

NEW



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English Adventure

Teacher's Book

LEVEL 1

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Scope and sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVISION
Pre-coursebook period	Expressions: a (blue) circle. Phrases: Hello! I'm (Eva). I'm (happy). And you? I'm (big/grey). It's a (ball). It's an (elephant). (I've got) a (big) (tummy). Who am I?	Hello everyone! How many (legs)? Number (six) is (sad). What colour is it? What's number (one)? What is this?	Numbers 1–10 Classroom commands: Sit down. Stand up. Listen. Look. Quiet please. Open/Close your books. Point to a (pencil). Face and body parts: ears, eyes, face, hair, mouth, nose; arms, body, feet, fingers, hands, head, legs, toes, tummy. Colours: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow. Animals: elephant, giraffe, hippo, leopard, lion, rhino, tiger, zebra; bird, cat, dog, duck, fish, hamster, horse, mouse, rabbit, tortoise. Toys: ball, boat, car, doll, kite, teddy bear, train, yo-yo. Shapes: circle, rectangle, square, triangle. Vocabulary: big/small, happy/sad, long/short, yes/no.
Hello!	Phrases: I'm (Anna). This is (Tom). How old are you? I'm (eight). What's your name?	Say hello. Hello everyone. What's missing? It's (yellow). Point to number (six). What colour is it? Vocabulary: balloons. Classroom language	Colours: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow. Numbers 1–10 Vocabulary: Hello. Classroom commands
1 My favourite things	Favourite things: bat, bike, computer, computer game, robot, scooter, spaceship, TV, watch. Numbers 11–15 Phrases: Is it a (scooter)? It isn't a (scooter). It's a bike. Go, Pluto! Happy birthday! Look! What's (your) favourite thing?	A boy and a girl and their favourite things! Cut out. Do you like it? How many children? Is he happy? Is Minnie sad? What's (your) favourite thing? It's in picture (1). They're in space. What colour is (he)? What are these? What is it? What's on Pluto's head? Which is (robot)? Which number: 1 or 2? Who's I? What's this? Who is the present for? Is it big? Vocabulary: things. Classroom language	Colours Numbers 1–10 Toys Vocabulary: big/small; cake. Phrases: 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've got (fifteen) (robots). Yes/No.
2 My family	Family members: aunt, baby (sister), big (brother), brother, cousin, dad, granddad, grandma, mum, sister, uncle. Vocabulary: family tree, twins. Phrases: Have you got a (sister)? I haven't got (a brother). I've got (two) (sisters). This is my family. Hello. Say 'cheese'. Sit down, please.	Queen Elinor, mum or aunt? Can you see (a cat)? Dear Friend. How many (brothers) (have you got)? How old is (she)? Is it a (cat)? Is there cheese? Look at me! Point to (his cousin). What colour (is) (her hair)? What's I? Who's this? Where I? Who are they? Who's in the family? Vocabulary: princess. Classroom language	Favourite thing: Colours Numbers 1–15 Vocabulary: animals, cat, dog, horse, rabbit; big, small, red hair. Phrases: How old are you? It isn't a (sister). It's a(n) (aunt). What's your favourite ...?
3 My body and face	Face and body: blond/dark hair, chin, neck, tail, teeth. Vocabulary: glasses, please, strong. Expressions: brush your hair/teeth, wash your hands/face. Phrases: Has he/she got (long legs)? He's / She's got (brown) (eyes). He/ She hasn't got a (long) (tail). This is Goofy's house. Who's in the kitchen? You've got a grey face!	Are they big? Can you see ...? Computer game characters. Is it a (neck)? Touch your (nose). What colour are (his) eyes? What (animal) is it? What's this? Who is it? Who is this? Vocabulary: children, sports, people. Classroom language	Face and body Family members Favourite things Animals Vocabulary Phrases
4 My room	Household items: armchair, bath, bed, box, carpet, cupboard, curtain, floor, lamp, mirror. Prepositions of place: next to, on, under. Numbers 16–20 Phrases: Is the (cupboard) (next to) the (chair)? The (box) is in the (bedroom). Come here! Good boy. Where's Pluto?	How many (lamps)? Is (Pluto) happy? Is Pluto in the garden? It's big. Look at the (kitchen). Numbers! What colour is number (fourteen/the armchair)? What is it? What's in the (bedroom)? What's this? Where are they? Where's (Jasmine/the pen)? Classroom language	Colours Numbers 1–15 Rooms: bathroom, bedroom, garden, kitchen, living room. Household items: chair, door, table, window. Preposition of place: in. Phrases: It's / It isn't in the (cupboard/ kitchen). It's (small/yellow). Where is the (green) (box)?

