

NEW

English Adventure

**Student's Book
with Workbook**

LEVEL 2



**Tessa Lochowski
Cristiana Bruni
with José Luis Morales**

NEW

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Pearson Education Limited

Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world.

www.pearsonELT.com

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First published 2016

ISBN 978-1-292-14115-2

Set in Frutiger Lt Pro (75 Black, 55 Roman)

Printed in Brazil

Head of Product- Pearson Brazil: Gabriela Diuana

Product Manager- Pearson Brazil: Marjorie Robles

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MediaHub- Pearson Brazil

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Editors: Rhiannon Ball and Priscila Marconi

Art and Design: Alto Contraste SP

Audio: Maximal Studio

Media Development: Estação Gráfica

Pearson Education Brazil would like to thank Gisele Aga for her contribution during the development of the series.

Illustrated by Fran and David Brylewski, Comicup, Sean Parkes.

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NEW

English Adventure

LEVEL 2

CONTENTS

PAGE

HELLO	2
1. MY FACE	4
2. ANIMALS	12
3. MY TOYS	20
4. FOOD	28
5. MY BODY	36
6. MY HOUSE	44
7. MY CLOTHES	52
8. MY PARTY	60

CONTENTS

PAGE

EASTER	68
CHRISTMAS	70
CUT-OUTS	73
STICKERS	89
POSTER ACTIVITY	93
WORKBOOK	97
PICTURE DICTIONARY	166
STICKERS	169

MY FACE



1

LISTEN AND CHANT.

CD 1.10



KARAOKE

CD 1.11

2

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

CD 1.12



--	--	--	--	--	--

EYES

MOUTH

FACE

HAIR

EARS

NOSE

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

3

LISTEN AND SAY. THEN MATCH AND COLOR.

CD
1.13

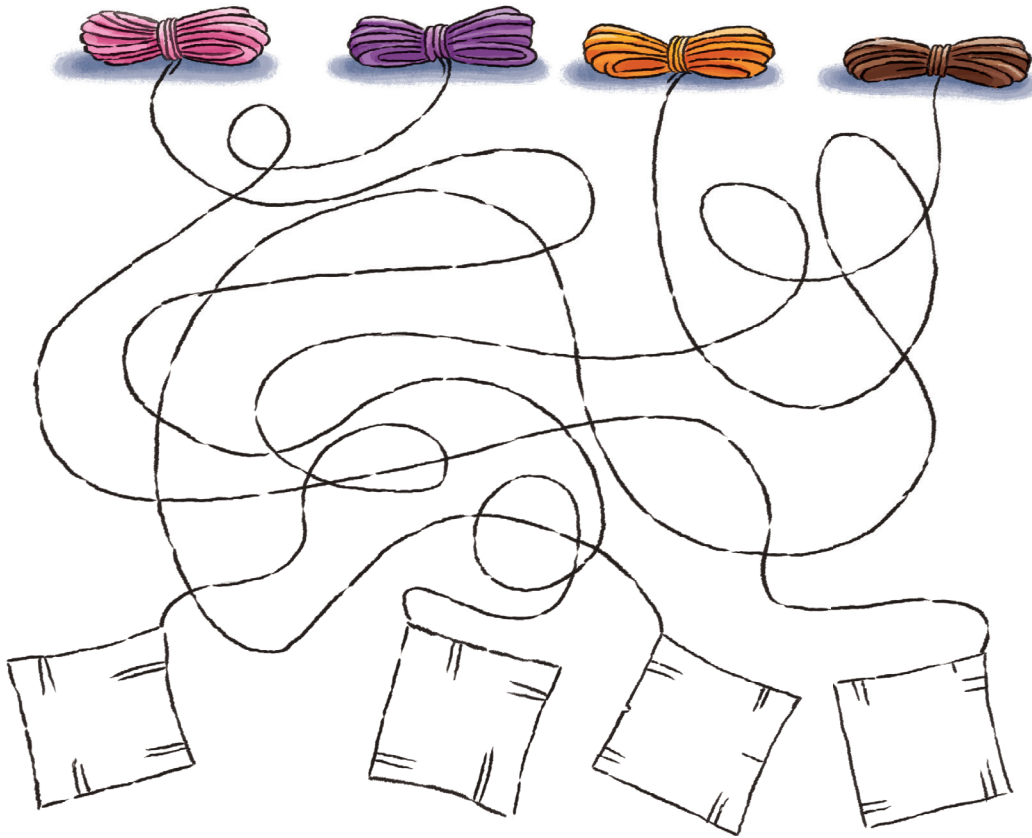


PINK

PURPLE

ORANGE

BROWN



4

LISTEN AND CIRCLE.

CD
1.14



1



2





5

LISTEN, READ AND SAY, THEN MATCH.

CD
1.15



1



HAPPY

2



SAD

3



4



6

LISTEN AND SING.

