions and answers for the class to hear.

Consolidation

- On the board, write the first words of the questions from the previous activity and ask students to complete: *What are (you doing)? Are you good (at swimming)? What's your (favorite animal)?*
- Students write in their notebooks. Check their answers, paying attention to spelling and grammar.

Self-evaluation - Workbook, page 84

- Explain (in L1) that, at the end of the unit, students evaluate how well they think they have done. Remind them Unit 1 has been about things you like and are good at. Elicit sentences from as many students as possible, e.g. *I like swimming. I'm not good at kitesurfing.*
- Say to students: *Go to page 84 in your Workbook.* Draw students' attention to Jake and Nina's facial expressions and what they are saying. Invite students to check the photo and text that best represents how they feel about their own performance at this point.
- Invite the class to discuss (in L1) what students can do to improve their performance. List review tips on the board. Examples: Re-read texts, read dialogues aloud, circle, highlight, underline, record, read aloud, practice asking and answering with a classmate.

Progress Evaluation

- Resource Pack, Level 5, Test 1

Extra Adventure 1, page 83

1 Circle the correct words.

- Students circle the correct words to complete the sentences.
- Answers:** 1 *guitar* 2 *live* 3 *jumping* 4 *like*

2 Write about you. Choose activities from the chart.

- Students choose activities from the chart to complete the sentences about themselves.
- Answers:** *Students' own answers.*

Workbook, page 84


1 Label the activities.


- Students look at the pictures and write the names of the activities.
- Answers:** 2 *fixing things* 3 *painting* 4 *reading manuals* 5 *texting quickly* 6 *climbing* 7 *kite surfing* 8 *playing the guitar*

REVIEW
1


1 Read and say. Then write in your notebook.

I like dancing, but I don't like singing.







dancing
playing tennis
cycling
painting
reading



swimming
climbing
kite surfing
running
snorkeling

2 Match and say.





What are you doing? 1

Are you good at singing? 2

What do you like doing? 3

What's your favorite animal? 4

A dog. 4

I love snorkeling. 5

I'm listening to music. 7

Yes, I am. 2

3 Change the blue words in Activity 2, then ask and answer.

Our World 1

Aims: To learn about Niagara Falls

Target language: *between, hot-air balloon, helicopter, tower, snowboarding*

Review: *there is/there are, waterfall, bridge boat, snow*

- This page is designed as an optional extra activity. It can be used at any point during the course- as a reading lesson at the end of the unit, as a review activity or as a filler activity. You may choose to follow the steps below, or simply set the text and corresponding activities in the Workbook as homework.

Presentation

- Teach students about waterfalls. Draw a waterfall on the board. Ask: *What am I drawing?* Encourage students to remember vocabulary from Levels 3 and 4 and respond to students' guessing by saying, for example *No, it's not a lake*, etc. If a student guesses correctly in L1, recast this in English and say: *Yes, it's a waterfall*. Write *Niagara Falls* on the board. Ask the students to tell you in L1 anything they know about Niagara Falls. Talk about famous waterfalls in your students' own country.

Student's Book, page 13

Niagara Falls.

- Draw students' attention to the pictures around the text and ask students to tell you what they can see in them. If students give any words in L1, write the word on the board in English.
- Pre-teach a selection of the new words in the text, for example *hot-air balloon, tower, snowboarding, snowmobiles*.
- Read the text aloud slowly while students follow in their books. Then ask some comprehension questions about the text, such as *Is the waterfall big? Where is it? Is it only in one country? What sports can you do there?*
- Allow students to read the text silently to themselves. Alternatively, you may like to do a group reading in which individual learners volunteer to read aloud one or two of the sentences.

Consolidation

- Ask students to close their books. Read sentences from the text, but pause before key words, such as *beautiful, Canada, balloon* and elicit these words from students. Make sure to choose only simple words that are key to the text. Avoid the more difficult vocabulary.

Workbook, page 85

These activities can be performed in class or set as homework and checked in the following class.

1 Read and complete.

- Students read the text and complete it with the correct words in the box. They can refer back to the text on page 13.
- **Answers:** 1 *The USA* 2 *hot-air balloon* 3 *tower* 4 *snows*

Your World

- Students think about the context of the text in relation to where they live and answer the questions.
- **Answers:** *Students' own answers.*

Your Project

- Students follow the instructions and create their own poster with pictures from their own country.
- They can present their posters to the classmates, in pairs or simply show them to you.

UNIT
1

OUR WORLD

NIAGARA FALLS



Look at the photo. Can you see the waterfall? It's very big! This is Niagara Falls. It is in the USA and in Canada. There is a bridge between the two countries. At Niagara Falls there are lots of big and beautiful waterfalls. You can visit the falls by boat, by hot-air balloon and by helicopter. You can also see the falls from a tower. The tower is next to the river.



There are other things to do at Niagara Falls, too. You can do different sports in the snow, like snowboarding. Some people like riding snowmobiles too. ➔





Our World 1: Niagara Falls

13

NEW

English Adventure

LEVEL 5

Are you ready for new adventures with Carl Fredricksen and Russell? In New English Adventure, you'll also meet Mowgli, Hercules, and Elsa.

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- **exciting and colorful cartoon stories** which help review and practice using new language learned as students follow the adventures of Mickey Mouse and other Disney/Pixar characters
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- **a wide range of components** for motivating and varied lessons



Components:

- Student's Book with Workbook
- MULTI-ROM
- Teacher's Guide with Class CD
- Teacher's Resource Pack
- Active Teach
- Posters

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