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVISION
5 I can jump!	<p>Actions: climb, dance, fly, jump, ride a bike/horse, run, sing, swim, walk.</p> <p>Animals: bear, elephant, emu, kangaroo, monkey, platypus, shark, snake, tiger.</p> <p>Vocabulary: airplane; beak, fins, wings; watch out.</p> <p>Phrases: Can you (fly)? (Yes,) I can (jump). (No,) I can't (ride a horse). It's got / It hasn't got (wings).</p>	<p>Has it got a (tail)? Have (children) got tails? I know. Has she got a dog? Look! The boy Mowgli and animals. Is Goofy under the airplane? Is it (big)? What are these? What colour is it? What/Who is it? What's this? Where is the panther? What's (number 1)? Who am I? He/She can (climb). Yes, I can. No, I can't.</p> <p>Vocabulary: jungle, panther; easy.</p> <p>Classroom language</p>	<p>Face and body parts</p> <p>Animals: bird, elephant, f hippo, lion, rhino, zebra.</p> <p>Vocabulary from units 1-4</p> <p>Vocabulary: boy, water.</p> <p>Phrases: Have you got a (bike)? I'm (big). It's a (bird).</p>
6 He likes cheese!	<p>Food: bread, cake, carrots, cereal, cheese, chocolate, fish, grapes, ice cream, mushrooms, onions, peas, salad, soup, strawberries, tomatoes.</p> <p>Vocabulary: breakfast, dinner, lunch.</p> <p>Phrases: Can I have three (onions), please? Can I have (pizza), please? He/She likes (ice cream). He/She doesn't like (salad). Here you are.</p>	<p>Look! A boy and a girl. Does (Donald) like (tomatoes)? Is Colette happy? How about you? What do you like for (breakfast)? What has (Minnie) got? What's for (lunch)? Who likes (onions)?</p> <p>Vocabulary: menu, omelette; rat; birthday party.</p> <p>Classroom language</p>	<p>Food: apple, banana, bread, cake, cakes, cheese, chicken, eggs, juice, meat, milk, oranges, pears, pizza, sandwiches, spaghetti, water.</p> <p>Phrases: Do you like (fish)? I like / I don't like (fish).</p>
7 Our world	<p>Landscape elements: field, forest, island, lake, mountain, rainforest, river, sky, town.</p> <p>Means of transport: boat, bus, car, lorry, plane, tractor, train.</p> <p>Phrases: There's a (river). There are (three) (mountains). Jump on! Look out! Stop the train! This is fun!</p>	<p>Can he fly? Can you see (a tractor)? How many boats are there? Means of transport. What colour are they? What can Mickey see? What can you see in picture (2)? What colour is he? What does Mickey like? What's there? What's this? How many (rivers)? Has Goofy got strong arms? Point to the (mountains).</p> <p>Vocabulary/Expressions: landscape, postcard; transport, means of transport; map, the UK; point to.</p> <p>Classroom language</p>	<p>Places</p> <p>Numbers</p> <p>Unit 6 vocabulary</p> <p>Vocabulary: cow, wings.</p> <p>Phrases: He can fly! I like (trains). It's a (train).</p>
8 What's he wearing?	<p>Clothes: belt, cap, jacket, jeans, raincoat, scarf, shorts, socks, sun hat, tie, trainers, uniform, wellies.</p> <p>Vocabulary: rain, umbrella, Japan, Spain, Poland, Britain.</p> <p>Phrases: He's / She's wearing (a jacket). What are you wearing? Come on, Pluto. He's from (Britain).</p>	<p>He's wearing a (white T-shirt). Where's (he) from? Is (she) wearing (a raincoat)? Has Minnie got (a raincoat)? Put on / take off your (hat). What colour (is it)? What is she wearing? How many (dresses) can you see? Where's Pluto? Does Pluto like rain?</p> <p>Vocabulary: characters, fashion show, fancy dress party.</p> <p>Classroom language</p>	<p>Vocabulary and structures from units 1-7</p> <p>Colours</p> <p>Clothes: boots, coat, dress, hat, shirt, shoes, skirt, sweater, trousers, T-shirt.</p> <p>Phrases: I'm wearing a (T-shirt). It's pink and yellow. Have you got (an umbrella)?</p>
Halloween	<p>Vocabulary: broomstick, mask, monster, nasty, spider, tasty, wizard.</p> <p>Phrases/Expressions: Boo! Trick or treat?</p>	<p>What's this? What colour is it?</p> <p>Classroom language</p>	<p>Face and body parts</p> <p>Colours</p> <p>Vocabulary: bat, cat, ghost, pumpkin, witch.</p> <p>Phrases: I'm wearing a (purple) (dress). It's a (witch).</p>
Christmas	<p>Vocabulary: candle, card, Father Christmas, reindeer, star.</p>	<p>Look! Hooray! Who's got a book?</p> <p>Classroom language</p>	<p>Family members</p> <p>Toys</p> <p>Vocabulary: present, tree.</p>
Pancake Day	<p>Vocabulary: eat, mix, put in, toss; flour, lemon, pan, pancake, sugar; race.</p>	<p>Do you like pancakes? Point to (a lemon). Toss the pancake.</p> <p>Classroom language</p>	<p>Food</p>
Easter	<p>Vocabulary: basket, bench, chocolate egg, nest, sweets.</p>	<p>How many (eggs) are there (in the nest)?</p> <p>Classroom language</p>	<p>Vocabulary: chick, flowers, lamb, rabbit.</p> <p>Prepositions of place: in, on, under, next to.</p>
May Day	<p>Vocabulary: crown, leaves, maypole, play, school, ribbons.</p>	<p>Vocabulary: special day.</p> <p>Classroom language</p>	<p>Colours</p> <p>Vocabulary: flowers.</p> <p>Phrases: I can (sing).</p>

Introduction

New English Adventure is a primary school course. *New English Adventure Level 1* is the third level of the course, aimed at 9-year-olds who have already had some contact with English. *New English Adventure* offers full-colour Pupil's Books, Activity Books, as well as additional materials such as CDs, DVDs, flashcards, story cards and posters, which are adjusted to the needs and interests of pupils. *New English Adventure* allows pupils to explore the fascinating world of the English language. Completion of the course guarantees good basic knowledge of English, confidence, enthusiasm, and above all, motivation to learn more.

COURSE COMPONENTS

The *New English Adventure Level 1 PUPIL'S BOOK* familiarises pupils with the world of the English language using fascinating characters from Disney and Disney/Pixar studio films, which are well known to children. It is composed of an introductory unit (*Hello*), eight main units and five additional units related to festivals: *Christmas, Easter, Halloween, Pancake Day* and *May Day*. At the end of the Pupil's Book there are cut-out materials. There is also a DVD attached to each course book.



The *New English Adventure ACTIVITY BOOK* contains materials closely corresponding to the content of the Pupil's Book. Each page of the Activity Book corresponds to one page of the Pupil's Book.

One of the innovations in the new edition of the course is the fact that there are listening exercises in the Activity Book. Another innovation is the section containing tasks for pupils with more developed reading and writing skills (*Extra Adventure*) placed at the end of the Activity Book. These exercises cover the material from the entire unit.

Exercises in the Activity Book may be done during classes or may be treated as homework. **Only the listening tasks should always be performed during classes, as the relevant recordings are not available to pupils.**

Additionally, the teacher is free to choose the way they carry out the tasks: as regards the majority of exercises with partly-coloured or black and white pictures; the teacher may decide whether pupils will only do the activity required by the rubric, or if they should also colour the picture in, e.g. if they complete the task early.

At the end of the Activity Book there is also a *Picture Dictionary*. Additionally, there is a *Songs and Stories CD* attached to each Activity Book.



The **TEACHER'S BOOK** has a very clear layout and contains a lot of excellent extra materials. The first part offers general introduction, which outlines methodology issues related to teaching young learners. The introduction also contains character descriptions and plot summaries of the Disney and Disney/Pixar movies which the content of each unit is based on. What is more, it includes the Resource Bank, which provides an extremely helpful collection of extra games and activities, as well as ideas for working with posters, DVDs and stories. The main part of the Teacher's Book contains detailed lesson plans. The endmatter of the Teacher's Book consists of photocopiable materials. It contains worksheets consolidating the covered material from each main unit, the pre-coursebook period and lessons connected with festivals, as well as revision worksheets covering the material from two subsequent units. The section with photocopiable materials also contains worksheets for working with DVDs.



The **SONGS AND STORIES CD** with all chants, song stories is attached to the Activity Book. Thanks to this you may revise and consolidate at home the words and phrases they have learned in class.



The **DVDs** provide very interesting and enjoyable materials for pupils, which help consolidate vocabulary, as well as add variety to classes. There is one DVD available for each level of *New English Adventure*. The 'How to use the DVD' section describes in detail the content of the DVD. Supplementary DVD worksheets for particular episodes are included in the section with photocopiable materials. Pupils can watch the same movie material at home using the DVD accompanying the Pupil's Book.