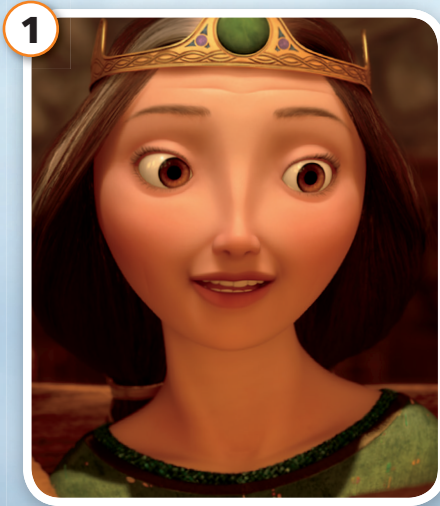
CD
1.16



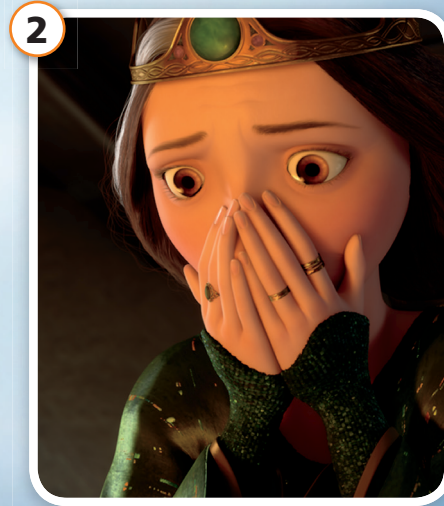
KARAOKE

CD
1.17

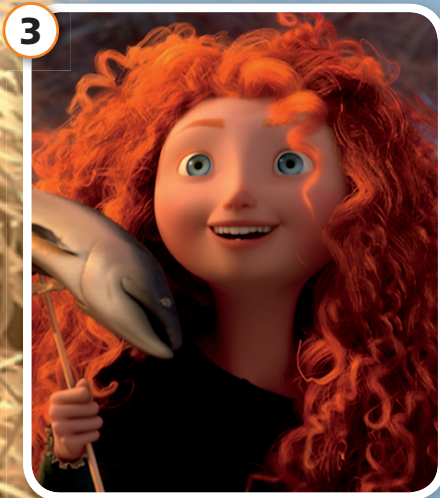
SONG: HAPPY, SAD. I'M (HAPPY).

7 LOOK AND READ. THEN WRITE AND DRAW.  

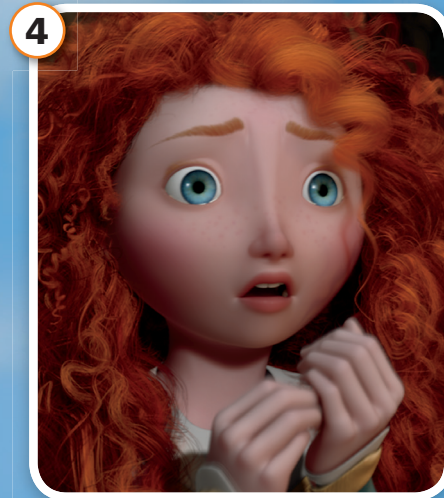
I'M HAPPY.



I'M SAD.



