

**NEW**

# English Adventure

**Student's Book  
with Workbook**

**LEVEL 1**



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



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**Pearson Education Limited**

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# English Adventure

**LEVEL 1**

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UNIT

# 1

# MY BODY

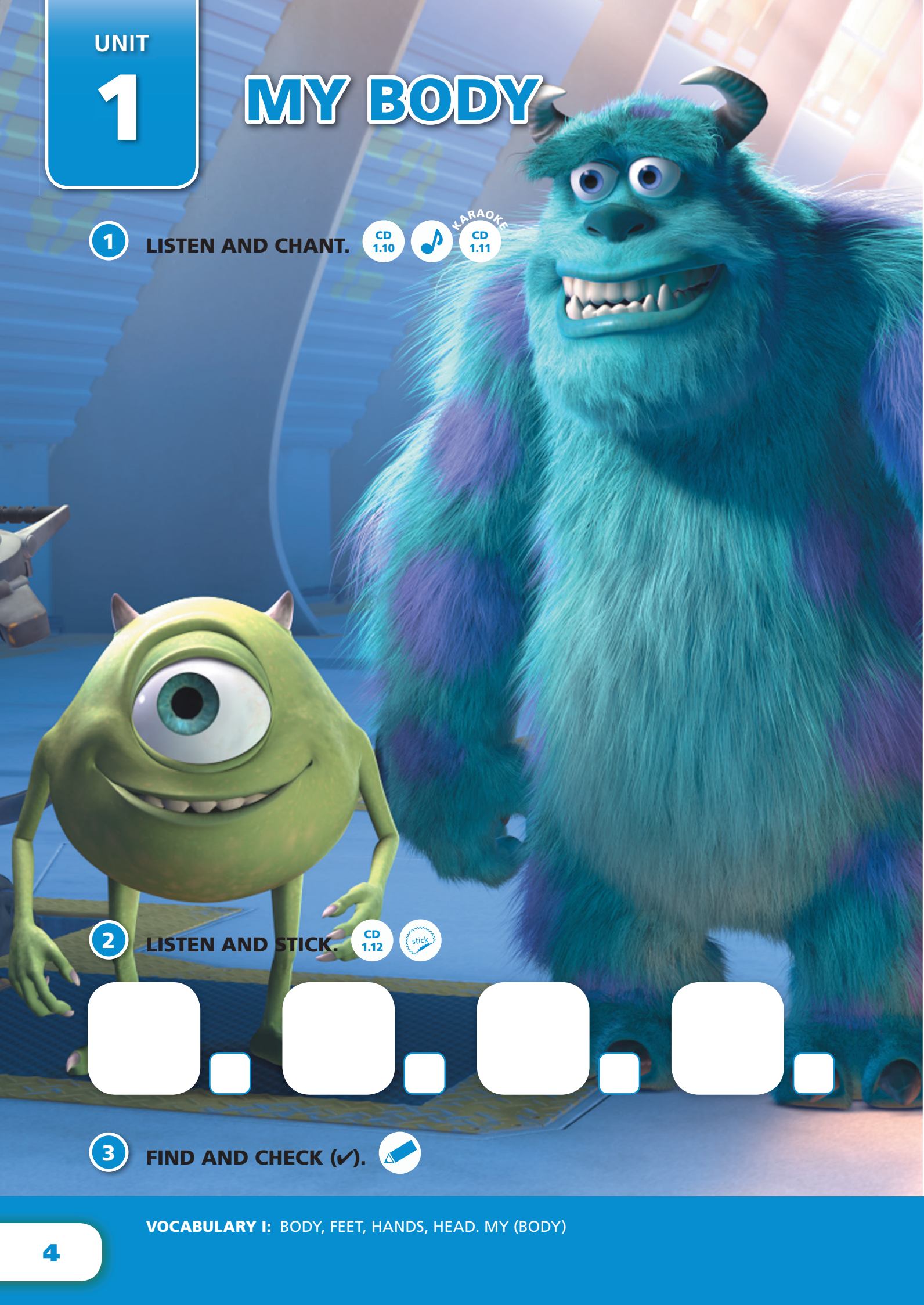
1 LISTEN AND CHANT.

CD 1.10



KARAOKE

CD 1.11



2 LISTEN AND STICK.

CD 1.12



Four sets of blank white rounded rectangles for labeling, each consisting of a large rectangle and a smaller square to its right.

3 FIND AND CHECK (✓).



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

4

LISTEN AND SAY. THEN LISTEN AND CIRCLE.

CD  
1.13



5

MATCH. THEN SAY.



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

6

LISTEN AND CHANT. THEN MATCH.