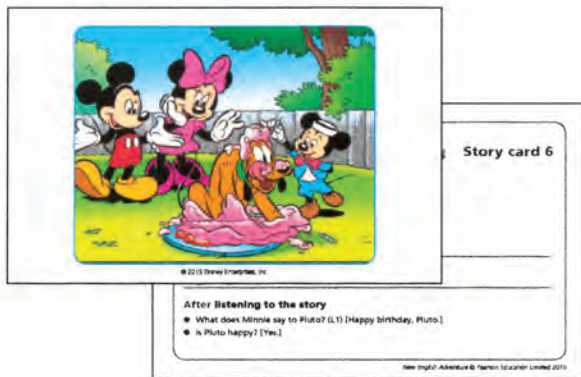
The **FLASHCARDS** accompanying the *New English Adventure* course present vocabulary from each unit. They help pupils learn, remember, practice and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Resource Bank, which contains extra games and activities.



The **AUDIO CD** set contains 3 CDs with all the recordings for the Pupil's Book and Activity Book. The CDs also contain karaoke versions of songs and chants, immediately following the particular song/chant. The CDs also include recordings for the stories in two versions: one involving actors (with authentic voices of Mickey Mouse, Minnie and Goofy) and a special EFL voice-over version. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book.



The **STORY CARDS** contain pictures from the cartoon stories in lesson 5 of each unit of the Pupil's Book. The main characters of these stories are Mickey Mouse, Minnie, Goofy and Pluto the Pup. On the back of each card there is a transcription of the appropriate part of the story recording and questions to be asked before and after listening. More information on how to use the story cards during classes is available on page A16 of the Teacher's Book.



TEACHER'S eTEXT available for the *New English* course provides software with various tools for interactive whiteboards. You may also use it with a computer or a multimedia projector. This software facilitates effective and interesting classes, because it contains Pupil's Book material, supplemented by interactive exercises and all audio recordings. Other attractive materials included in the software are interactive games and activities consolidating the material from particular units, flashcards, story cards, posters and audio recordings for the Activity Book. There are also movie clips with characters from Disney/Pixar films for each unit, which provide an additional element of fun and adventure.



The **POSTERS** designed for the *New English Adventure* course are a great visual aid for revising vocabulary. The 'How to use posters' section details the way they can be used.



TESTS Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress pupils are making by using a test. The tests are available in the Test Book. The Test Book also contains a special comprehensive test to be carried out upon covering all the units of the Pupil's Book.

ADDITIONAL ONLINE MATERIALS On the website www.pearsonelt.com/newenglishadventure there are additional online materials supporting the course.

We invite you to visit the www.pearsonelt.com/primaryplace website, which offers primary teachers:

- free access to posters, methodology guidelines, photocopiable materials and other aids which are helpful while working with young learners,
- articles on the newest trends in teaching English in primary schools,
- the possibility of professional development through participation in online trainings.

You are welcome to contribute to www.pearsonelt.com/primaryplace and to share your professional experience with educators from all over the world.

Pre-coursebook period

Lesson 1

Lesson aims: to revise language from *New English Adventure Starter B*. To integrate the class.

Target language: *I'm (happy). And you? Hello! I'm (Ola).*

Revision: numbers 1–10, classroom language. *happy/sad; yes/no.*

Receptive language: *Hello everyone! Number (six) is (sad).*

Materials: self-made flashcards with numbers 1–10, Starter A flashcard with a classroom object (e.g. a pencil).

Starting the lesson

- Greet your pupils and, if the children are new to you, introduce yourself: *Hello! I'm (Anna).*
- Remind children of the word *everyone*. Explain that at the beginning of each lesson you will greet them saying *Hello everyone!*, and the children will reply *Hello!* Have the pupils repeat the phrase. Then greet a few pupils by extending your hand. Say *Hello (Robert)!* and have them reply *Hello!*

Revision: numbers 1–10

- Revise numbers 1–10. Show the numbers on your fingers and say them as a class.
- Place flashcards with numbers in various places on the board. Have volunteers arrange them in the correct order (1–10).
- Ask pupils to count to ten and give their names: *(One), (I'm) (Adam).*

Revision: happy/sad

- Say *happy* and make a happy face. Do the same with *sad*.
- Draw 10 faces (eyes only, no mouths) on the board and write a number (1–10) above each one. Say *Number one is happy* and draw a smile. Give instructions *Number (six) is (sad)* and have volunteers come to the board and complete the pictures.
- Point to the faces and ask children to say *happy* or *sad* and mime the feeling.

Revision: yes/no

- Point to the first face and say *Number (one) is (sad)*. Shake your head and say *No. Number (one) is (happy)*. Continue with the other faces. Have pupils answer as a class.
- Point again to the first happy face, then point to yourself, smile and say *I'm (happy)*. Ask a pupil: *And you?* Pupil: *Yes, I'm (happy) / No. I'm sad.* Ask another pupil: *I'm sad. And you?* Have the pupil reply. Continue the activity with other pupils.
- Pair activity. Pupil 1: *I'm (happy). And you?* Pupil 2: *Yes, I'm (happy) / No. I'm sad.* Pupils swap roles.

Revision: understanding instructions

- Hold up a flashcard with a school object children are familiar with and have pupils say its name in English. Place it in a visible place in the classroom.
- Have children stand in a circle. Tell them you will always give instructions in English. Remind children of classroom language. Give instructions and have pupils repeat:
 - Sit down.* (Use a 'sit down' gesture).
 - Stand up.* (Use a 'get up' gesture).
 - Listen.* (Place your hand behind your ear).
 - Look.* (Mime using binoculars).
 - Quiet please.* (Place a finger on your lips and say *Shh!*).
 - Open your books.* (Spread your hands, miming opening a book).
 - Close your books.* (Fold your hands, miming closing a book).
 - Point to a (pencil).* (Point to the flashcard on the wall).
 Repeat the instructions and mimes together with the children. Stay in the same place and proceed to the TPR activity.

TPR

Have pupils stand in a circle and count to four. Give an instruction to every fourth pupil, who then mimes the activity. Once you have done the activity with every fourth pupil in the class, make the game more challenging. When you say an instruction, e.g. *Open your books*, mime a different activity, e.g. placing your hand behind your ear for *Listen*. The children have to listen carefully and say *Yes*, if the mime is correct or *No*, if it isn't. If they say *No*, repeat the instruction and ask them to show the correct gesture.

Ending the lesson

- Show pupils a happy or sad face. Pupils: *I'm happy / I'm sad.*
- Say numbers from 1 to 10 and have pupils show them using their fingers.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Say numbers 1–10 in any order. Have pupils write them down in their notebooks. Write the numbers on the board so the children can check their work. Ask them to draw smiling faces next to correct answers and sad faces next to incorrect ones.