I'M _____



I'M _____

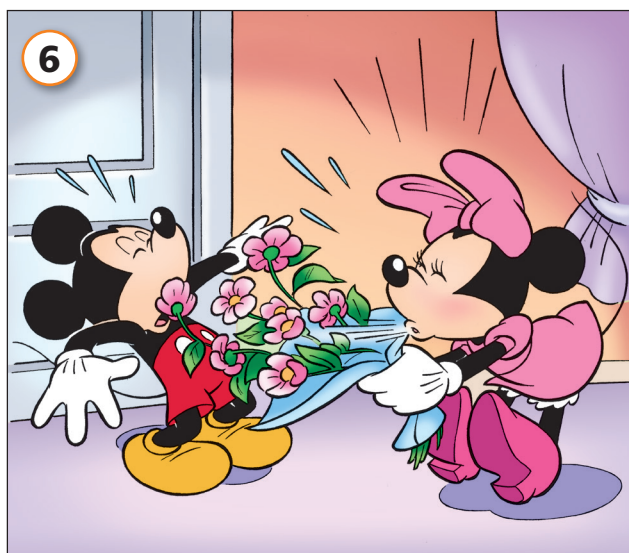
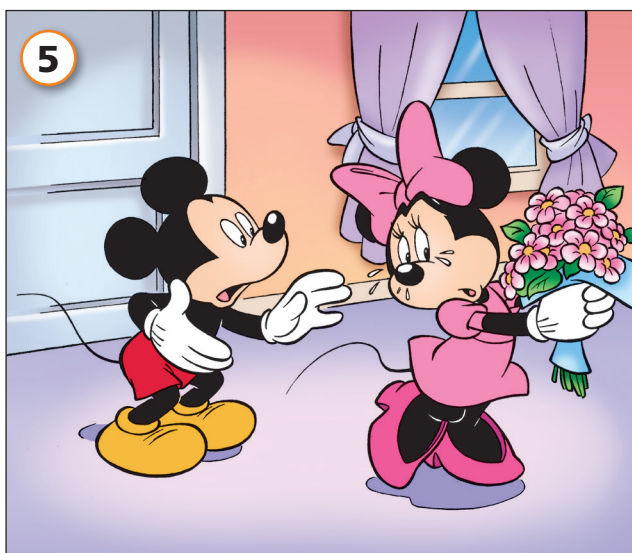
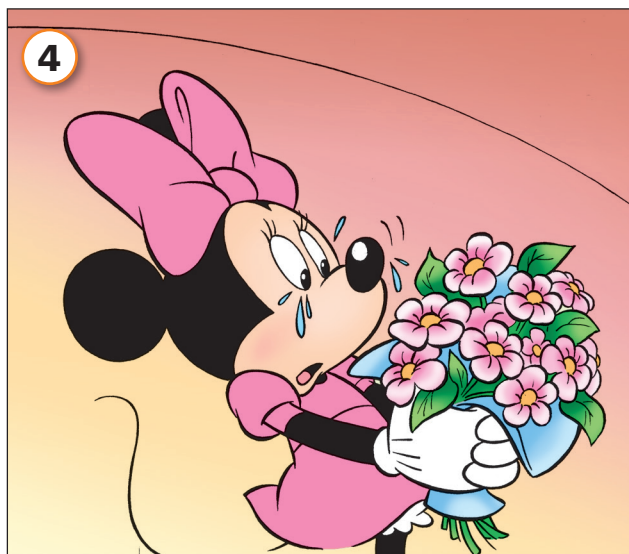
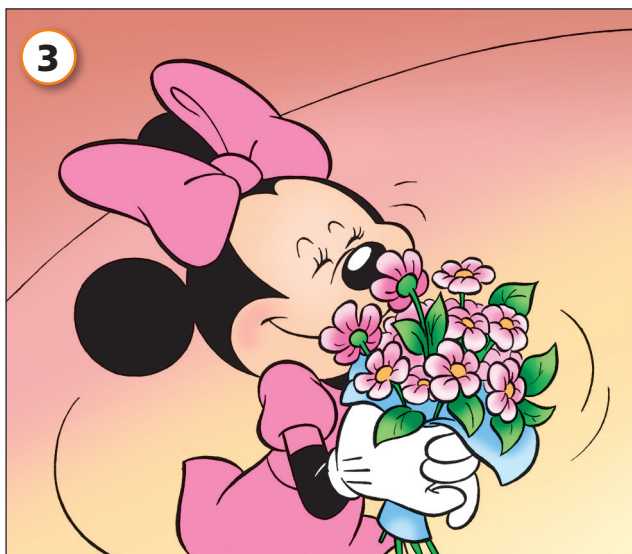
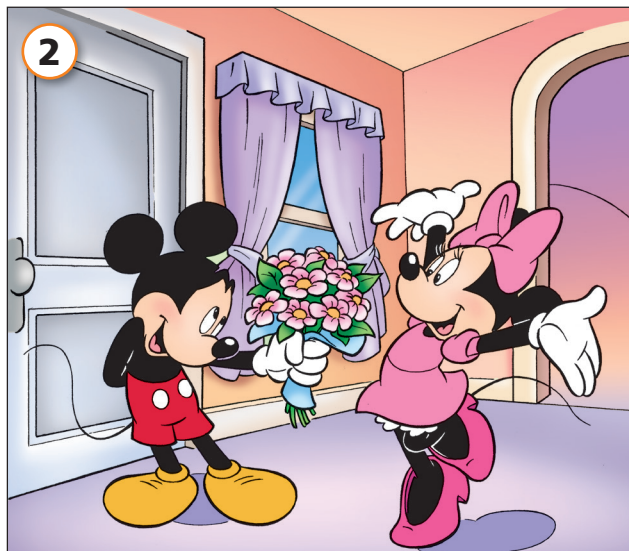
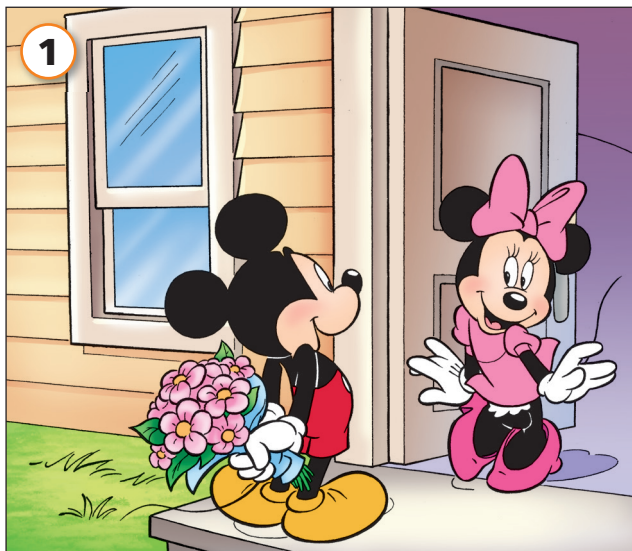
8 LOOK AND PLAY. 