CD 1.14



KARAOKE

CD 1.15



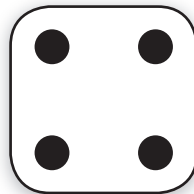
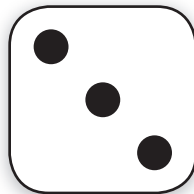
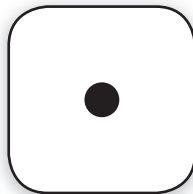
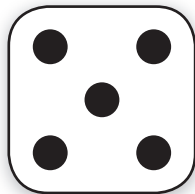
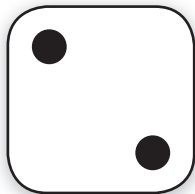
1

2

3

4

5



1



2



3



7

LISTEN AND SING.

CD 1.16

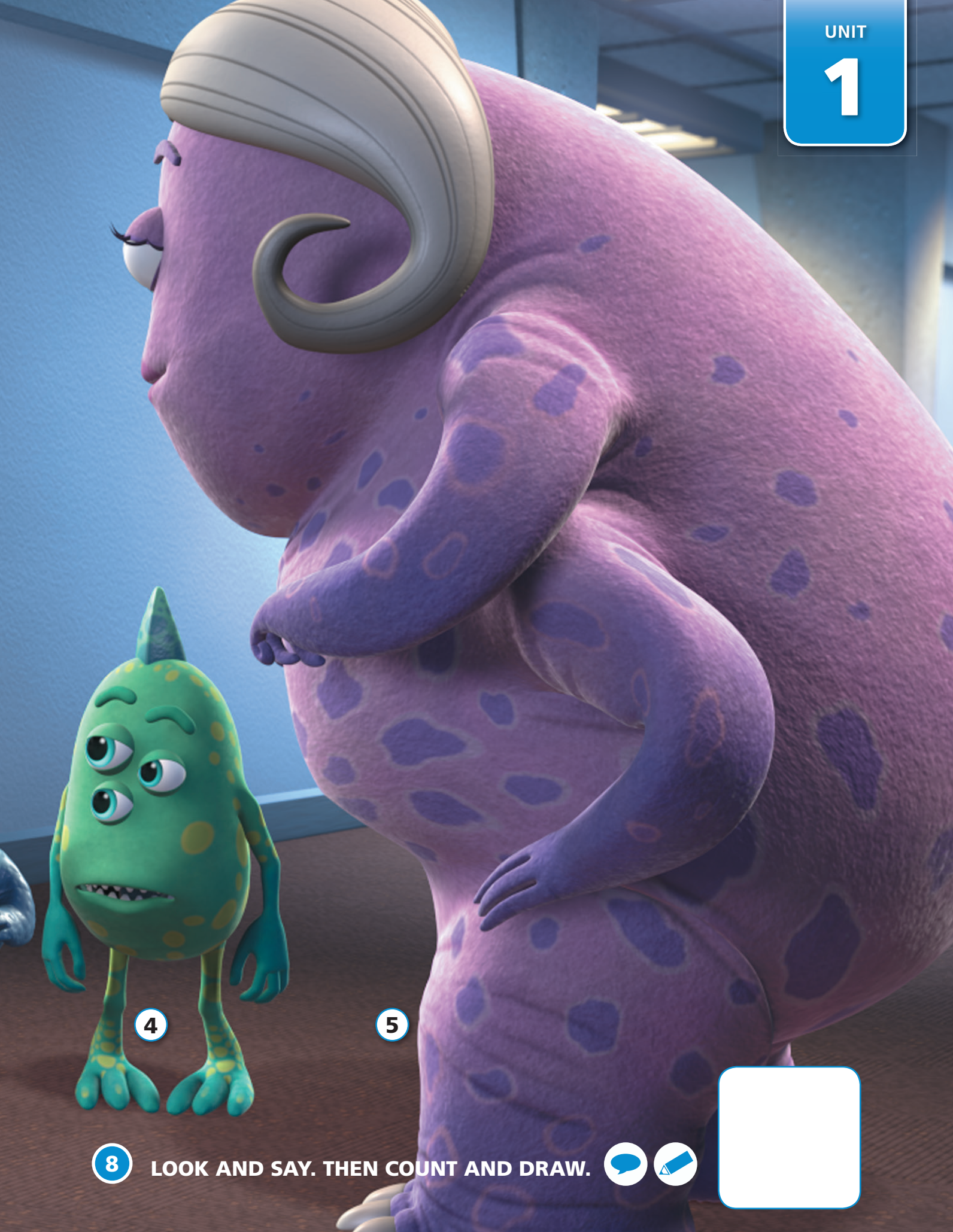


KARAOKE

CD 1.17

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



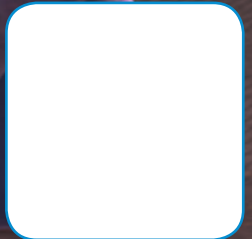


4

5

8

LOOK AND SAY. THEN COUNT AND DRAW.

