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NEW

English Adventure

Teacher's Book

STARTER B

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ALWAYS LEARNING

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Scope and sequence

Unit	Words/Expressions	Sentences/Questions	
Pre-coursebook period	*Hello! Goodbye! Yes. No.* *I'm (Anna).* *teacher* Classroom objects: *crayon, pencil, rubber* Colours: *blue, green, red, yellow*	*Stand up. Sit down. Look. Listen. Quiet, please. Try again! Pick up (a pencil). What's this? What colour is it? Point to (a yellow crayon). Touch something (red).*	
Hello!	Classroom objects: *bag, book, pen, pencil, rubber, crayon, pencil case, ruler* Colours: *blue, green, red, yellow*	*Say hello. Hello everyone.* *Too. What colour is it?* *It's (red). What is it?* Classroom language: *Open your books.* *Look! This is... Listen.* *Point to a (pencil).*	*Hello!* *Goodbye!* *I'm (Anna).*
1 My face	Parts of the face: *ears, eyes, face, hair, mouth, nose* Colours: *brown, orange, pink, purple* *happy, sad, big, small, flower* *This is my (face). My (blue) (eyes). I'm (happy). (Pink) flowers. Are you (sad)? Thank you! Oh, my (nose)! It's (big). A (big) (book). Yes! No!*	*What colour is it? What colour is (the hair)? What colour are the (eyes)? What's missing? Happy or sad? We're happy/sad. Everything's great/bad. Boo-hoo! Hooray! Is he/she (happy)? He's/She's (happy). What colour is it? Is Minnie sad? What is it? Is it (big)? Look at dad/mum. Who is it?* Classroom language: *Cut out. Look at me! Today, it's story time!* *Yes. Try again.*	Colours: *blue, green, red, yellow* Classroom objects
2 Animals	Animals: *elephant, giraffe, hippo, lion, rhino, zebra.* *It's a (lion). Look at the animals! What's that? A bird? It's (grey).* Numbers 1–5. *(three) (giraffes)* Colours: *black, grey, white* *bird, baby, leopard, tiger*	*This is a (giraffe). Listen to the animals. How many fingers? Number (one). What colour is it? How many lions? Is it (grey)? It isn't (purple).* *What is it? Is it (big)? Touch something (black). What's this? How many (grey) animals? Is the elephant happy?* *cat, body, with* Classroom language	Colours *big, small*
3 My toys	Toys: *ball, car, cowboy, dinosaur, doll, spaceman, boat, kite, teddy bear, train, yo-yo* *Is it a (car)? Yes, it's a (car). No, it's a (boat). Clap, stamp, turn around, touch the ground.. Look at the kites! Go! Look out! My (kite). It's the ball! It's a (blue) (ball).* *(ten) (balls)* Numbers 6–10 Shapes: *circle, rectangle, square, triangle*	*Come and look at my toys.* *It isn't a (doll). It isn't (blue). Listen to the song. What colour is number (six)? Close your eyes. What's missing? How many (dolls)? Look at the numbers. Is (the boy) happy? What toys are in the story? What is it? What's your toy? It isn't (a train). Jump (six) times. How many (circles)? Is it (big)? Point to a (doll). Colour the (cowboys) (blue). What number?* *dance* Classroom language	Colours Numbers 1–5 *It's a (ball). Is it a ball? It's (blue). It's a (blue ball).* *big, small.*
4 Food	Food: *bread, cheese, chicken, pizza, spaghetti, water, apples, bananas, milk, pears, cake, eggs, meat, sandwiches* *I like (cheese). Yummy. I don't like (milk). Do you like (eggs)? Delicious. Oh no! Stop! Sorry!* *milkshake, seed, tree*	*Oh, yum! What's missing? Food! Do you like (pizza)? What is it? What are they? What colour is it/are they? Is it water? Is Goofy happy? Does Mickey like bananas? You're number 2. How many (apples) can you see?* *Plant the seed. Now. Is it/are they big? Look! This is Scamp. Well done!* *ugh, but* Classroom language.	Colours Numbers 1–10 *It's a (big tree). It's (brown).* *big, small, flower*
5 My body	Parts of the body: *arms, body, head, legs, tummy, feet, fingers, hands, toes.* *long, short, stretch, mirrors* *I've got (a big body). I've got (long fingers). I've got (five toes). Look (at me)! Oh yes! (Your) nose!* Sports: *football, gymnastics, tennis*	*Look at... . Look, this is a robot. How many (fingers)? Touch your (legs). What is it/are they? Is it/Are they (long)? Stretch your (arms). How many fingers has (he) got? Has (he) got (long hair)? He's/She's got (a big head). (Nose) up/down! Come on! Who's got (a big head)? A circus! Who am I? Do you like (tennis)? What colour is it? Is it big or small? Tick or cross?* Classroom language	Colours Numbers 1–10 *I like (tennis). It's (yellow).* *big, small, hair, nose*