PRACTICE: I'M (HAPPY). FACE. COLORS.

9

LISTEN AND ANSWER.

CD
1.18



10

NOW ACT THE STORY OUT.



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

11

LISTEN AND CHECK (✓) OR CROSS (X).

CD
1.19

1



2



3



4



12

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

CD
1.20

YELLOW NOSE.



13 LISTEN AND SAY. THEN LISTEN AND CIRCLE.



14 READ, MATCH AND SAY.



BIG EYES



A BIG RULER



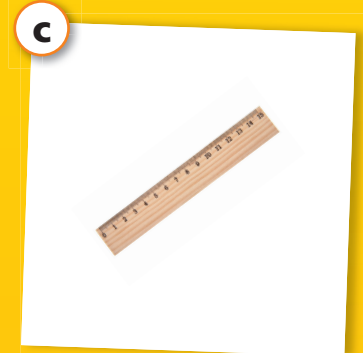
A BIG PENCIL



A SMALL PENCIL



SMALL EYES



A SMALL RULER

15 MAKE A POSTER.

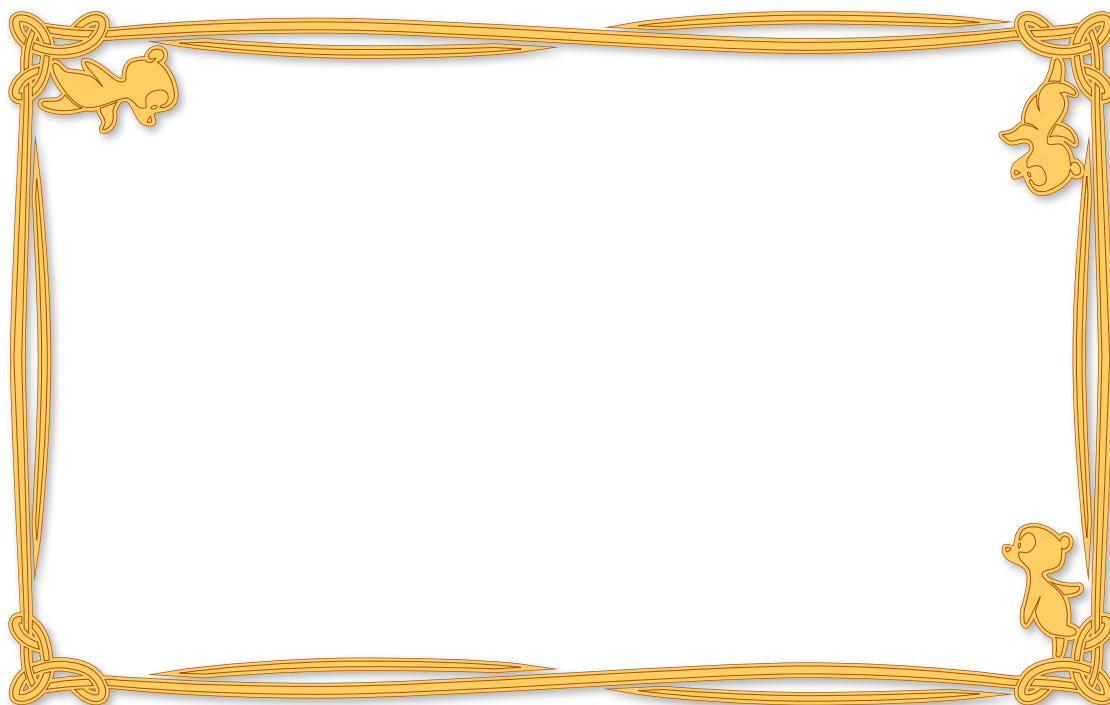


1 LISTEN, CHECK (✓) AND SAY. THEN PLAY.

CD
1.22



2 DRAW AND WRITE. THEN SAY.



NEW

English Adventure

WORKBOOK

LEVEL 2

CONTENTS

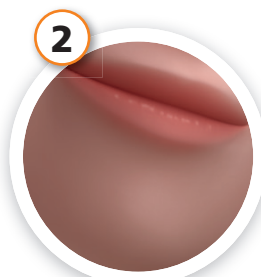
	PAGE
HELLO	98
1. MY FACE	100
2. ANIMALS	108
3. MY TOYS	116
4. FOOD	124
5. MY BODY	132
6. MY HOUSE	140
7. MY CLOTHES	148
8. MY PARTY	156
EASTER	164
CHRISTMAS	165
PICTURE DICTIONARY	166
STICKERS	169

MY FACE

1 READ AND MATCH. 



EYES



MOUTH



NOSE



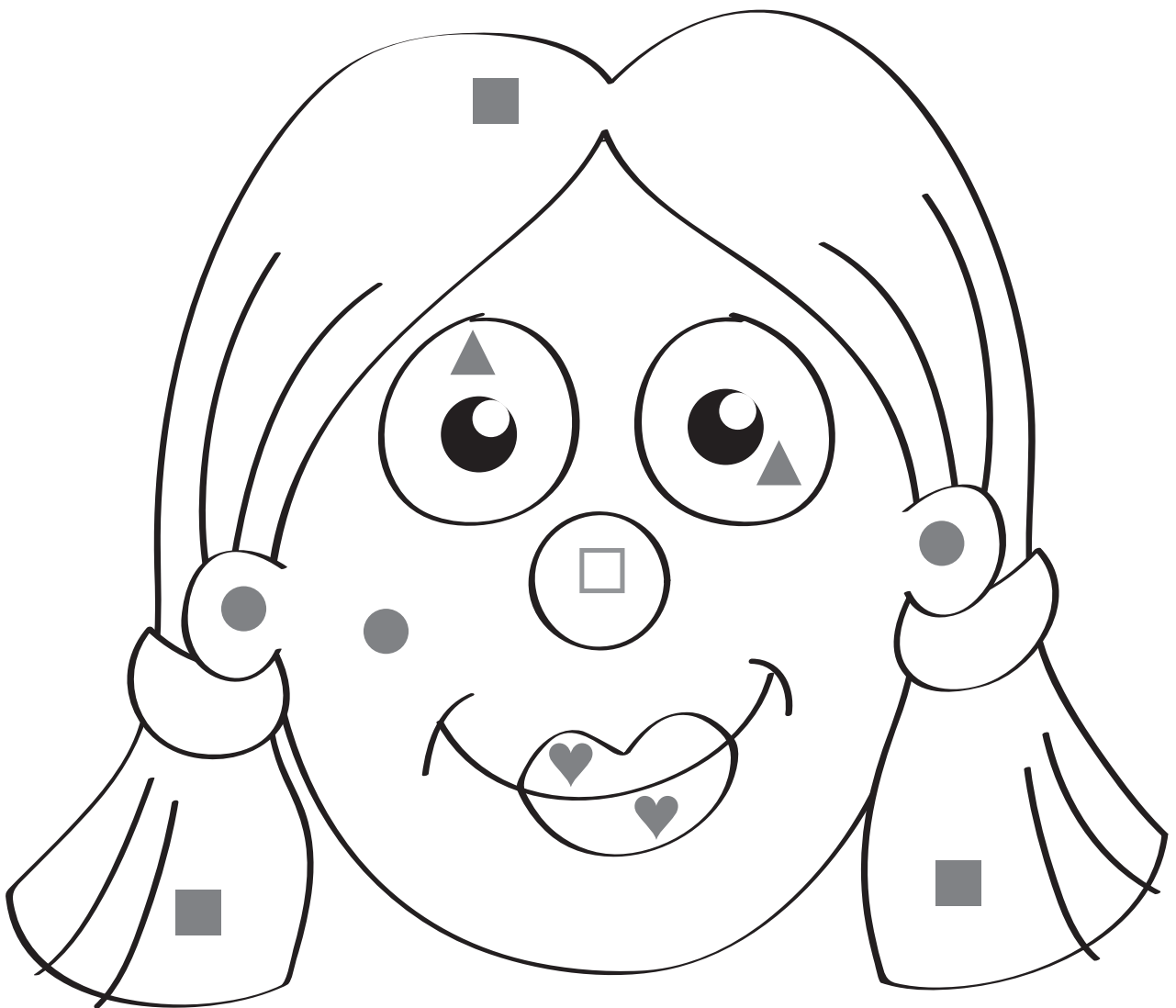
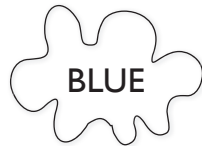
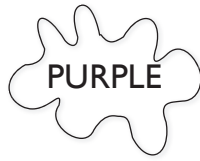
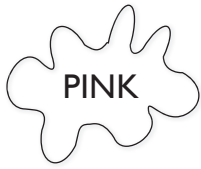
HAIR