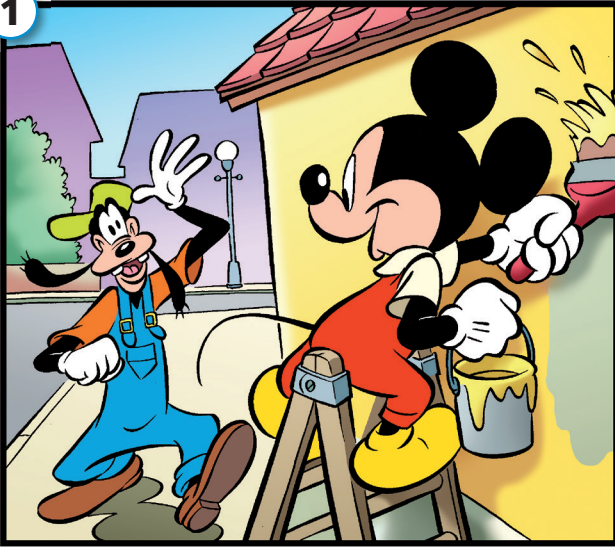


9

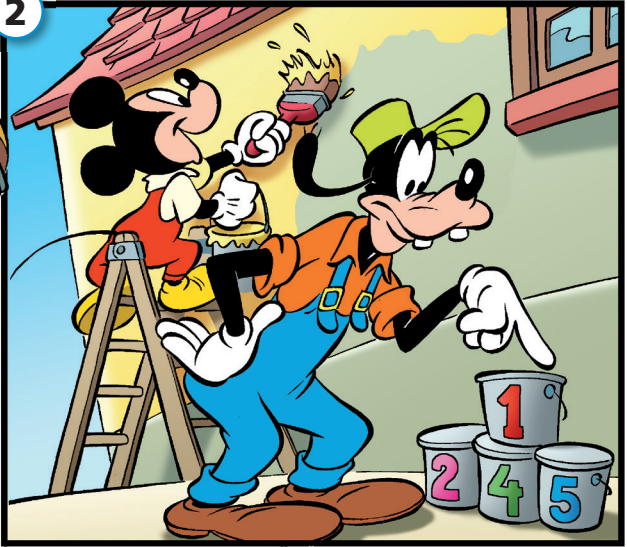
LISTEN AND ANSWER.

CD  
1.18

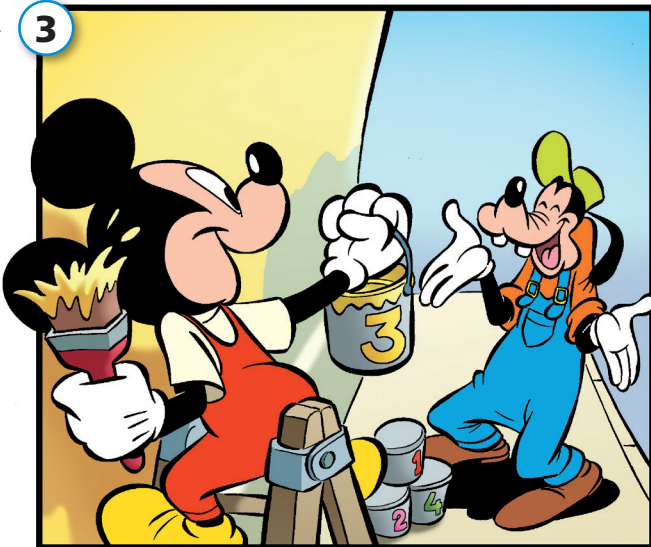
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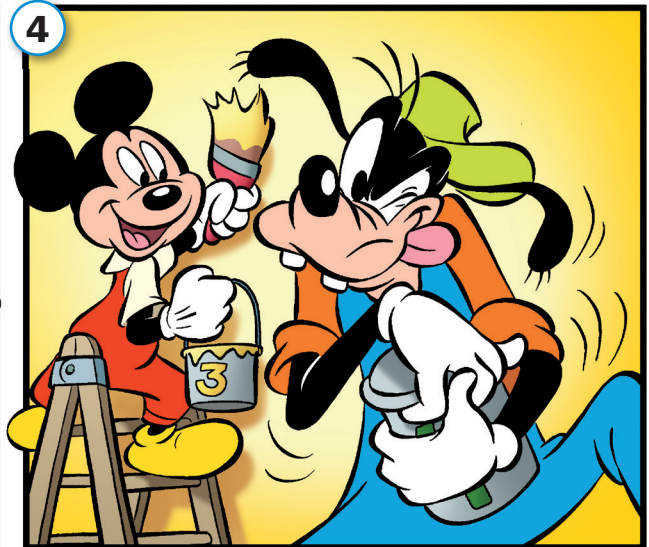
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3