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UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	[illegible]
6 My house	The house: *bathroom, bedroom, garden, house, kitchen, living room* Household items: *chair, door, table, window* *This is my (house). It's in the (bedroom). Is it in the (bathroom)? It isn't in the (bathroom). Hi. Hello. Where's (Goofy)? Oh (no)!* *boot, snail*	*Come and see. Where's the (table)? (A pencil) is in the (living room). Is it (big)? Tell me, please. Number (1), tick or cross? Come in. What is it? What's this? He's in the kitchen. Where's the (ball)? What colour is it? What's your favourite room? How many (doors)? Who's this? Make a (square).* *hat, monster* Classroom language	Colours Numbers 1–10 Shapes *This is my (house). It's a (table). It's (blue)/(big). I like (this house).* *big, small, bag, boat, book, doll, teddy bear, pizza*
7 My clothes	Clothes: *boots, dress, hat, shirt, skirt, trousers, coat, shoes, sweater, T-shirt, scarf, shorts* *Put on (your boots). I'm wearing (a dress). I'm wearing (a green sweater). I'm wearing my (pink) (dress). Do you like it? What colour is it? It's (brown). Thank you. It's hot/cold.*	*Look! This is (Rapunzel). Clap with me. What is it? What colour is it? What are you wearing? The (dress) is in the (kitchen). This is my picture for you. Mix the colours. Touch something (yellow). Who's this? Sit! Here! It's nice. What is (Minnie) wearing? What colour is Minnie's (dress)? Is Minnie happy? That's it! Is it hot/cold? He's/She's wearing (brown) (boots).* *with me, chameleon, phew* Classroom language	Colours Numbers 1–10 House words *It's (red). It's a (T-shirt).*
8 My party	Pets: *bird, cat, dog, duck, mouse, rabbit, fish, hamster, horse, tortoise, chicken, cow, pig, sheep.* *party, a mouse in a boat, a mouse with a (kite). Look out! Stop!*	*Look! What's this? Is it big/small? Have you got a (pet)? What colour is it/are they? Point to the (kite). For me and you. And lots of fun. What number? You're number (1). Does Mickey like hamsters? Is it a kitchen? Is Minnie happy? What are these? What colour are they? What's on his head? Do you like (dogs)? Have you got a (bird)? What are you wearing? Put on your (shirt). Tick or cross? What's this? How many (cows) can you see? Is it big or small? How many (birds)?* *mice, farm* Classroom language	Colours Clothes Food Numbers 1–10 Toys *I've got a (dog). I like (cheese). I don't like (water). Do you like (hamsters)? Flowers. It's a (kite). It's (red). Is it a dog? (two cats) Jump, stamp, clap your hands, touch (your ears), touch the ground, stretch your (body), put on your (hat. Hooray! I'm a (bird). I'm (blue). I'm wearing a (green) (dress). What colour is it?*
Christmas	*Christmas, cracker, present, pudding, stocking, turkey, Santa, tree.* *I like (presents). Happy Christmas!*	*Look! Hooray! Is it a (cracker)? It's (big and green). What is it? Look at my present!* Classroom language	Toys *It's (Santa).*
Easter	*chick, Easter, egg, flower, lamb, rabbit* *It's a chick. Happy Easter!*	*Easter time. What's this? How many (chicks)? What colour is it/are the (flowers)? Easter basket.* Classroom language	Colours Numbers 1–10 *baby* *Clap, jump, stamp, touch (your head).*
Halloween	*bat, cat, ghost, Halloween, pumpkin, witch*	*I turn around and I see an orange pumpkin smiling at me.* Classroom language	Colours *It's a (ghost). I'm a (witch).*

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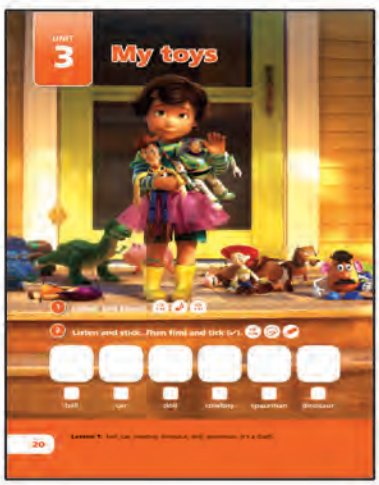
Introduction

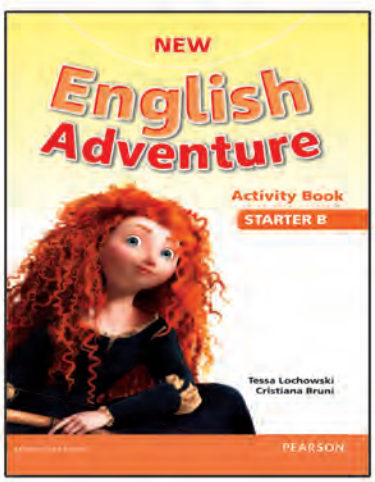
New English Adventure is a primary schools course. *New English Adventure Starter B* is the second level of the course 6 to 7-year-olds who are either beginners, or who have already had some contact with English. *New English Adventu* colour Pupil's Books and Activity Books, as well as additional materials such as CDs, DVDs, puppets, flashcards, story posters, which are adjusted to the abilities 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* Starter B **PUPIL'S BOOK** familiarizes 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 three additional units related to festivals: *Christmas, Easter* and *Halloween*. At the end of the Pupil's Book there are cut-out materials and stickers. 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; it also has the same page number.
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 fine motor skills (*Extra Adventure*) placed at the end of the Activity Book. These exercises cover the material from the entire unit and introduce pupils to learning writing.
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.



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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, lessons to be carried out during 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 **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 **SONGS AND STORIES CD** with all chants, songs and stories is attached to the Activity Book. Thanks to that, pupils 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 one DVD is 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 **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.

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.

TEACHER'S eTEXT available for the *New English Adventure* course provides software with various tools for interactive whiteboards. You may also use it with a computer and a multimedia projector. This software facilitates conducting effective and interesting classes, because it contains the entire 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 and pages from 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.

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 web www.pearsonelt.com/newenglishadventure additional online materials supporting the course

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

- free access to posters, methodology guidelines, photocopiable materials and other aids which are helpful while working with the 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.

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Pre-coursebook period

Lesson 1

Lesson aims: to learn phrases expressing greeting and saying goodbye. To understand classroom instructions. To integrate the peer group.
Target language: *hello, goodbye; yes, no; teacher.*
Receptive language: *Stand up. Sit down. Look. Listen. Quiet, please.*
Materials: Mickey Mouse or Minnie Mouse puppet (or any other soft toy/puppet). Optionally: Worksheet 1 for each pupil (see p. 79).