Progress assessment

- Photocopiable materials: Worksheet 1, p. 79. The guidelines for using the worksheet can be found on p. 76.

Lesson 2

Lesson aims: to revise language from *New English Adventure Starter B*.

Target language: (*I've got*) a (*big*) (*tummy*).

Revision: names of parts of the body and face from Starter A and B; colours. *Big/small, long/short*.

Receptive language: *What colour is it?*

Materials: Starter A and B levels face and body flashcards, a soft toy ball.

Starting the lesson

- Greet the class. T: *Hello everyone!* Pupils: *Hello!*
- Revise classroom language. Give instructions and mime them, then use only gestures and have pupils say the instructions in English.
- Write numbers 1–10 in any order on the board. Point to them and have pupils say the words in English. Count from 1 to 10 as a class, then say *Stop! Happy/Sad*. Children point to the correct number and mime *happy* or *sad*. Continue the game by counting from 1 again.

Revision: face and body parts

- Revise names of parts of the body and face (*ears, eyes, face, hair, mouth, nose, arms, body, feet, fingers, hands, head, legs, toes, tummy*). Point to your face/body and say the words for body parts. Have pupils stand up and repeat the words, pointing to their face and body parts.
- Play "Repetition game" (Resource Bank, A25).
- Throw the soft toy ball to a pupil and say a face or body part word. The pupil points to the face or body part. Continue the activity by passing the ball to another pupil and naming another face or body part.
- Pair activity. Pupil 1 points to a face or body part, Pupil 2 names it. Pupils swap roles.

Revision: long/short and big/small

- On the board draw two hands: one with long fingers and another with short ones. Point to the first hand and say *I've got long fingers*. Point to the second picture and say *I've got short fingers*. Repeat the sentences, pointing to the pictures and have pupils repeat.
- Draw two pairs of eyes on the board, a small pair next to a large one. Point to the drawings and say: *I've got big eyes. I've got small eyes*. Point and say the sentences again, then have pupils repeat after you.
- Show pupils flashcards with face and body parts. Ask the children to name and describe them (*long/short* or *big/small*). Place flashcards under the corresponding pictures on the board.
- Say *I've got ...* and use gestures to show a big tummy. Have pupils finish the sentence pointing to the relevant body part a (*big*) (*tummy*). Continue the activity with other face and body parts.

Revision: colours

- Revise colours (*black, blue, brown, green, grey, orange, pink, purple, red, yellow, white*). Prepare a set of crayons in colours pupils are familiar with. Show them a red crayon: *Look! A crayon*. Ask: *What colour is it?* Pupils: *It's (red)*. Continue with other colours and crayons.
- Tell pupils you will give them instructions for finding objects of a given colour in the classroom. T: *Point to something (blue)*. Have pupils find and point. Continue the game with other colours.

TPR

Pupils stand in a circle. Divide the class into three teams and have them stand in three lines. Whisper a face and body part word to the last pupils in the lines, then say *Start!* Pupils whisper the word to the next child in the line, until the first pupil in the line says it out loud and points to the relevant part of their face or body. The team wins a point for each correct word. The pupil from the front goes to the end of the line and the game continues.

Ending the lesson

- The pupils stand up at their desks. Divide the class into four teams and assign a word each: *long, short, big, small*. Say some phrases quickly: *Long (arms), short (legs), big (tummy), small (ears)*. The teams who hear their words point to the face or body part and mime its size.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Activity 1

Write the name of a face or body part on the board. Pupils read it individually and point to the relevant part of their face or body.

Activity 2

Pair activity. Pupil 1 mimes saying a face or body part word. Pupil 2 reads his lips and says the word. Pupils swap roles.

Progress assessment

- Photocopiable materials: Worksheet 2, p. 79. The guidelines for using the worksheet can be found on p. 76.

Lesson 3

Lesson aims: to revise language from *New English Adventure Starter B*.

Target language: *I'm (big/grey). It's an (elephant). I've got a (giraffe). I've got (big) (ears). Who am I?*

Revision: animals.

Receptive language: *How many (legs)? What colour is it? What is this?*

Materials: Starter A and B animal flashcards and word cards (self-made or downloaded), a sheet of paper for each pupil.

Starting the lesson

- Greet the class. T: *Hello everyone!* Pupils: *Hello!*
- Draw a shark and six fish swimming towards its open mouth. Tell the children you will think of some face and body part words and they will have to guess the words. Under the shark picture draw as many lines as there are letters in the word. Have the pupils guess the letters in L1. After each incorrect guess, colour a fish. The pupils have to guess the word before the shark swallows all the fish, otherwise the game is over. You may also play the game with two or more teams.

Revision: animals

- Revise Starter Level animal words *elephant, giraffe, hippo, lion, rhino, tiger, leopard, zebra; bird, cat, dog, duck, fish, hamster, horse, mouse, rabbit, tortoise* using a mind map. Write the word *Animals* in the middle of the board. Have pupils say all animal words they know. Place relevant flashcards around the word *animals*. Leave the mind map on the board until the end of the lesson.
- Miming activity. Use gestures or noises for a chosen animal and have pupils guess its name. Continue the game with volunteers doing the mimes.
- Guessing activity. Say: *I'm (big). I'm (grey). I've got (big) (ears) and a (long) (nose). Who am I?* Pupils guess the animal and name it: *It's an (elephant)*. Continue the game with other animal words, then have pupils practise in pairs.
- Hand out word cards with animal words. Make sure pupils are familiar with the words. Point to one of the flashcards on the board and ask the children to name the animal. The pupil with the corresponding word card comes to the board and places it under the flashcard. Continue the game with other words.

CLIL: Silly animals

- Hand out sheets of paper. Tell pupils to draw an animal they can name in English, but have them change something in its appearance (e.g. they may draw a pink giraffe or a two-headed cat). It should still be clear what animal it is. Monitor work and help when necessary, asking: *What is this? How many (legs)? What colour is it?* When pupils are ready, ask them to show their work to other children and describe: *I've got a (giraffe). It's big. It's (pink and green).*
- Collect all the work and put on classroom display. As a class, choose the five silliest animals.

TPR

Assign an animal name to pairs of pupils sitting at their desks. Say animal words and numbers 1–10, e.g. *(Elephants) – (five)*. The children who hear their animal word get up and jump e.g. five times. As the game progresses, you may say more animal words, e.g.: *(Giraffes), (lions) and (cats) – (six)*.