4



5



6



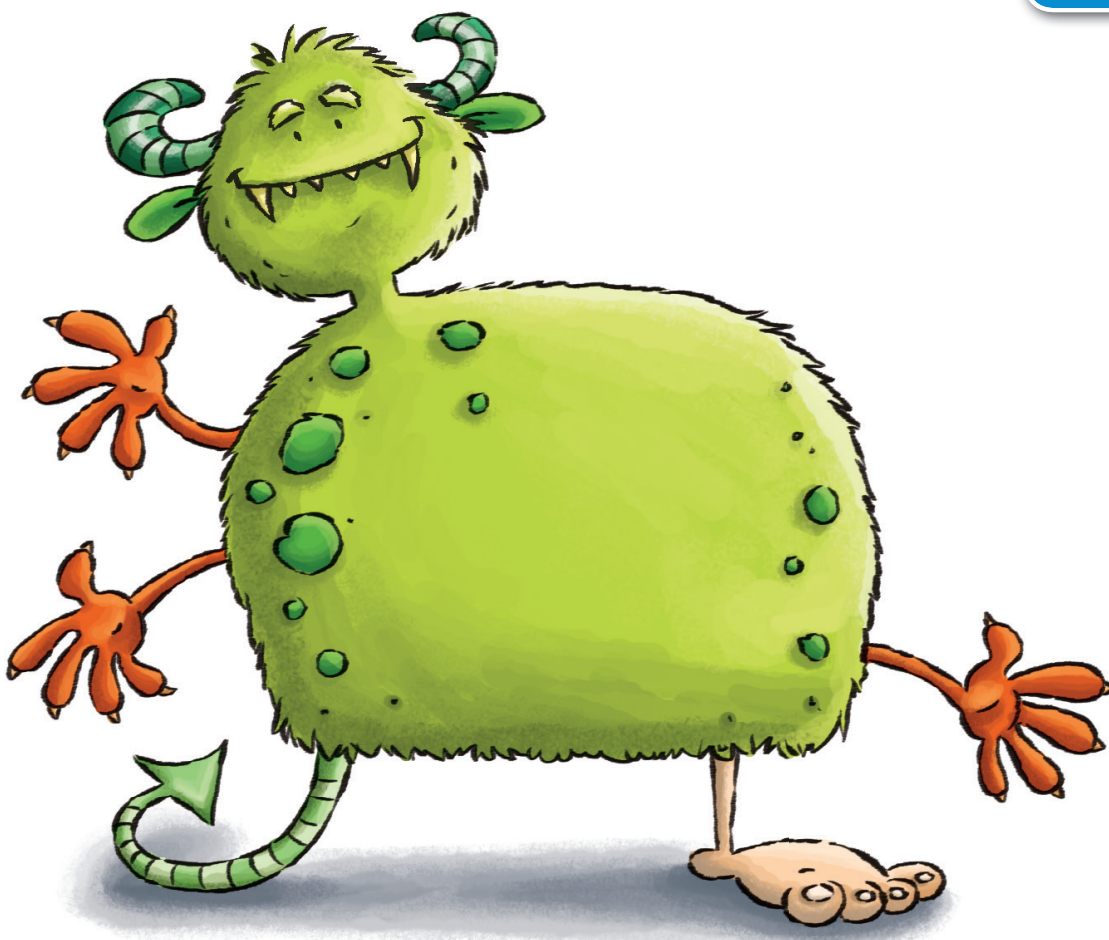
10

NOW ACT THE STORY OUT.



STORY: BODY. COLORS. NUMBERS.

11 LISTEN AND DRAW. THEN SAY.   



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



13

LISTEN AND CIRCLE WITH ○ OR ○. THEN MATCH.

CD  
1.21



1



2



14

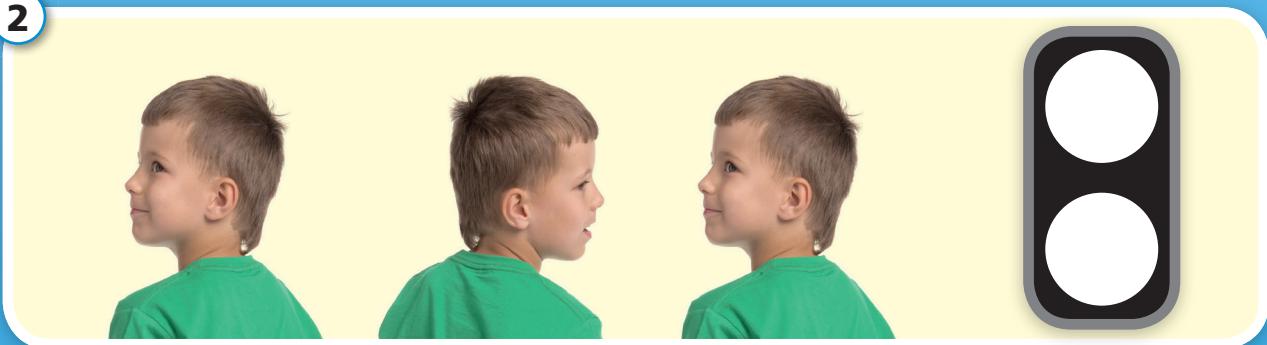
LOOK AND SAY. THEN COLOR.