- Greet pupils saying: *Hello!* Encourage them to answer: *Hello!*
- Introduce the word *teacher* and explain its meaning. Say that at the beginning of each class you will greet pupils saying: *Hello!*, and pupils will answer: *Hello, teacher!* Ask pupils to repeat the phrase. Add that you will also sing a greeting song. Ask pupils to listen to it. T: *Listen.* Play the CD.

1.2

Say hello, hello, say hello, hello.
Say hello, hello. Hello everyone.

Hello, hello, hello, hello.
Hello, hello, hello.

Say hello, hello, say hello, hello
Say hello, hello. Hello everyone. Hello!

- Play the song again and encourage pupils to to sing together.
- Play the song again for further practice.
- Once the pupils have learnt the song, ask them to sing along with the karaoke version (track 1.3).
- Tell pupils that you have invited a special guest (a puppet) to the classes and in a moment pupils will meet it.

- Show pupils the puppet you have brought. Introduce it, etc.: *This is (Mickey).* Say: *Hello, (Mickey).* Then, imitating the voice of the puppet, repeat several times: *Hello!*, and then turn the puppet around towards you and say again: *Hello!* Answer the puppet: *Hello!* Speaking with the puppet voice say *Hello!* to pupils and ask them to answer the greeting in the same way. If you already know the pupils' names, use the puppet to greet each one with their name: *Hello, (Ann)!* Each pupil answers: *Hello!*
- Come to the door holding the puppet. Explain to pupils that when we leave, we say: *Goodbye!* Open the door and say: *Goodbye!* Encourage pupils to answer the puppet. Then leave and enter the classroom several times, while pupils say hello or goodbye to the puppet accordingly.

- Explain to pupils that they will greet each other and say goodbye. When you say a loud *Hello!*, pupils approach as many other children as possible and greet them by shaking their hands and saying: *Hello!* When you say a loud: *Goodbye!*, the pupils' task is to say goodbye to each other by saying: *Goodbye!* and waving their hands. Repeat the exercise a few times.

- If it is possible, invite pupils to the part of the classroom where they can sit in a circle. Pupils stand in a circle or by their desks. Say: *Sit down* and show an appropriate gesture with your hand.
- Explain to pupils that from now on you will give certain instructions in English. Ask pupils to follow what you do. Say: *Stand up* and stand up, then say: *Sit down* and sit down. Repeat the instructions a few times.
- Explain to pupils that each time you say: *Look*, their task will be to look at you or at an object you point to and when you say: *Listen*, the pupils' task will be to put their hands to their ears. Repeat the instructions a few times, asking pupils to follow them. As the last command, introduce: *Quiet, please*. Put your finger on your mouth and say: *Shh!*, so that pupils understand that you ask them to quieten down and then say: *Quiet, please*.
- Tell pupils that now the puppet will give them the instructions. Take the puppet and give all the instructions in random order, asking pupils to follow them.

- If pupils performed the previous task sitting in a circle, ask them to go back to their seats. Say: *Sit down*. When pupils sit down, explain that you will now draw pictures presenting the instructions that you have learned.
- Draw an eye on the board and say: *Look*. Pretend that the puppet looks at the picture, nods its head and says a loud: *Yes!* Then, the puppet looks at the picture and says: *Look!* Encourage pupils to answer: *Yes!*
- Do the same for other instructions. Draw an ear for *Listen*, a chair with a character sitting on it for *Sit down*, a chair with a character standing next to it for *Stand up* and a closed mouth for *Quiet, please*.
- When all pictures are drawn on the board, use the puppet to point to e.g. The eye and say again: *Look*. Pupils answer: *Yes*. Point to the window again and say: *Listen*. The toy shakes its head and says: *No*. Continue with other pictures.

- Revise the classroom instructions with pupils. Give the instructions and pupils follow them: *Stand up! Sit down! Look! Listen. Quiet, please!* Change the order of commands and pace at which you give them.
- Tell pupils that at the end of each class you will say goodbye with a song. Ask pupils to listen to it. T: *Listen*. Play the CD.

1.4

Say goodbye, goodbye, say goodbye, goodbye.
Say goodbye, goodbye. Goodbye everyone.

Goodbye, goodbye, goodbye, goodbye.
Goodbye, goodbye, goodbye.

Say goodbye, goodbye, say goodbye, goodbye.
Say goodbye, goodbye. Goodbye everyone.
Goodbye!

- Play the song again and encourage pupils to sing together.
- Play the song once again for further practice.
- Once the pupils have learnt the song, ask them to sing along with the karaoke version (track 1.5).
- Using the puppet, say: *Goodbye!* and end the class.

Extra activity

Choose a volunteer from among the pupils and instruct him/her to stand in a place where everyone in the classroom can see him/her well. Explain to the pupil that you will whisper to him/her an instruction which he/she is supposed to follow. When the pupil does what you asked him/her, say the instruction aloud. The task of the whole class is to shout: *Yes!*, if you gave the correct instruction, or: *No!*, if you made a mistake.

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

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Lesson 2

Lesson aims: to learn names of classroom objects.
Target language: classroom objects – *crayon, pencil, rubber.*
Revision: imperatives – *Stand up. Sit down. Look. Listen. Quiet, please*; *vocabulary – hello, goodbye; yes, no.*
Receptive language: *Pick up (a pencil). What's this? Try again!*
Materials: Puppet. Classroom objects: crayon, pencil, rubber. Optionally: a recording with lively music, one sheet of paper for each pupil, Worksheet 2 for each pupil (see p. 80).

- Greet pupils. T: *Hello!* Encourage them to answer together: *Hello, teacher!* Sing the *Hello!* song together. Take the puppet and greet each pupil: *Hello, (Ann)!* Pupils answer: *Hello, (Mickey)!*
- Revise the instructions. Remind pupils of the commands and gestures assigned to them: *Look* (put your hands against your eyes as if looking through binoculars), *Listen* (put your hands against your ears), *Quiet, please* (put a finger to your lips and say: *Shh*). Tell pupils that their task is to do what the puppet says. Using the puppet, give the instructions interchangeably.