Ending the lesson

- Leave only the word cards on the board and have pupils put them in order from smallest to largest. When they finish the task, place flashcards under the corresponding word cards for pupils to check.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Activity 1 (CLIL: Big and small animals)

Pupils draw two favourite animals (one big, one small) in their notebooks. They show their drawings to other pupils and describe: *It's a (bird). It's (small). It's (red) and (green). It's a (hippo). It's (big). It's (brown).*

Activity 2

Write the name of an animal on the board, but change the order of the letters, so write e.g. *zerba (zebra)* or *leephant (elephant)*. Have the pupils guess the name of the animal and write the correct word on the board. The activity may be done individually or as group work. In the latter case you may also run a competition to find out which group can do the task the fastest.

Progress assessment

- Photocopiable materials: Worksheet 3, p. 80. The guidelines for using the worksheet can be found on p. 76.

Lesson 4

Lesson aims: to revise language from *New English Adventure Starter B*.

Target language: *It's a (ball). A (blue) circle.*

Revision: Starter A and B toy words, shapes.

Receptive language: *What's number (one)? What's this?*

Materials: toy and animal Starter A and B flashcards, self-made colour flashcards with geometrical shapes, an envelope or a non-transparent bag, lively music.

- Greet the class. T: *Hello!* Pupils: *Hello, teacher!*
- Very quickly show the animal flashcards upside down. Have pupils name the animals.

Revision: toys

- Revise names of toys introduced in levels Starter A and B (*boat, ball, car, doll, kite, teddy bear, train, yo-yo*) using flashcards or drawings on the board. Point and ask *What's this?* Have pupils answer as a class.
- Pick eight flashcards and place them on the board. Point to the pictures one by one and have pupils name them at a steady pace. When the last flashcard is named, take it away and write a full stop instead. Repeat the activity and have pupils say the word for the missing card. Again take away the last card and write a full stop instead. Continue the activity until all flashcards are off the board and pupils say the memorised words in the correct order.
- Write ten toy words on the board and number them 1–10. In a different place on the board place all toy flashcards. Ask *What's number (one)?* Pupils read the word individually and answer *It's a (ball)*. Volunteers go up to the board and place the correct flashcard above the relevant word. When there is only one flashcard left, have pupils say its name and spell it using L1. Write the name down on the board.

Game: the most popular toy

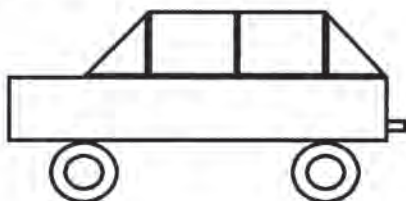
- Have pupils choose their favourite toy from the 1–8 flashcards and write its name down in their notebooks.
- Tell pupils you are going to name toys one by one. Pupils who chose one of these toys get up. Count the children standing up and write the number under the flashcard or drawing on the board. Check which toy is the most popular.

Revision: shapes

- Draw geometrical shapes (a circle, square, rectangle and triangle) in the air. Have pupils guess the shapes.
- Ask pupils if they know the *Brother John (Frère Jacques)* song and have them hum the tune. Tell them you are going to use the tune to sing a song about shapes:
Circle, circle, circle, circle,
Triangle, triangle,
Square, square, square (x2)
Rectangle, rectangle.
- Sing the song and draw shapes in the air. Have the pupils join in the singing and drawing. Repeat the activity several times.
- Show the pupils flashcards with geometrical shapes. Ask: *What's this?* Pupils: *A (blue) circle.*

CLIL: geometrical toys

- Point to the flashcards on the board. Draw a triangle under the boat, teddy bear, car, train and doll. Have pupils draw one of these toys in their notebooks, using only geometrical shapes (see a sample car drawing below). Next ask them to draw each shape a different colour and describe their pictures, e.g.: *It's a (car). Two brown squares, one big green rectangle, one small red rectangle, two yellow triangles, and two blue circles.*



TPR

Pupils sit in a circle. Put toy and animal flashcards into an envelope or a non-transparent bag. Play some lively music and ask pupils to pass the bag/envelope around. Stop the music. The child holding the bag/envelope takes out a flashcard, hiding it from other pupils at the same time. The pupil uses gestures and sounds to mime a toy or an animal. Once the children guess its name, the pupil hands the flashcard back to you and passes the bag/envelope to another person. Play the music again and continue the activity.

Ending the lesson

- Play "Team quiz" (Resource Bank, p. A25).
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair work. Pupils draw two lines in their notebooks, one down, one across, dividing the page into four squares. Have them draw a favourite toy in each square. Pupil 1 guesses which toys Pupil 2 has drawn: *A (doll)?* Pupil 2: *Yes/No.* Pupils swap roles.

Progress assessment

- Photocopiable materials: Worksheet 4, p. 80. The guidelines for using the worksheet can be found on p. 76.

DISNEY AND DISNEY/PIXAR STUDIO FILMS

CHARACTERS APPEARING IN DISNEY AND DISNEY/PIXAR STUDIO FILMS

The characters appearing in the Disney and Disney/Pixar studio animated films have an incredibly motivating effect on young learners. This is because children know these characters and their environment, and what is more, they associate them with pleasure and fun. Additionally, the films convey universal values to children, such as friendship, courage, loyalty, honesty and respect. Short summaries of the films used in *New English Adventure Level 1* and their main characters are provided below.

UNIT 1 My favourite things is based on *WALL-E*. The main characters WALL-E (Waste Allocation Load Lifter - Earth Class), EVE the probe robot, the Captain of Axiom, a giant spaceship, and Auto, Axiom's autopilot.

For 700 years WALL-E has been segregating and cleaning up rubbish left on Earth by humans, all the time keeping interesting items for himself. His lonely life changes with the arrival of EVE, sent to check if humans can return to Earth. She and WALL-E become friends. WALL-E follows EVE to her spaceship when she comes back there with a plant she found. This starts his exciting adventure which will change the characters' lives.

UNIT 2 My family is based on *Brave*. The main characters are princess Merida, her parents: Queen Elinor and King Fergus, and Merida's younger brothers, the triplets Hamish, Hubert and Harry.

Merida, an impulsive young lady, is determined to carve her own path in life. Defying the age-old and sacred customs, Merida's actions inadvertently unleash chaos and fury with the other Scottish Lords, and in the process she stumbles upon an eccentric and wise old woman who grants her ill-fated wish. The ensuing peril forces Merida to discover the true meaning of bravery in order to undead a beastly curse before it's too late.

ROZDZIAŁ 3 My body and face is based on *Wreck-it Ralph*. The main characters Ralph, Vanellope, Felix, Tammy Calhoun, King Candy, Taffyta and others all star in computer games.

Wreck-It Ralph longs to be as beloved as his game's perfect Good Guy, Fix-It Felix, Jr. The problem is, nobody loves a Bad Guy. So when Hero's Duty, a modern, first-person shooter game arrives in the arcade, Ralph sneaks into the new game with a simple plan, to win a medal. But soon, Ralph wrecks everything and accidentally unleashes a swarm of deadly cy-bugs that threaten to overwhelm every game in the arcade. Ralph's only hope? Vanellope von Schweetz, a young troublemaking "glitch" from a kart-racing game called Sugar Rush. She might just be the one to teach Ralph what it means to be a Good Guy.