1



2



15

MAKE A POSTER.



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

1

LISTEN AND CHECK (✓).

CD  
1.22





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**WORKBOOK**

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# MY BODY

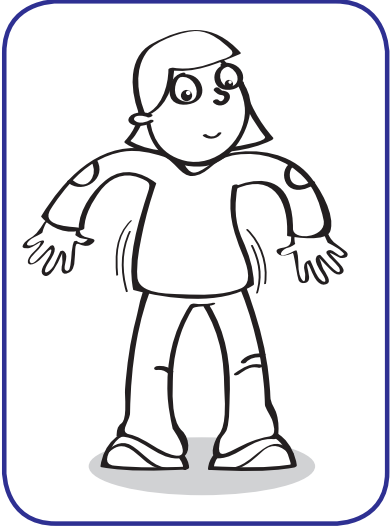
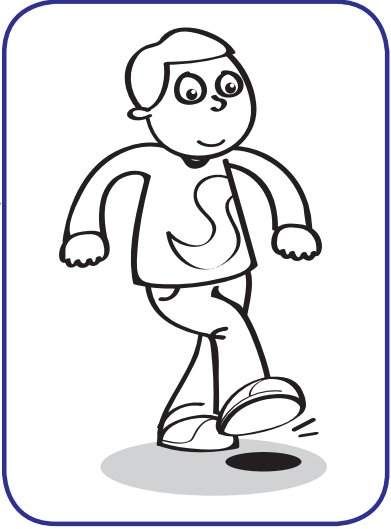
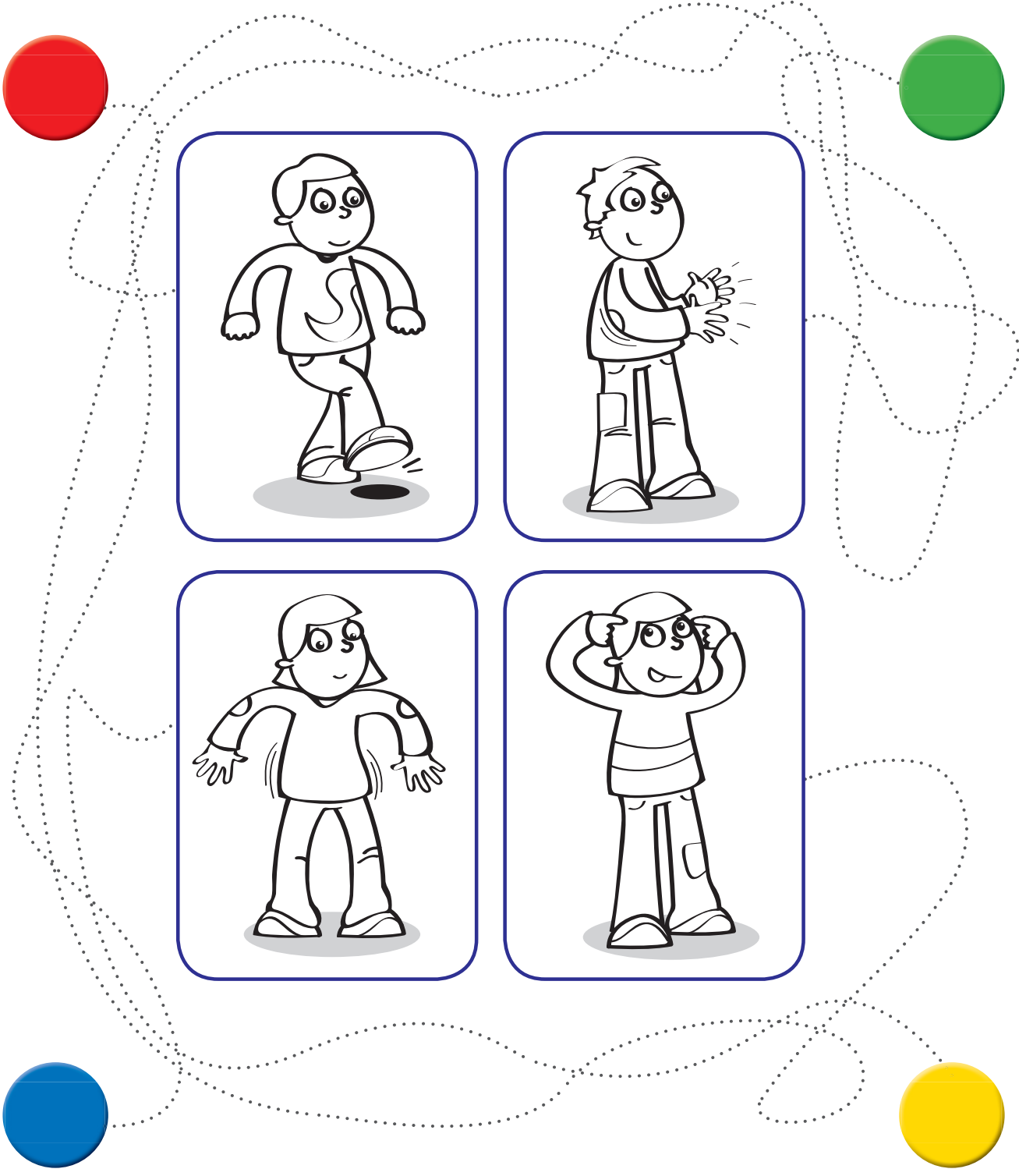
1 LOOK AND MATCH. 