- Show pupils the classroom objects you have brought: a pencil, a crayon and a rubber. Hold up the objects one by one, saying their names loudly and clearly. Each time ask pupils to repeat the words after you several times, like an echo.
- Tell pupils to put their pencils, crayons and rubbers on their desks. Explain to pupils that their task will be to hold up the appropriate object when the puppet says: *Pick up...* Show pupils how to perform this task. Using the puppet, say: *Pick up (a pencil)* and pick up a pencil. Then, the puppet gives instructions and pupils raise appropriate objects.

- Divide pupils into groups of three or four. By naming particular objects one by one: *A pencil. A crayon. A rubber*, assign to each pupil an object which he/she has to pick up. Explain to pupils that when you play the music, they will pass objects from hand to hand. When you turn it off, you will give pupils a command, e.g.: *Pick up a pencil.* Pupils who hold pencils hold them up. Repeat the game a few times. You may conduct this task without music, replacing it with any signal, e.g. clapping your hands, etc.

- Start drawing one of the classroom objects on the board. Once you draw a little piece of the object, ask: *What's this?* Pupils guess. Draw some more pieces until the pupils give you the correct name.
- Take the puppet and pretend that it's whispering something in your ear. Explain to pupils that the puppet thinks about a school object, but it will not reveal which one. The pupils' task is to guess what the object is. Pupils say the names of the objects in English and the puppet says: *No! Try again!* until the correct name is given, then he/she says: *Yes!* When pupils become familiar with the exercise, they can take the role of the puppet.

- Hold up the classroom objects one by one and say their names. If you say the correct name, pupils say: *Yes!*, if the name is wrong, they say: *No!*
- Sing the *Goodbye!* song together.
- Using the puppet, say: *Goodbye!* and end the class.

Extra activities

Game

Distribute sheets of paper to pupils and assign each of the pupils an object he/she is supposed to draw: *A pencil. A rubber. A crayon.* Pupils draw the objects. Then, if possible, invite them to the part of the classroom where they can sit in a circle. Ask pupils to raise their drawings so that everyone can see them. Explain that you will say the names of classroom objects. The pupils who have the picture of an object you named must exchange places quickly. Once you finish the game, collect the drawings and use them in another game or keep them for further lessons.

Quiz

Stick drawings with classroom objects to the board. Point to particular objects one by one. Pupils say their names together. Repeat this procedure several times and make sure that pupils remember the order in which the pictures are placed. Ask pupils to close their eyes. Turn one of the pictures face down so that pupils can see a blank page. Show pictures one by one again (together with a blank page) and pupils name the objects. Continue until all pictures are turned back with the drawing facing the board. Pupils should be able to say the names in the correct order.

- Photocopiable materials, Worksheet 2, p. 80. Guidelines for using the worksheet are provided on p. 76.

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Lesson 3

Lesson aims: to learn names of colours.
Target language: colours – *blue, green, red, yellow*.
Revision: classroom objects – *crayon, pencil, rubber*.
Receptive language: *What's this? Pick up (a pencil). What colour is it? Point to (a yellow crayon). Touch something (red).*
Materials: Puppet. One sheet of paper for each pupil + four additional sheets. Crayons: red, blue, green and yellow. Soft ball or puppet for throwing. Optional: Worksheet 3 for each pupil (see p. 81).

- Using the puppet, greet your pupils: *Hello!* Encourage them to answer together: *Hello, (Mickey)!* Sing the *Hello!* song.
- Revise the names of classroom objects. Ask pupils to raise the object each time you ask for it, saying: *Pick up (a pencil).*

Presentation: colours

- Introduce names of colours: *red, blue, yellow* and *green*, using coloured crayons. Pick up the crayons one by one and ask: *What colour is it?* Say loudly the colour of the crayon you are pointing to: (*Yellow*). Each time ask pupils to repeat names of particular colours several times.
- Divide pupils into four groups. Give one sheet of paper to each group and assign the group one colour. Tell pupils in particular groups to colour in the entire sheet of paper with the colour. Once the pupils are ready, play the following game with them.

- Place the sheets of paper coloured by the pupils in four corners of the classroom. Ask pupils to walk among the desks. When you name a colour, their task will be to run towards the appropriate corner of the classroom. When pupils become familiar with the task, ask a volunteer to take over your role. (Once you have completed this task, you may play with pupils the first extra activity given below).

- Walk around the classroom and point to various objects in the colours introduced in the lesson. These may be clothes the pupils are wearing, objects in the classroom, etc. Each time ask: *What colour is it?* Pupils say the English name of the colour you are pointing to.

- Explain to pupils that you will walk around the classroom and throw a ball (or other object, e.g. a puppet) at them, at the same time saying a name of a colour. The pupils' task is to catch the ball, but not when you say a particular word, e.g.: (*Red*). The pupil who makes a mistake drops out. You may make the game more difficult by asking pupils not to catch the ball when they hear more than one colour, e.g. *red* and *green*. When pupils become familiar with the task, ask a volunteer to take over your role.

- Tell pupils that you will draw on their backs. Ask pupils to sit in pairs. Then, place two chairs by the board and present the rules of this game. Invite a volunteer to the board and ask him/her to sit down with his/her back against you. Then, draw on his/her back the shape of a rubber. The pupil's task is to name the object drawn (*crayon, pencil, rubber*). Invite all pupils to play in pairs.

- Explain to pupils what the phrase *touch something* means. Give the commands involving names of colours learned by pupils: *Touch something (red).* The pupils' task is to quickly find a school accessory in that colour and raise it.
- Sing the *Goodbye!* song together with pupils.
- Using the puppet, say: *Goodbye!* and end the class.

Extra activities

Activity 1

It is worth carrying out this exercise after you have played the game in the presentation. Ask pupils to go back to their desks and take their seats. This time, ask particular pupils to go to appropriate corners of the classroom and say e.g.: (*Ann*) – (*green*), etc. The exercise ends when all children stand in the corners of the classroom.