FACE



2 LOOK, READ AND COLOR. 



3 FIND AND CIRCLE   OR   

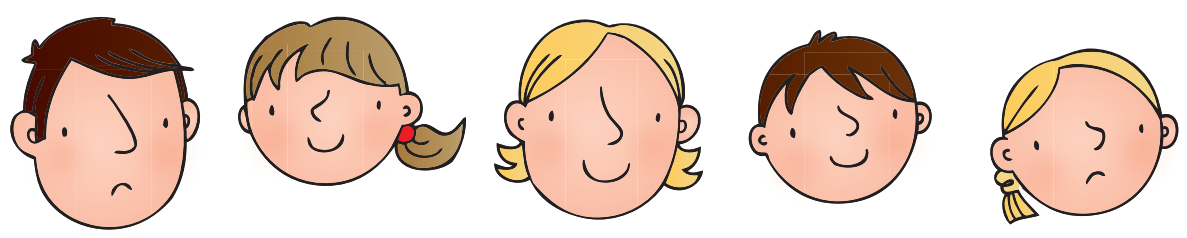
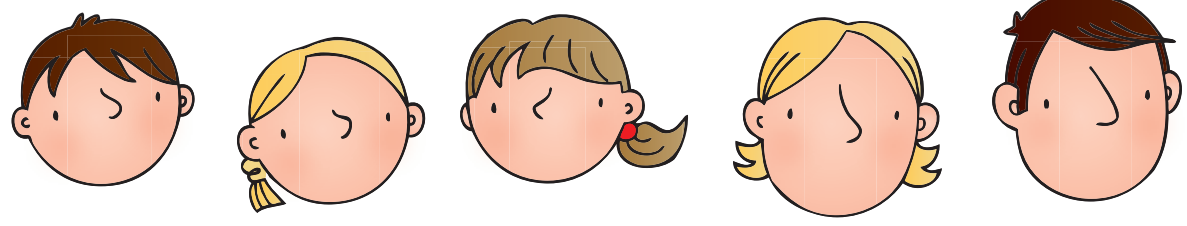




4 MATCH AND DRAW. 

1 2 3 4 5

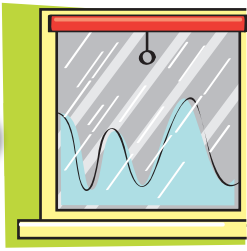


5

MATCH AND WRITE.



1



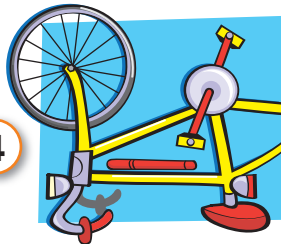
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3



4



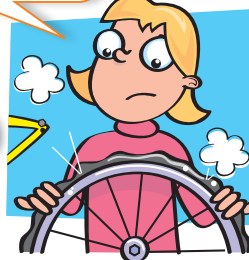
A

I'M HAPPY.



I'M SAD.

B



I'M _____.

C



I'M _____.

D

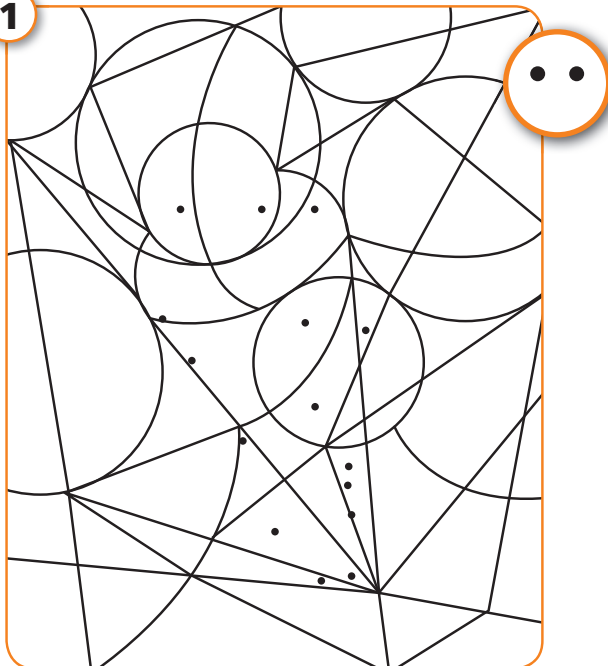


6

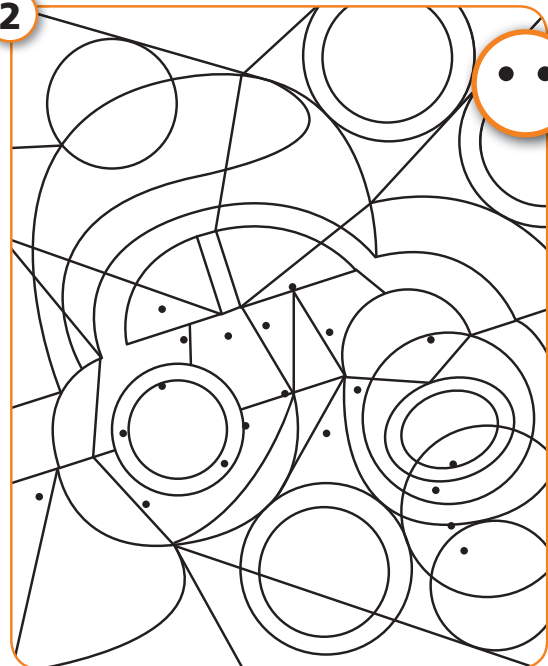
COLOR AND DRAW. THEN WRITE.