2

FOLLOW AND COLOR.



3

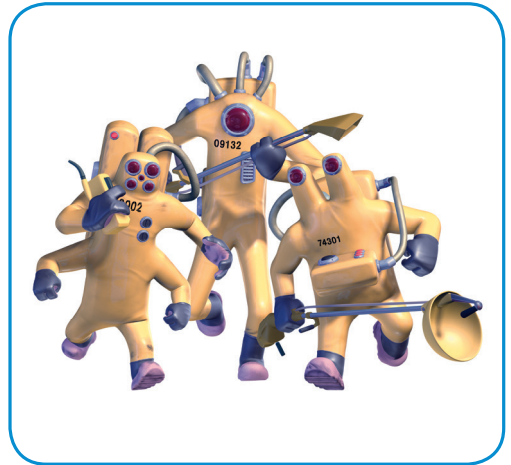
COUNT AND MATCH.



1



2



3

4



5

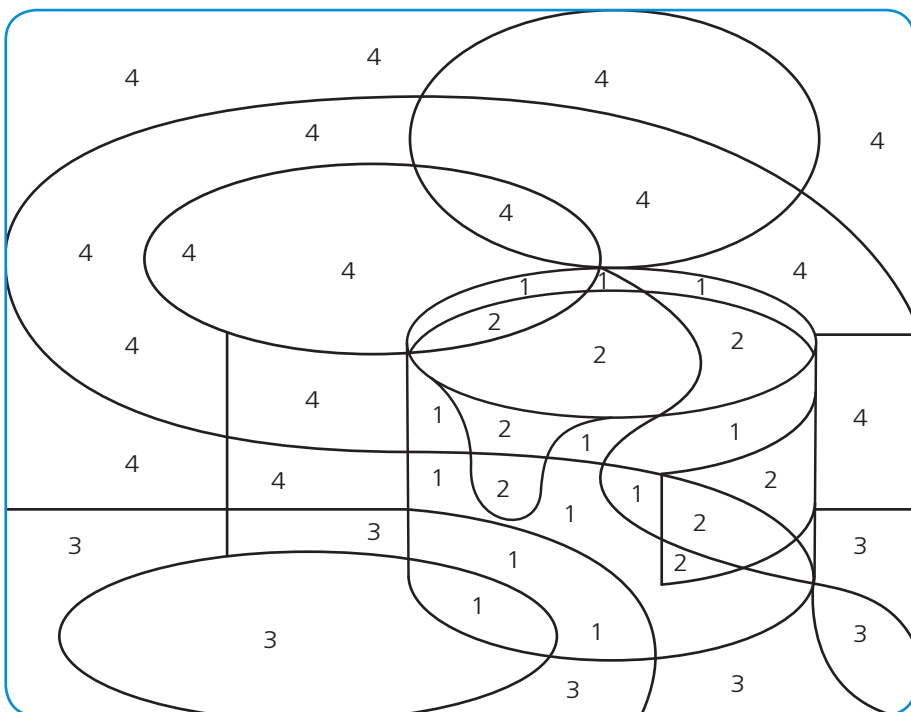
4

FIND AND CIRCLE. THEN COLOR.



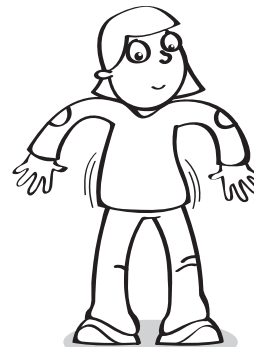
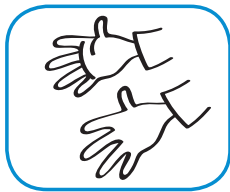
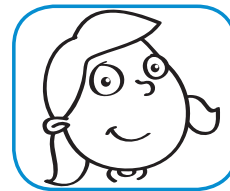
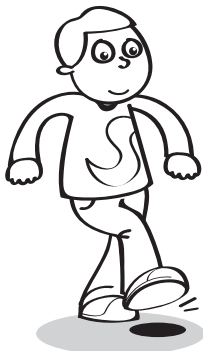
5

LOOK AND COLOR.