Activity 2

Do the following exercise with pupils in order to revise the names of classroom objects and colours. Collect a few pencils, crayons and rubbers from pupils in four introduced colours and put them on the carpet or on the floor in front of the classroom. Ask pupils to stand in a circle around the objects set. Explain to children that their task will be to point with their finger to an object you name by saying: *Point to...* Say names of objects and colours at random, e.g.: *Point to (a yellow crayon).* Pupils point to the appropriate object. For this activity you may also use the drawings the children had prepared before. Put them in various places in the classroom.

- Photocopiable materials, Worksheet 3, p. 81. Guidelines for using the worksheet are provided on p. 76.

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Lesson 4

Lesson aims: to revise vocabulary from lessons 1–3.
Revision: imperatives – *Stand up. Sit down. Look. Listen. Quiet, please*; classroom objects – *crayon, pencil, rubber*; colours – *blue, green, red, yellow*.
Receptive language: *What's this? What colour is it? Point to something (blue).*
Materials: Puppet. Self-made flashcards with classroom instructions. Two sheets of paper for each pupil. Optionally: Worksheet 4 for each pupil (see p. 82).

- Greet your pupils. T: *Hello!* Encourage pupils to answer together: *Hello, teacher!* Sing the *Hello!* song together with pupils.
- Explain to pupils that this is the last lesson without the course book. Talk about the things pupils have learned so far.
  Say that in this lesson you will revise learned words and phrases.

- Stick one flashcard with a classroom instruction on each of the classroom walls. Ask pupils to stand up: *Stand up, please.* Say the instructions. The pupils' task is to listen to the instructions and point to appropriate cards.
- Walk along the rows of desks pointing to various objects and asking particular children the question: *What colour is it?* Pupils answer: (*Blue*).
- Ask pupils to stand up: *Stand up*. Explain that you will say names of objects or colours and the children's task will be to find appropriate objects in the classroom and point to them. Say: *Point to something (blue). Point to a (pencil)*, etc. Children stand up, look around, find a relevant object and point to it. Then, you may make the instructions a little more difficult by saying: *Point to something (red and yellow).*
- Prepare five drawings presenting classroom objects made by children during Lesson 2. Stick them to the board in a repeated sequence and draw a dot at the end. Point to pictures and say the names of the objects together with the pupils, e.g.: *Crayon, crayon, pencil, crayon, crayon*... Pupils say the name of the object which is supposed to appear instead of the dot. Then, repeat the game with another sequence of pictures.

- Distribute one sheet of paper to each pupil. Ask pupils to separate themselves from their friend from the desk with a big book or pencil case, or to sit in such a way that they cannot see what the other person draws.
- Tell children to divide the sheet into half with a thick line, to draw six objects in one half (two rubbers, two crayons and two pencils) and to colour them with colours they have learned.
- Next, pupils play in pairs. One pupil says: *A (green rubber)*, and the other draws a relevant object in the other half of his/her sheet. When pupil 2 finishes drawing, he/she shows the objects to pupil 1. Pupils compare pictures and then exchange roles.

- Distribute sheets of paper to pupils. Divide pupils into three groups: instructions, colours and classroom objects.
  Each pupil is given a sheet of paper and draws the objects assigned to his/her group. In the colour group pupils draw four arbitrary shapes (e.g. circles or squares) and paint them four different colours. Within the groups of instructions and classroom objects divide children in such a way that a similar number of them draws one object (e.g. if there are six children in the group, each pair draws a different object).
- Monitor pupils' work and help them if necessary. Ask: *What's this? What colour is it?*
- Once pupils are ready, collect all drawings. Show the drawings to children and ask them about the English names of the objects presented there. You may also stick the drawings together to the board under headings: *Colours, Classroom objects, Classroom language.*

- Choose one vocabulary item from out of each of the drawin in the project. Repeat the new words with pupils by playing missing?" game (see: Resource Bank p. A21).
- Sing the *Goodbye!* song together.
- Thank pupils for the lesson. Using the puppet, say: *Goodbye!* and end the class.

Extra activity

Revise the words and phrases the children have learned, playing the "Board Race" (see: Resource Bank p. A25). During the game use the flashcards, drawings on the board or objects in the classroom. Ask questions such as: *What's this? What colour is it? Point to something (blue). Point to (a red crayon). Touch a (rubber). (Stand up)!*

- Photocopiable materials, Worksheet 4, p. 82. The guidelines for using the worksheet can be found on p. 76.

DISNEY AND DISNEY/PIXAR STUDIO FILMS

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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 Starter B* and their main characters are provided below.

UNIT 1 *My face* 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 Harris.

Merida is an excellent archer and the quick-tempered daughter of king Fergus and queen Elinor. Independent and determined to have her own way, Merida acts against ancient customs upheld by the lords of the land. Her actions accidentally bring the kingdom into chaos when the girl seeks help of a mysterious old lady, who fulfils Merida's unfortunate wish. Danger forces Merida to discover her true courage in order to remove the terrible curse before it is too late.

UNIT 2 *Animals* is based on *The Lion King*. The main characters of the film are: Simba (the young Lion King), meerkat Timon, warthog Pumbaa, lioness Nala, lions Mufasa and Scar and bird Zazu (Simba's companion).

Simba is the son of Mufasa, the king of the Pride Lands. Mufasa's brother, Scar, develops an intrigue, which leads to Mufasa's death. Scar makes Simba believe that he is the one responsible for the death of his father and that he has to leave the Pride Land. Simba is saved by Timon the meerkat and Pumbaa the warthog. Simba lives a careless life with them until accidentally Nala, Simba's childhood friend, appears. She tells him about the damage their land has suffered. Simba returns to the Pride Rock and regains the title of the successor.