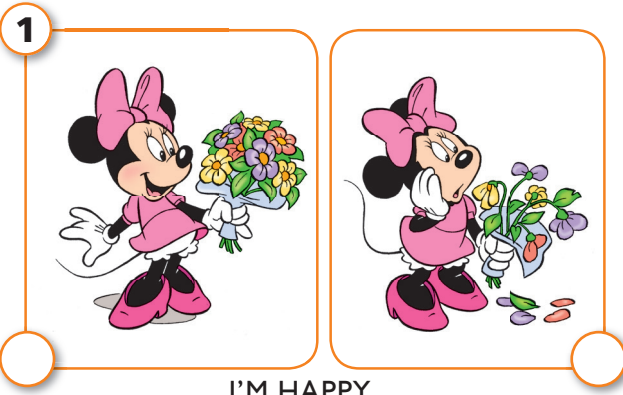
1



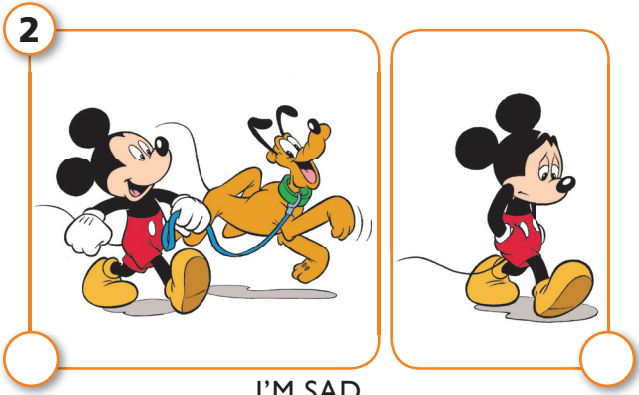
2



7 READ AND CHECK (✓) OR CROSS (X). 



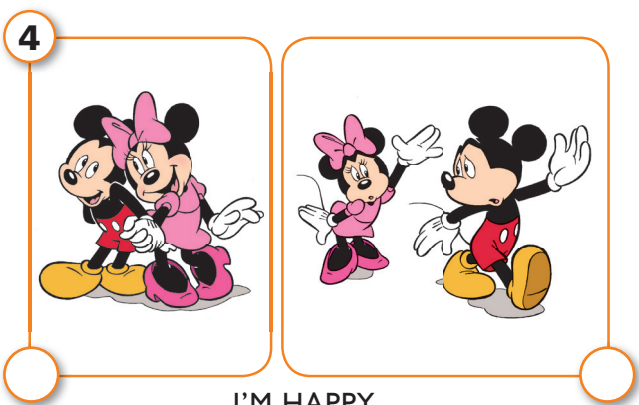
I'M HAPPY.



I'M SAD.

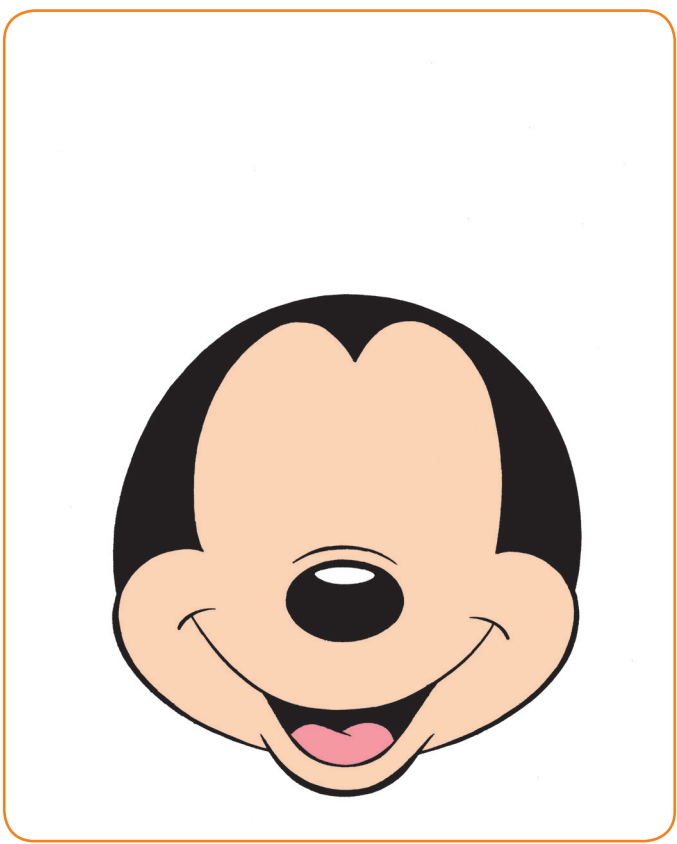
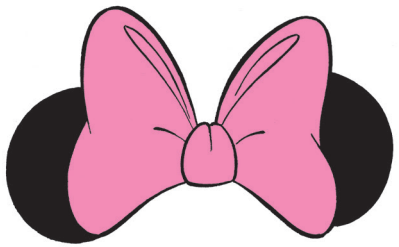
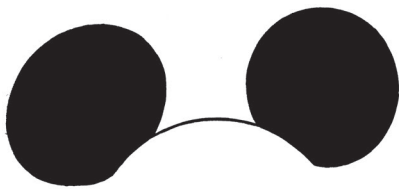


I'M SAD.

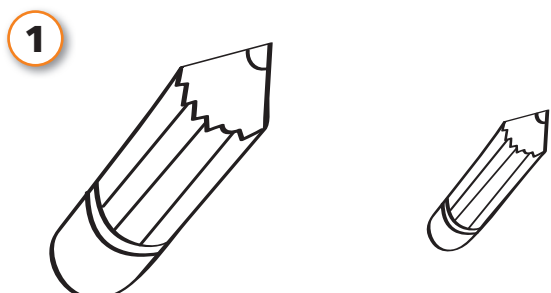


I'M HAPPY.

8 CHOOSE AND CIRCLE. THEN DRAW. 



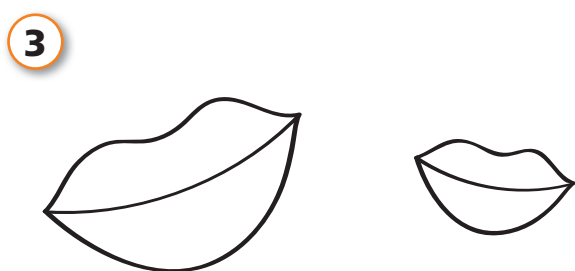
9 READ AND COLOR. 



IT'S A BIG PENCIL.



IT'S A SMALL NOSE.