6

FIND AND MATCH.



7

FIND, COUNT AND COLOR.



1



2



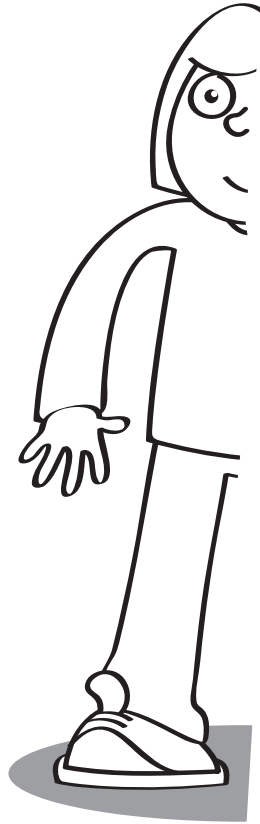
3



4

8

LOOK AND DRAW.



9

DRAW A MONSTER.

A large, empty rectangular box with rounded corners and a blue border, intended for drawing a monster.

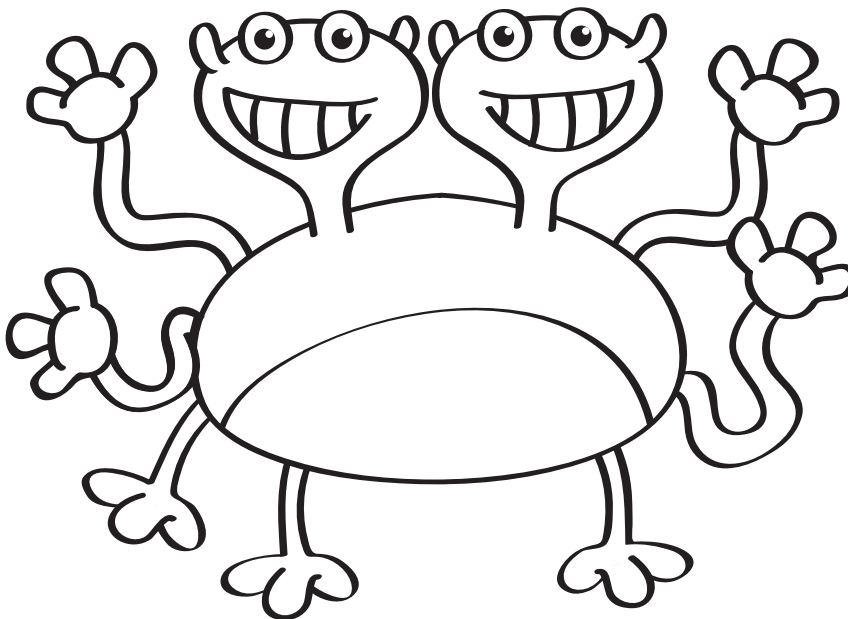
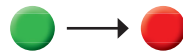
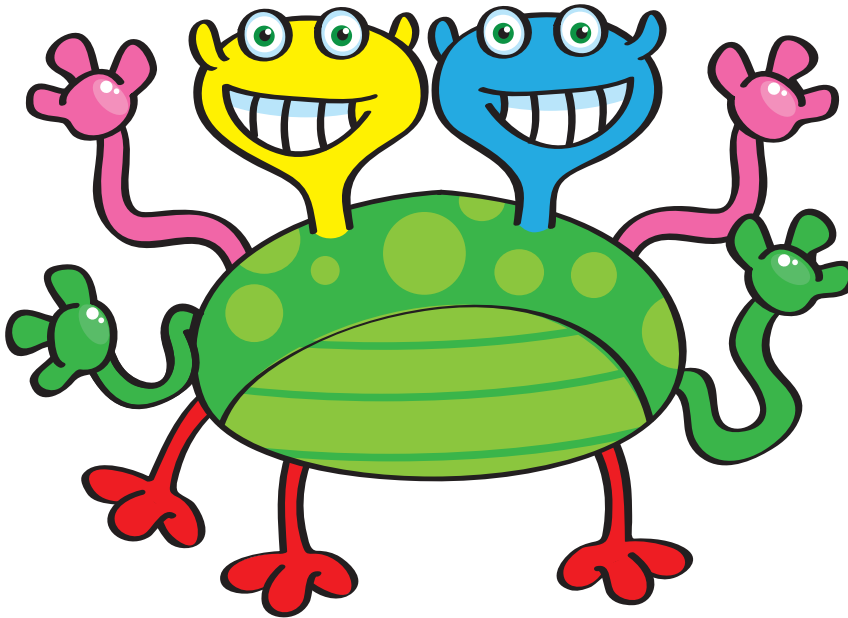


# MY BODY



EXTRA

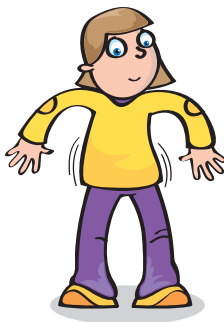

1


LOOK AND COLOR.