UNIT 3 *My toys* is based on *Toy Story 3*. The main characters of the film are toys: sheriff Woody, space ranger Buzz Lightyear, cowgirl Jessie, dinosaur Rex and others.

Andy, the boy from *Toy Story 1* has grown up and is preparing for college. He wants to take with him his favourite childhood toy, sheriff Woody, and place the rest of his toys in the attic. By mistake, all Andy's toys end up in Sunnyside Daycare. There they make new friends, but also find an enemy. When Woody gets to know that his friends are under a great threat from Lotso, who controls the daycare with an iron fist, he launches a plan of great escape.

UNIT 4 *Food* is based on *Lady and the Tramp II: Adventure*. The main characters are: puppy Scam Angel and Buster (the leader of the Junkyard Dogs).

A sequel of the classic movie of 1955. Lady and the Tramp raise their puppies, the most troublemaking of which is called Scamp. The adventurous dog runs away from home. In the street he meets Angel and other stray dogs living in the junkyard under the leadership of smart Buster. Scamp enjoys his new life very much, until because of him Angel is discarded from the pack. At that moment, Scamp realizes how much he has lost and desires to get all that back.

UNIT 5 *My body* is based on *The Incredibles*. The main characters are superheroes Bob and Helen Parr, also known as Mrs and Mr Incredible, and their children: Violet, Dash and Jack-Jack.

Bob Parr, known as Mr Incredible, was once one of the greatest superheroes in the world. Now he lives peacefully in the suburbs with his wife and three children, but still desires to return to his former lifestyle. One day, he receives a mysterious call to participate in a secret mission...

UNIT 6 *My house* is based on *Monsters University*. The main characters are monsters Sulley and Mike.

A sequel of the hit of 2001. The movie takes us to the times when Sulley and Mike – pupils of the Monsters University – just learned how to become scary monsters. Funny adventures of the characters from their university times show how they became friends despite all their differences.

UNIT 7 *My clothes* is based on *Tangled*. The main characters are: Rapunzel, Flynn Rider and Mother Gothel.

Flynn, a charming troublemaker pursued by bandits finds shelter in an abandoned tower. There he meets beautiful but temperamental Rapunzel, a girl whose golden hair has magical power. The princess living far away from others dreams of getting to know the world and experiencing something exciting. The charming rogue Flynn becomes her pass to freedom.

UNIT 8 *My party* is based on *Cinderella*. The main characters are: Cinderella, her stepmother and stepsisters Anastasia and Drizella, cat Lucifer and mice Jacques and Gus.

The movie presents the story of a young girl, a daughter of a rich widower, who cares about her a lot. When Cinderella's father dies, the daughter becomes a servant to her former stepmother and her children. Despite her difficult situation, Cinderella does not give in to bad thoughts and soon makes friends with mice Jacques and Gus. One day, the situation changes: Cinderella receives from a fairy a beautiful dress and a coach created magically from a pumpkin and goes to a royal ball, where she meets the prince. At midnight, when the Cinderella leaves the ball, she loses her slipper. The prince, who is in love with Cinderella, decides to find its owner.

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Hello

Lesson 1

Lesson aims: to learn hello and goodbye. To learn colours. To learn words for classroom objects. To learn a chant. To learn songs.
Target language: *bag, book, pen, pencil, rubber; blue, green, red, yellow.*
Revision: *Hello. Goodbye. I'm (Anna).*
Receptive language: *Say hello. Hello everyone. Too. What colour is it? Open your books. Look! This is... Listen! Point to a (pencil).*
Materials: CD 1, flashcards with classroom objects, coloured pencils.

Starting the Lesson

- Greet pupils. T: *Hello!* Teach pupils: *Hello, teacher!* Explain in L1 the meaning if necessary. Have pupils repeat *Hello, teacher!*
- Tell pupils that they are going listen to a song that they will sing to start every lesson (see page A26, Track 1.2). T: *Listen*. Play the CD.
- Play the CD again a few more times and encourage pupils to join in the singing.
- Once the pupils have learned the song, ask them to sing to the karaoke version (Track 1.3).
- Introduce yourself. T: *Hello. I'm (your name).* Ask pupils to introduce themselves. Pupil: *Hello. I'm (Anna).*

Presentation

- Introduce the colours with the coloured pencils. Hold them up and ask pupils the colour in L1. Then say the colour in English (*blue, green, red, yellow*). Have pupils repeat. Point to classroom objects that are these colours and ask *What colour is it?* Pupils: (*Blue*).
- Introduce classroom objects. Hold up a flashcard, say the word in English and have pupils repeat. Continue with all flashcards. Ask pupils to find these objects in the classroom. Prompt with the flashcards and say *Point to a (pencil).*

Pupil's Book, page 2

1 Listen and chant.

- 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 Donald Duck*. If necessary, explain that this is the name of the character in English. Discuss the picture with the class in L1. Then ask pupils to point to objects and colours in the picture. T: *Point to a (pencil)/ something (red).*
- Tell pupils that they are going to hear a chant. T: *Listen*. Play the CD once.

Red, green, yellow, blue. *(x2)*
Pencils, pens and rubbers, too. *(x2)* **1.6**

- 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 1.7).

2 Listen and stick. Then find and tick (✓).

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

Book, rubber, pen, bag, pencil. **1.8**

- Make sure all pupils have stuck their stickers correctly. If necessary, play the CD again.
- Ask pupils to point to the pictures and say the classroom objects.
- Pair activity. One pupil says a classroom object and the other pupil points to the correct picture. Then pupils swap roles.
- Ask pupils to find the words from the stickers in the big picture and put a tick (✓) in the boxes under the corresponding stickers.
- Have pupils say the words they have ticked (✓).

TPR

Place the flashcards around the classroom. When you call out a word, pupils stand up and point to the correct flashcard.