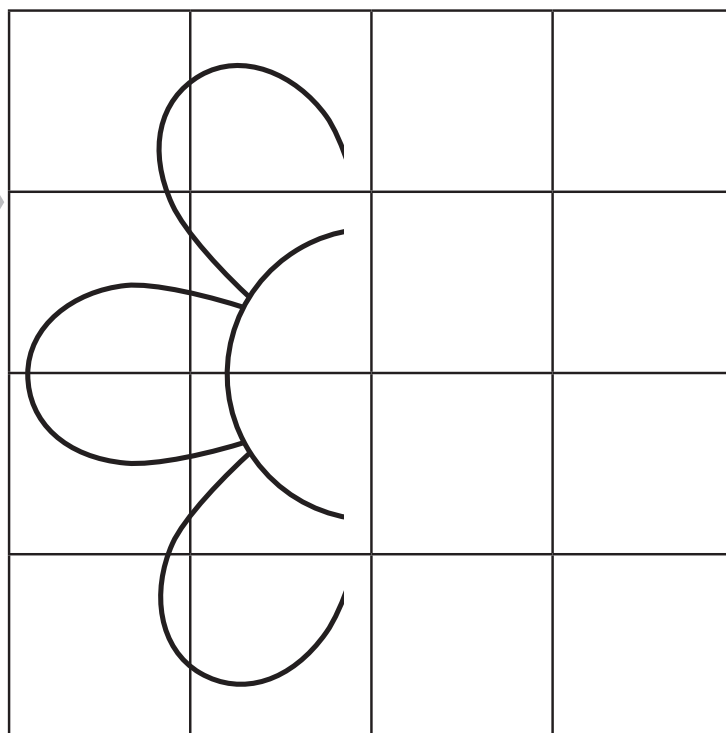
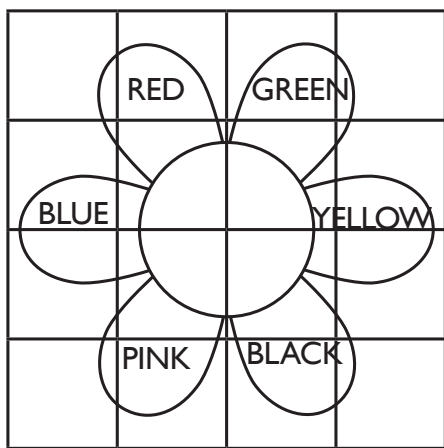


IT'S A SMALL MOUTH.



IT'S A BIG BAG.

10 LOOK AND READ. THEN DRAW AND COLOR. 



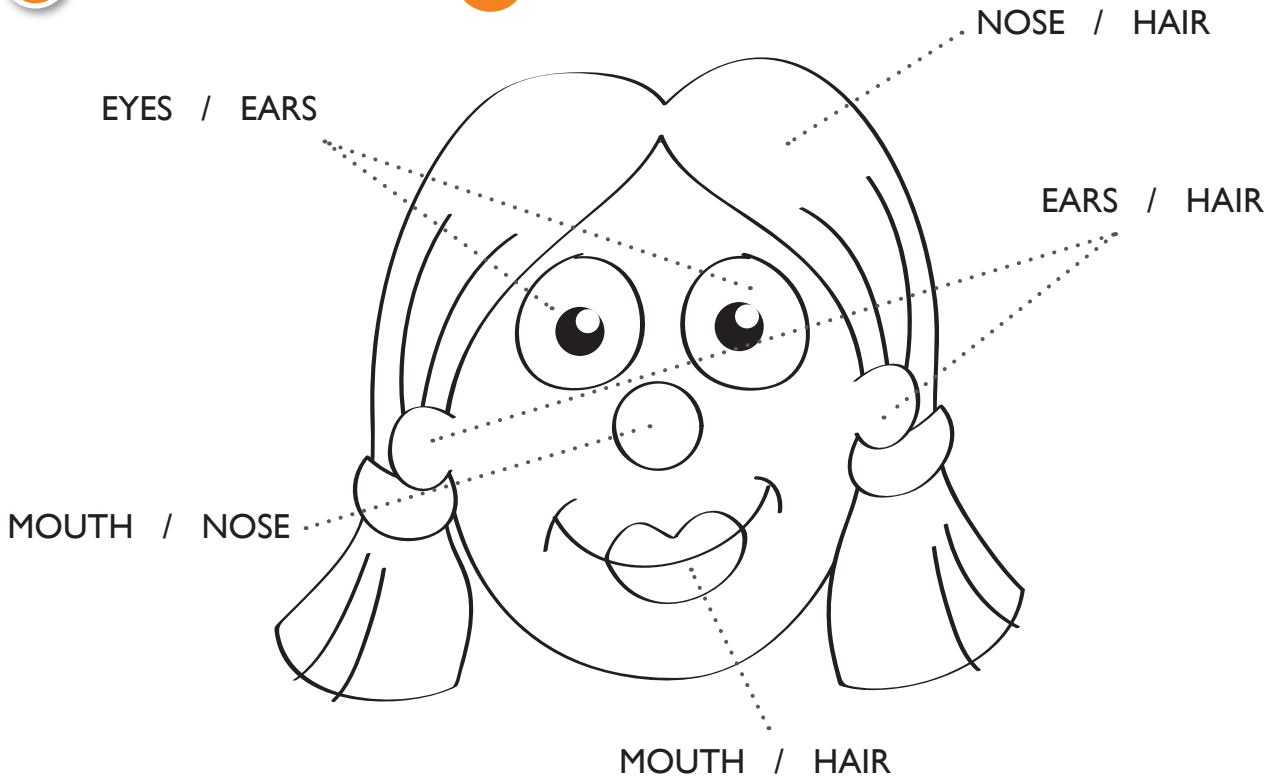


MY FACE

EXTRA

1

LOOK AND CIRCLE.

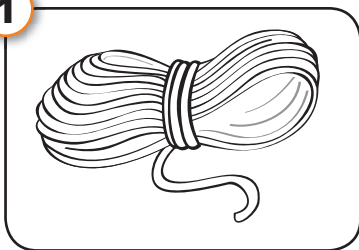


2

READ AND COLOR.