1 LOOK AND CHECK (✓) OR CROSS (X). 









1  

2  

3  

4  

2 SAY AND STICK.   

1 2 3 4 5





**NEW**

# English Adventure

## Teacher's Guide

**LEVEL 1**

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# Scope and Sequence

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

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

# 1 My body

## Vocabulary I

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

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

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

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

### Presentation

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

### Student's Book, page 4

#### 1 Listen and chant.

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

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

1.10

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

#### 2 Listen and stick.

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

Feet, body, head, hands.

1.12

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

#### 3 Find and check (✓).

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

### TPR

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

### Workbook, page 100

#### 1 Look and match.

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

### Optional activity

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

# Vocabulary II

**Aims:** to learn body movements.

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

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

**Materials:** CD1, flashcards with parts of the body.

## Presentation

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

## Student's Book, page 5

### 4 Listen and say. Then listen and circle.

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

#### Part 1

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

1.13

#### Part 2

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

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

### 5 Match. Then say.

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

#### TPR

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

## Workbook, page 101

### 2 Follow and color.

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

#### Optional activity

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

**4 LISTEN AND SAY. THEN LISTEN AND CIRCLE.**
CD 1.13

**5 MATCH. THEN SAY.**

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

# Song

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

**Target language:** numbers 1–5.

**Review:** parts of the body; colors.

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

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

## Presentation

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

## Student's Book, page 6

### 6 Listen and chant. Then match.

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

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

1.14

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

### 7 Listen and sing.

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

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

1.16

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

### 8 Look and say. Then count and draw.

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

## TPR

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

6 LISTEN AND CHANT. THEN MATCH. CD 1.14 KARAOKE CD 1.15

1	2	3	4	5
2	5	1	3	4
● ●	● ● ● ●	●	● ● ●	● ● ● ●

1 2 3

7 LISTEN AND SING. CD 1.16 KARAOKE CD 1.17

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

Workbook, page 102

3 Count and match.

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

Optional activity

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

Extra activity

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

UNIT  
1

4 5

8 LOOK AND SAY. THEN COUNT AND DRAW.

7

# Story

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

**Target language:** *My (feet)!*

**Review:** parts of the body; colors; numbers.

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

**Materials:** CD1.

## Presentation

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

## Student's Book, page 8

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

## 9 Listen and answer.

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

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

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

## 10 Now act the story out.

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

## Workbook, page 103

### 4 Find and circle. Then color.

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

### 5 Look and color.

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

### Extra activity

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

**9 LISTEN AND ANSWER.**

**10 NOW ACT THE STORY OUT.**

STORY: BODY. COLORS. NUMBERS.



# Skills

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

## Presentation

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

## Student's Book, page 9

### 11 Listen and draw. Then say.

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

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

1.19

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

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

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

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

1.20

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

## TPR

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

## Workbook, page 104

### 6 Find and match.

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

### 7 Find, count and color.

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

11
LISTEN AND DRAW. THEN SAY.

CD 1.19
🎧
🗨️

UNIT  
1

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

✂️
CD 1.20
🗨️

SKILLS: BODY. IMPERATIVES. NUMBERS.

9

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

**Target language:** *left, right.*

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

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

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

## Presentation

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

## Student's Book, page 10

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

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

My left hand.  
My right hand.

1.21

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

### 14 Look and say. Then color.

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

### 15 Make a poster.

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

## TPR

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

## Workbook, page 105

### 8 Look and draw.

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

### 9 Draw a monster.

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

## Self-evaluation

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

## Extra activity

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

## Extra adventure 1, page 106

### 1 Look and color.

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

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

1

2

14 LOOK AND SAY. THEN COLOR.

1

2

15 MAKE A POSTER.

# Review 1

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

## Review

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

## Student's Book, page 11

### 1 Listen and check (✓).

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

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

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

### TPR

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

## Workbook, page 107

### 1 Look and check (✓) or cross (X).

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

### 2 Say and stick.

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

### Extra activity

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

### Progress evaluation

- Resource Pack, Level 1, Evaluation sheet 1.

1
LISTEN AND CHECK (✓). CD 1.22

REVIEW UNIT  
**1**

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

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# NEW English Adventure

LEVEL 1

Are you ready for new adventures with Mike and Sully? In New English Adventure, you'll also meet Nemo, Stitch, Peter Pan and Jessie.

## Learning is magic!

*New English Adventure* brings you:

- **characters from the latest Disney/Pixar films** who encourage students to learn and remember English vocabulary and structures
- **exciting and colorful cartoon stories** which help review new language learned as students follow the adventures of Mickey Mouse and his friends
- **stimulating activities and memorable songs** which cater for diverse educational needs
- **a wide range of components** for motivating and varied lessons



### Components:

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

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