Activity Book, page 2

1 Look and colour. Then say.

- Pupils colour the classroom objects according to the code. Then they say the object and colour.
- **Answers:** *green – book; blue – pen; red – rubber, pencil; yellow – bag.*

2 Look and draw.

- Pupils look at the sequence and draw the picture that follows in the box.
- **Answers:** 1 – *rubber*, 2 – *book*.

Ending the Lesson

- Tell pupils that they are going listen to a song that they will sing to end every lesson (see page A26, Track 1.4). T: *Listen*. Play the CD.
- Play the CD again and encourage pupils to join in the singing.
- Once the pupils have learned the song, ask them to sing to the karaoke version (Track 1.5).
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Put pupils into pairs. Pupil 1 draws a classroom object in the air. Pupil 2 guesses what it is. Then pupils swap roles.

Lesson 2

Lesson aims: to learn words for classroom objects. To revise colours.
Target language: *crayon, pencil case, ruler.*
Revision: *bag, book, pen, pencil, rubber; blue, green, red, yellow.*
Receptive language: *What is it? What colour is it? Look! Listen! It's (red).*
Materials: CD 1, flashcards with classroom objects. Optional: a sheet of paper for each pupil, Worksheet 5 for each pupil.

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Revise the colours. Tell pupils *Point to something (red).* and pupils point to something the correct colour. Then point to a classroom object, ask *What colour is it?* and elicit answers.
- Play the chant from Lesson 1 and encourage pupils to join it (track 1.6).

- Introduce the new classroom objects with the flashcards. Hold up each flashcard and say *Look! A (crayon).* Have pupils repeat.
- Ask pupils to find these objects and put them on their desks: a pen, a pencil, a crayon, a pencil case, a rubber and a ruler. Say the words one at a time and have pupils hold them up. Then hold up some of the pupils' classroom objects one at a time and say *Look! A (pen). It's (blue).* Have pupils repeat. Pupils put the classroom objects away.
- Stick the flashcards from Lessons 1 and 2 on the board in two rows. Say the words and have pupils point to the correct flashcards. Then play the "Remember and say it!" game with the first row and then the second row of flashcards (see Resource Bank, page A21). Leave the flashcards on the board.

Pupil's Book, page 3

3 Listen and circle. Then say.

- Say *Open your books.* and ask pupils to open their Pupil's Books at page 3. Tell pupils to look at the children in the photos discuss in L1 what they have. Then point to the photos one at a time, ask *What is it?* and elicit answers.
- Describe the colour of a classroom object in the photos and have pupils say what it is. T: *It's (blue and green). What is it?* Pupils: *(pencil case).*

- Tell pupils that they are going to listen to a recording. Explai should circle the classroom objects that are described. T: *List* CD. Pause after each description for pupils to circle.

Look! A pencil case. It's blue and green. **1.9**
Look! A crayon. It's red.
Look! A ruler! It's blue.

- Play the recording again for pupils to check their answers. Say *Look! A (pencil case)* and ask pupils to point to the correct classroom object and say the colours. Pupils: *(blue and green).*
- Pair activity. Pupil 1 describes the colours of a classroom object and Pupil 2 points to the correct photos and says what it is. Then pupils swap roles.

4 Look at Exercise 3 and draw.

- Ask pupils to look at the classroom objects in this exercise. Say the words and pupils point to the correct ones. T: *A (pencil case).* Then ask pupils to look at Exercise 3 and see which classroom object is missing here. Ask *What is it? What colour is it?* Pupils: *(It's a) crayon. (It's) red.* Pupils draw and colour a red crayon in the box.

TPR

Divide the class into four groups and assign a colour name to each group: blue, green, red and yellow. Tell pupils to find the same classroom objects (a pen, a pencil, a crayon, a pencil case, a rubber, a ruler) and put them on their desks as previously. When you call out a group colour, the group stands up and then hold up the classroom object you call out. T: *(Red!) It's a (ruler)!*

Activity Book, page 3

3 Find five differences. Then say.

- Pupils look at the pictures and find five differences. Then they point and say. Pupils: (It's a) *ruler – (It's) blue, (It's a) ruler – (It's) red.*
- **Answers:** *pencil case – blue/yellow; pencil – red/green; ruler – blue/red; crayon – blue/yellow; book – green/blue.*

4 Colour and tick (✓).

- Pupils colour the shapes with dots in the picture. Then they tick the boxes next to the classroom objects they see in the main picture.
- **Answers:** (✓) *ruler, crayon, book, pencil case.*

- Use the flashcards on the board. Ask a volunteer to come to the board and point to the classroom object you say. T: *Point to the (pen).* Continue until all pupils have had a turn.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand out sheets of paper to all pupils. Pupils draw one classroom object. They describe it to the class or to a partner. Pupil: *It's a (ruler). It's (red).*

- Photocopiable materials, worksheet 5, page 83. The guidelines for using the worksheet can be found on page 76.

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UNIT 1 My face

Lesson 1

Lesson 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: CD 1, flashcards with parts of the face.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Assign gestures to classroom objects: *bag* – miming holding onto the straps of a backpack; *book* – opening a book; *ruler* – measuring something; *crayon* – drawing; *rubber* – erasing. Give words for different classroom objects, and have pupils do the gestures in response. Continue the activity, progressively increasing the speed.

Presentation

- Praise pupils 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 pupils 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 pupils touch the appropriate parts of their faces and repeat the words.
- Using the flashcards, practise the new words. Hold up a flashcard, say the English word and have pupils repeat.

Pupil's Book, page 4

1 Listen and chant.

- Tell pupils to open their Pupil's Books at 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 pupils if they have seen the film *Brave* and elicit the names of the characters (Merida, Queen Elinor, King Fergus, Merida's younger triplet brothers; for a detailed description of the film, see page A30). If necessary, explain that these are the names of the characters in English.
- Tell pupils 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 pupils to join in and point to the appropriate parts of their faces.
- Play the chant again for more practice.
- Once the pupils have learned the chant, ask them to chant to the karaoke version (Track 1.11).