UNIT 4 My room is based on *Aladdin*. The main characters are Aladdin, a poor boy, princess Jasmine, The Genie, Grand Vizier Jafar, Abu the monkey, and others.

Aladdin is a street-smart young thief in the mythical city of Agrabah who meets and falls in love with the Sultan's beautiful daughter, Jasmine. The evil vizier, Jafar, plots to get a magic lamp for his own rise to power, and decides he needs Aladdin, to seek the lamp in the Cave of Wonders. Aladdin and his friend, the monkey Abu, gain the lamp and the wisecracking Genie. With the Genie's help and his own cunning and courage, Aladdin manages to defeat Jafar and his evil plans, in the end earning a princely title and the princess.

UNIT 5 I can jump! is based on *The Jungle Book*. The characters are Mowgli, Baloo the bear, Bagheera the tiger, Shere Khan the tiger, Kaa the python and others.

A human boy, Mowgli, is raised in the jungle by wolves until it is deemed unsafe for him to stay because of Shere Khan, the tiger, who has vowed to kill the Man-cub. Bagheera, the panther, is selected to accompany Mowgli on his journey back to civilisation, but has a difficult time because the boy does not want to leave. Meeting Baloo the bear, a lovable "jungle bum," Mowgli is even more certain he wants to stay with his friends. But after an encounter with the mad King Louie the orangutan, when he is pressed to return to the Man-village by Baloo and Bagheera, Mowgli runs away. Alone in the jungle, he meets Shere Khan, but only after the last-minute intervention of his friends does he manage to defeat the tiger. Soon after, he meets a young girl from the Man-village and willingly returns to his own kind.

UNIT 6 He likes cheese! is based on *Ratatouille*. The main characters are Remy the rat, restaurant staff Linguini and Colette, the chef, Skinner, and others.

In one of Paris' finest restaurants, Remy, a determined young rat, dreams of becoming a renowned French chef. Torn between his family's wishes and his true calling, Remy and his pal Linguini set in motion a hilarious chain of events that turns the City of Lights upside down. Remy helps Linguini gain the restaurant from the evil chef Skinner. Their friendship is then put to the test when the rat's clan raids the pantries, but Remy's unflinching belief in the power of his dream reunites the characters. Remy's cooking is acknowledged by a famous food critic and the friends end up running a bistro with Remy as chef.

UNIT 7 Our world is based on *Planes*. The main characters are Dusty the crop duster plane, his friend Chug, a fuel truck, Skipper Riley, a defunct warplane, racer planes: Ripslinger, Ishani, El Chupacabra and others.

Dusty is a big-hearted, fast-flying cropduster who dreams of competing in the most exhilarating around-the-world air race in history. There are only a couple of not-so-small problems—Dusty is not exactly built for racing and he also happens to be afraid of heights. Despite his fear and with the coaching of a naval aviator named Skipper, Dusty narrowly qualifies for the big competition. Dusty's sportsmanship and speed begin to rattle the defending champ of the race circuit, Ripslinger, who will stop at nothing to see Dusty fail. When disaster strikes during the climax of the final race, Dusty's courage is put to the ultimate test. With the support of friends old and new, Dusty reaches heights he never dreamed possible and in the process, gives a spellbound world the inspiration to soar.

UNIT 8 What's he wearing? is based on *Toy Story 2*. The main characters are Woody the sheriff, Buzz Lightyear, cowgirl Jessie, Bo Peep the doll, toy collector Al McWhiggin and others.

Andy heads off to Cowboy Camp, leaving his toys to their own devices. Things shift into high gear when an obsessive toy collector named Al McWhiggin, owner of Al's Toy Barn, kidnaps Woody. At Al's apartment, Woody discovers he is a highly valued collectible from a 1950s TV Show called "Woody's Roundup." He meets the other prized toys from that show: Jessie the Cowgirl, Bullseye the horse, Stinky Pete the Prospector. Andy's toys mount a daring rescue mission, Buzz Lightyear meets his match and Woody has to decide where he and his heart truly belong.

Hello

Lesson 1

Lesson aims: to revise greetings and classroom instructions. To say your name. To introduce a friend. To revise colours. To learn a chant.

Target language: *What's your name? I'm (Anna). This is (Tom).*

Revision: red, yellow, blue, green, black, brown, grey, white, purple, pink, orange; hello.

Receptive language: Say hello. Hello everyone. What colour is it? Open your books. Look! Listen! This is ...

Materials: CD 1, self-made flashcards with colours (optional), coloured pencils, a soft toy ball.

Starting the lesson

- Greet pupils. T: *Hello everyone!* and encourage pupils to reply. T: *Say hello.* Pupils: *Hello!*
- Revise classroom instructions. Say: *Look!* and *Listen!* and point to your eyes or ears to demonstrate the meaning. Tell pupils to point to their eyes or ears when they hear the instructions. Say the instructions a few times, slowly at first and gradually getting faster.

Presentation

- Introduce yourself. T: *Hello. I'm (Anna).* Ask pupils to introduce themselves. Pupil: *Hello. I'm (Adam).*
- Ask pupils their names one at a time. T: *What's your name?* Pupil: *I'm (Adam).* After each answer introduce the pupil. T: *This is (Adam).*
- Revise the colours with the flashcards or coloured pencils. Hold them up, say the colour in English and have pupils repeat. Hold them up again one at a time, ask *What colour is it?* and elicit answers.

Pupil's Book, page 2

1 Listen and chant. Then say.

- Say: *Open your books* and ask to pupils to open their Pupil's Books at page 2. Hold up your book and point to the picture. T: *Look! This is Minnie. This is Pluto. This is Mickey.* If necessary, explain that these are the names of the characters in English.
- Tell pupils that they are going to hear a chant. T: *Listen.* Play track 1.2 once.
- Play the chant again. Encourage pupils to join in.
- Play the chant again for more practice.
- Once the pupils have learned the chant, ask them to chant to the karaoke version (Track 1.3).
- Play a game with the soft toy ball to practice the target language. Say *Hello. I'm (Eva).* Throw the ball to a pupil and say *This is (Anna).* The pupil says *Hello. I'm (Anna),* then throws the ball to another pupil and says *This is (Tom).* The game continues around the class.

2 Listen and point. Then say.

- Hold up a crayon and say *Look. A crayon.* Tell pupils they are going to listen to a recording. Explain that they should listen out for the colours, find the correct crayon, point to it and repeat. Play track 1.4. Pause after each word to give pupils sufficient time to point and repeat.
- Ask pupils to look at the crayons. Hold up your book and point to the crayons one at a time from left to right, line by line. T: *What colour is it?* Pupils: *(Red).* Then call out the colours in random order and pupils point to the correct crayon.
- Pair activity. One pupil says a colour and the other pupil points to the correct crayon. Then pupils swap roles.