2 Listen and stick. Then find and tick (✓).

- Ask pupils to find the stickers at the end of their books. Point to the stickers one by one and revise the words for the parts of the face. T: *Look! (Eyes).*
- Tell pupils 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 pupils sufficient time to complete this task.

Eyes, mouth, face, hair, ears, nose. **1.12**

- Make sure all pupils have stuck their stickers correctly. If necessary, play the CD again.
- Ask pupils to point to the pictures and say the words for the parts of the face they show.
- Pair activity. One pupil points to a sticker and the other says the word for the part of the face it shows. Then pupils swap roles.
- Ask pupils to find the parts of the face from the stickers in the big picture and put a tick (✓) in the boxes under the corresponding stickers.
- Have pupils say the words for the parts of the face they have ticked (✓).

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.

Activity Book, page 4

1 Match and say.

- Pupils 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.

2 Look and draw. Then say.

- Pupils draw the missing parts of the face and say the words.
- Answers: 1 – *eyes*, 2 – *nose*, 3 – *ears*, 4 – *mouth*.

Ending the lesson

- Ask a volunteer 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 pupils give the wrong answer, say: *Try again*. If pupils give the correct answer, say: *Yes* and repeat the word. T: *Yes (Eyes)!*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 71

1 Look and match.

Pupils look at the pictures and the words, and then match them correctly by drawing lines.

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Lesson 2

Lesson aims: to learn colours.
Target language: colours *(brown, orange, pink, purple)*; *my (blue) (eyes)*; *Yes! No!*
Revision: colours *(blue, green, red, yellow)*; face *(ears, eyes, face, hair, mouth, nose)*.
Receptive language: *What colour is it? What colour is the (hair)? What colour are the (eyes)? What's missing?*
Materials: CD 1, flashcards with parts of the face, self-made flashcards with colours.

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Revise the colours pupils have learned so far with coloured pencils or crayons. Hold up a colour and have pupils say what it is. T: *What colour is it?*

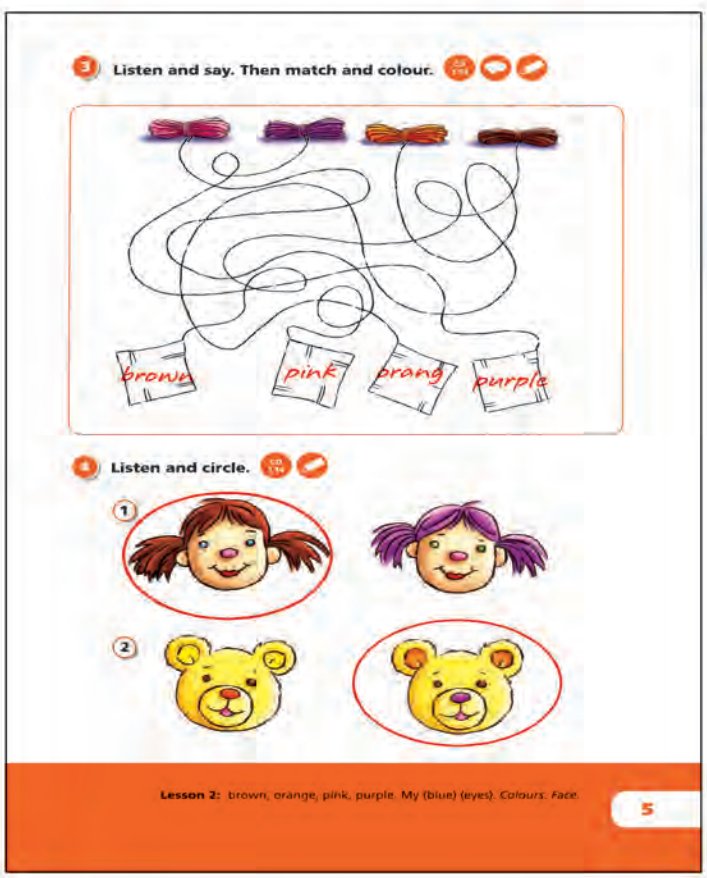
- Introduce the new colours using the self-made flashcards with colours or objects in the classroom. Show a flashcard/an object and say the colour. Have pupils repeat the word.
- Hide a flashcard behind your back. Ask pupils to guess which of the new colours you have hidden. Ask individual pupils: *What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

Pupil's Book, page 5

3 Listen and say. Then match and colour.

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

Pink, purple, orange, brown.	1.13



- Point to the balls of wool and encourage pupils to say the c
- Then tell pupils to trace the threads from the balls of wool t and colour the rugs accordingly.

4 Listen and circle.

- Ask pupils to look at the faces of the dolls and teddy bears. Point to the pictures and ask: *What colour is the (hair)? What colour are the (eyes)?*
- Tell pupils 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.

1 Look! My face. My red mouth. My pink nose. My brown hair. My blue eyes. 2 Look! My yellow face. My brown eyes. My pink mouth. My purple nose. My orange ears.	1.14

- Play the CD again for pupils to check if they have circled the pictures correctly.
- Ask individual pupils to repeat the descriptions of the pictures they have circled.
- Put pupils in pairs. Pupil 1 describes a toy and Pupil 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 pupils 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?* Pupils: *(Ears)!* Continue the activity, skipping a different part of your face each time. Then ask volunteers to take your place and play the game again.

Activity Book, page 5

3 Find and circle.

- Pupils find and circle the odd picture.
- Answers: 1 – *the last one*, 2 – *the second one*.

4 Look and colour. Then say.

- Pupils colour the parts of the face following instructions, and then they describe them.
- Answers: *pink – face, ears*; *purple – mouth*; *brown – nose*; *blue – eyes*; *orange – hair*.

- Hold up different classroom objects of the colours pupils have already learned. Have pupils say the colours.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 72

3 Read and colour.

Pupils read the words and colour the balls of wool accordingly.

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