TPR

Distribute one coloured pencil to each pupil. In this way assign a colour to each pupil and tell them to hold their coloured pencil in their hand. Call out the colours in any order. When pupils hear their colour they hold their coloured pencil up high. Start slowly, then get gradually faster.

Activity Book, page 1

1 Look and write.

- Pupils label the colours by writing words from the box.
- **Answers:** 1 – red, 2 – yellow, 3 – orange, 4 – purple, 5 – grey, 6 – green, 7 – brown, 8 – blue, 9 – pink, 10 – white, 11 – black.

Ending the lesson

- Tell pupils that they are going listen to a chant that they will say to end every lesson T: *Listen.* Play the CD.

Goodbye, say goodbye,
Goodbye, thank you!
Goodbye, say goodbye,
Goodbye, see you!

1.7

- Play the CD again and encourage pupils to join in.
- Once the pupils have learned the chant, ask them to chant to the karaoke version (Track 1.8).
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Put pupils into pairs. Pupil 1 says a colour. Pupil 2 writes the colour down using the equivalent coloured pencil. Then pupils swap roles.

Hello

1 Listen and chant. Then say.



Hello! I'm Mickey.
And this is Minnie.
This is Pluto.
What's your name?

2 Listen and point. Then say.

red	yellow	blue	green
black	brown	grey	
white	purple	pink	orange

Lesson 1 • 1 in English 1 for 6 (2016) © Pearson

Lesson 2

Lesson aims: to revise numbers 1–10. To ask somebody's age. To say your age.

Target language: *How old are you? I'm eight.*

Revision: colours; numbers 1–10.

Receptive language: *balloons; What's missing? Point to something (red.) What colour is it? Open your books. Look! Listen! What colour is number (one)? It's (yellow). Point to number (six).*

Materials: CD 1, self-made flashcards with numbers 1–10 (optional), a soft toy ball. Optional: Worksheet 5 for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Play the chant from Lesson 1 (Track 1.2) and encourage pupils to join in. Then ask them to chant to the karaoke version (Track 1.3).
- Revise the colours. Tell pupils *Point to something (red)* and pupils point to something in the correct colour. Then point to a classroom object, ask *What colour is it?* and elicit answers.
- Play "The ball is burning" game (see Resource Bank, page A23).

Presentation

- Revise the numbers 1–10 with the self-made flashcards or write them on the board. Stick or write the numbers on the board one at a time, and ask pupils to call them out. Then play the "What's missing?" game (see Resource Bank, page A21) by either removing flashcards or erasing numbers.
- Replace all the numbers on the board. Introduce the question *How old are you?* Ask a pupil in L1 to go to the board and point to the number that is their age. Ask *How old are you?* and prompt the pupil to reply *I'm (eight).*
- Ask other pupils their age. T: *How old are you?* Pupil: *I'm (eight).*

Pupil's Book, page 3

3 Listen and say.

- Say *Open your books.* and ask pupils to open their Pupil's Books at page 3. Say *Look! Balloons.* Explain the meaning of *balloons* in L1 if necessary.

- Tell pupils that they are going to listen to a recording. Explain they should listen and repeat the numbers. T: *Listen.* Play track 1. Pause after each number to allow pupils time to repeat.
- Call out a number and tell pupils to say what colour the balloon is. T: *What colour is number (one)?* Pupils: *It's (yellow).*
- Pair activity. Pupil 1 says a colour. Pupil 2 says the number that matches. Then pupils swap roles.

4 Listen and point at the correct balloon in Exercise 3. Then say.

- Ask pupils to look at children in the exercise. Explain that they are going to listen to a recording and the children are going to answer the question *How old are you?* Tell pupils that they should point to the correct balloon for each child's age.
- T: *Listen.* Play the CD. Pause after each number to allow pupils time to find the balloon and point. Point to the corresponding number on the board so pupils can check their answer.

A: How old are you? B: I'm 7.
A: How old are you? B: I'm 8.
A: How old are you? B: I'm 6.
A: How old are you? B: I'm 9.

1.5

5 Read and say.

- Ask pupils to read out Mickey's question. Throw the soft toy ball to a pupil and ask: *How old are you?* Pupil: *I'm (eight).* The pupil throws the ball to another pupil and asks *How old are you?* until all pupils have asked and answered.
- Pair activity: Pupil 1 asks *How old are you?* Pupil 2 answers *I'm (eight).* Then pupils swap roles.

TPR

Assign a number from 1–10 to each pupil. Call out numbers from 1–10 in random order. Pupils stand up when they hear their number and hold up the correct number of fingers.

Activity Book, page 1

2 Match and write.

- Pupils match the words to the digits by drawing lines. Then they unscramble the letters and spell the numbers 1–10 correctly.

Ending the lesson

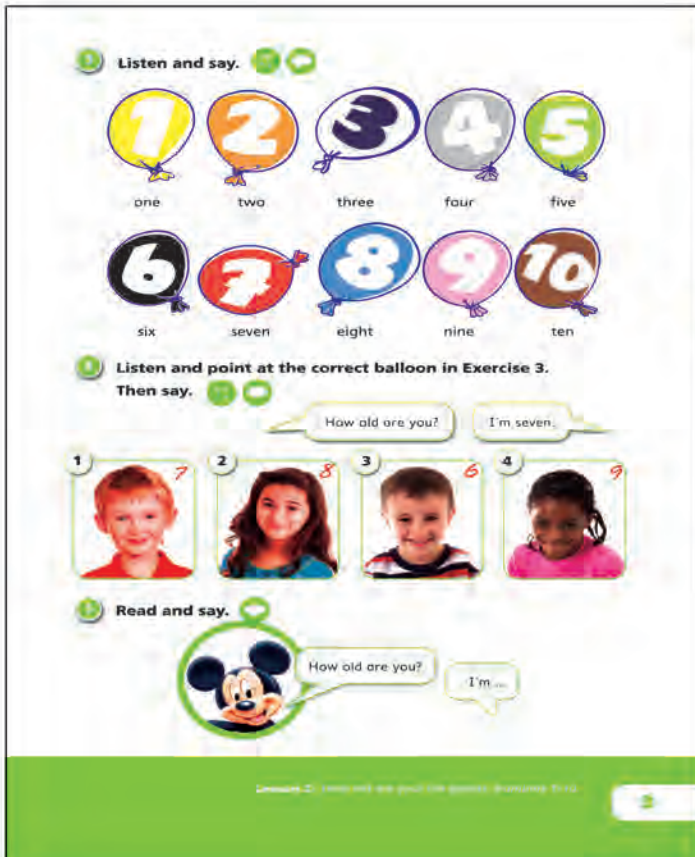
- Use the numbers on the board. Ask a volunteer to come to the board and point to the number you say. T: *Point to number (six).* Continue until all pupils have had a turn.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity: Pupil 1 traces a number on the back of Pupil 2 with a finger. Pupil 2 guesses the number. Then pupils swap roles.

Progress assessment

- Photocopiable materials, Worksheet 5, page 81. The guidelines for using the worksheet can be found on page 76.



3 Listen and say.

one two three four five
six seven eight nine ten

4 Listen and point at the correct balloon in Exercise 3. Then say.

How old are you? I'm seven.

1 2 3 4

5 Read and say.

How old are you? I'm ...

Lesson 2: Hello and the pupil can answer: How old are you?

UNIT

1 My favourite thing.

Lesson 1

Lesson aims: to learn words for favourite things.

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

Revision: colours; toys. *What's your name? How old are you?*

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

Materials: CD 1, flashcards with possessions, a sheet of paper for each pupil; Starter A & B flashcards with toys.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Play the "Questions" game. *What's your name? How old are you?* (see Resource Bank, page A23).

Presentation

- Praise pupils for answering the questions well. Tell them they are now ready to learn new words. Explain that you are going to focus on words for favourite things.
- Revise toys with Starter A & B flashcards (*ball, teddy bear, doll, boat, kite, train*).
- Introduce favourite things with the flashcards and draw a TV on the board. Hold up a flashcard and say the word. Have pupils repeat.

Pupil's Book, page 4

1 Listen and point.

- Tell pupils to open their Pupil's Books at 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 pupils if they have seen the film *WALL-E*. (For a detailed description of the film, see page A30.)
- Explain in L1 that pupils can see WALL-E and EVE's things in the pictures. Tell pupils the word in English is *things*.
- Tell pupils that they are going to listen to a recording. Explain that they should point to the things they hear. T: *Listen.* Play the CD once.

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

- Check comprehension. T: *Point to WALL-E/EVE. What colour is he/she?* Pupils: *Yellow/white.* Continue with other items.

2 Listen and repeat. Then look and say Yes or No.

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

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

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

3 Listen and say.

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

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

- Play the CD again for pupils 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)?* Pupils stand up and say *Yes* or *No*.

Activity Book, page 2

1 Look and say. Then number.

- Pupils look at the picture, say the words and write the numbers in the boxes. Check answers. Say a word and pupils say the number.
- **Answers:** *bat – 5, computer game – 2, watch – 6, robot – 1, TV – 4, bike – 3.*

2 Read, look at Exercise 1 and tick (✓) or cross (X).

- Pupils look at the numbers, read the sentences and draw a tick or a cross. They say *Yes* for ticks and *No* for crosses.
- **Answers:** *1 – X, 2 – ✓, 3 – ✓, 4 – ✓, 5 – X, 6 – X.*

Ending the lesson

- Play the "Observation" game with the flashcards (see Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

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



UNIT
1
My favourite things

1 Listen and point.

2 Listen and repeat. Then look and say Yes or No.

Yes No Yes No Yes No Yes

bat robot computer game TV watch bike

3 Listen and say. It's a watch.

Lesson 1: bat, robot, computer game, TV, watch, bike

Lesson 2

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

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the words for favourite things pupils have learned so far playing the "Yes!/No!" game (see: Resource Bank, page A21).
- Revise the toys (*ball, teddy bear, doll, boat, kite, train*) with drawings on the board. Have pupils 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 pupils repeat the word. Stick all the flashcards with possessions on the board.
- Introduce *My favourite thing* and *It isn't a (scooter)*. Point to one of the flashcards on the board and say *Look. A (spaceship). It's my favourite thing* and smile. Then shake your head, point to other flashcards and say each time *It isn't a (scooter)*.
- Explain *My favourite thing* in L1 if necessary. Then ask individual pupils to come to the board and point to their favourite thing: T: *What's your favourite thing?* Pupil: *It's a (doll)*.

Pupil's Book, page 5

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

- Tell pupils to open their Pupil's Books at page 5. Hold up your book and point to the pictures. T: *Point to a (teddy bear)*. Pupils point to the correct pictures.



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

computer, spaceship, scooter, teddy bear

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

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

3 Listen and sing.

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

It's my favourite 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!

Lesson 2 | Grammar | Vocabulary | Listening | Reading | Writing | Speaking |

- Tell pupils that they are going to listen to a recording about children's favourite things. Ask them to point to the things and then say what each child's favourite thing is. T: *Listen.* F Stop after each child and pupils say their favourite thing.

What's your favourite thing?

1.12

A: Hmm... It isn't a computer. It isn't a teddy bear. Umm. My favourite toy is big and it's blue. It's a scooter.
 B: My favourite 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 pupils' attention to the texts. Ask volunteers to read them out. Tell pupils to match the texts to the children. T: *Which number: 1 or 2?*
- Pair activity: Pupil 1 reads out one of the texts. Pupil 2 chooses 1 or 2. Then pupils swap roles.

5 Listen and sing.

- Before playing the song, talk about the girl in the picture. T: *What's her favourite thing? A bike?* Pupils: *No. It isn't a bike.* T: *A scooter?* Pupils: *Yes, It's a scooter.* T: *What colour is it?* Pupils: *It's red.*
- Tell pupils to listen to the song about the favourite things. T: *Listen.* Play track 1.13.
- Play the song again. Ask pupils 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, ride a scooter. Play the song a few more times. Encourage pupils to join in the singing and actions.
- When pupils have learned the song, encourage them to sing along to the karaoke version (track 1.14).

TPR

Assign a favourite thing from the song to each pupil. Then play the "Sing and respond" game with the song (see: Resource Bank, page A23).

Activity Book, page 3

3 Read, look and guess. Then write.

- Pupils read the sentences and guess what the favourite things are. They complete the sentences with words from the box. Check answers by reading out the sentences and having pupils say the missing word.
- Answers: 1 – bike, 2 – watch, 3 – scooter, 4 – robot, 5 – computer.

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

- Pupils look for the word they didn't use in Exercise 2. They draw a picture and complete the sentence. Pupils hold up their books for checking.
- Answer: *spaceship*.

Ending the lesson

- Remove the flashcards one at a time from the board. Hold them up one at a time and say: *It isn't a (spaceship). It's a ...* Pupils: ... (*bike!*)
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 71

1 Find and circle. Then write.

Pupils look at the pictures and find the words in the word search. Then they write them next to the corresponding numbers. Check answers by saying a number and having pupils say the word.

- Answers: 1 – watch, 2 – computer game, 3 – robot, 4 – bat, 5 – scooter, 6 – spaceship, 7 – computer, 8 – teddy bear.



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