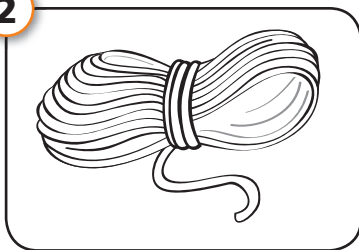


1



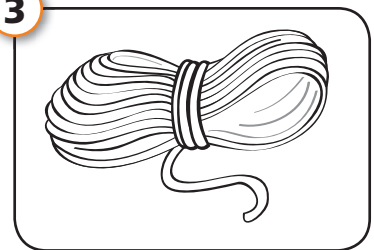
PINK

2



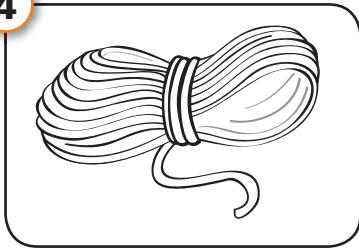
BROWN

3



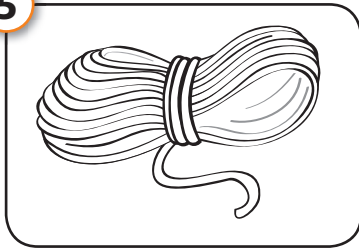
PURPLE

4



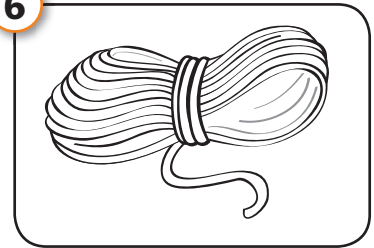
ORANGE

5



RED

6

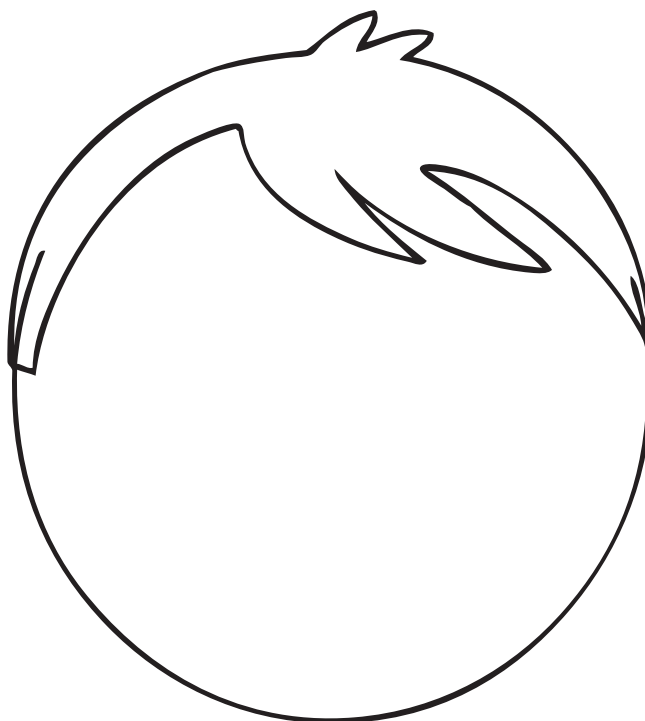


BLUE





1 READ, DRAW AND COLOR. 


- MOUTH
- EYES
- NOSE
- EARS



2 SAY AND STICK.   







NEW

English Adventure

Teacher's Guide

LEVEL 2

Contents

- Scope and Sequence
- Course Components 12
- Course Methodology 16
- Teaching Children 18
- The Teaching Methodology 19
- Cooperation with Parents 112
- How to Use Stories 113
- How to Use Posters 114
- How to Use the DVD 115
- Resource Bank 116
- Welcome Activities 121
- Disney/Pixar Movies 125
- Teacher's Notes 1

Scope and Sequence

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

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

1 My face

Vocabulary I

Aims: to learn the words for parts of the face. To learn a chant.
Target language: *ears, eyes, face, hair, mouth, nose; This is my (face).*
Receptive language: *Yes. Try again.*
Materials: CD1, flashcards with parts of the face.

Optional activity

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

Presentation

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

Student's Book, page 4

1 Listen and chant.

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

My eyes. My ears. My mouth. My nose.
 This is my face. And this is my hair. 1.10

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

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

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

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

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

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

TPR

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

Workbook, page 100

1 Read and match.

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

Optional activity

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

Vocabulary II

Aims: to learn colors.

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

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

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

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

Optional activity

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

Presentation

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

Student's Book, page 5

3 Listen and say. Then match and color.

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

Pink, purple, orange, brown.

1.13

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

4 Listen and circle.

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

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

1.14

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

TPR

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

Workbook, page 101

2 Look, read and color.

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

3 LISTEN AND SAY. THEN MATCH AND COLOR. CD 1.13

PINK PURPLE ORANGE BROWN

4 LISTEN AND CIRCLE. CD 1.14

1

2

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

5

Song

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

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

Review: parts of the face.

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

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

Presentation

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

Student's Book, page 6

5 Listen, read and say. Then match.

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

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

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

6 Listen and sing.

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

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

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

TPR

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

Workbook, page 102

3 Find and circle ○ or ○.

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

4 Match and draw.

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

5 LISTEN, READ AND SAY, THEN MATCH. CD 1.15

6 LISTEN AND SING. CD 1.16 CD 1.17

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

Practice

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

Review

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

Student's Book, page 7

7 Look and read. Then draw and write.

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

8 Look and play.

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

TPR

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

Optional activity

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

Workbook, page 103

5 Match and write.

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

6 Color and draw. Then write.

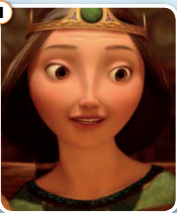
- Students color the parts of the pictures marked with dots to see what is in the pictures (ice cream, a broken car). Then they draw a smile or a frown in the blank faces and write happy or sad on the line.
- **Answers:** 1 - *happy*, 2 - *sad*.

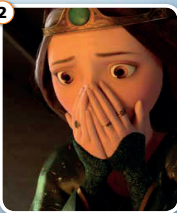
Extra activity


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

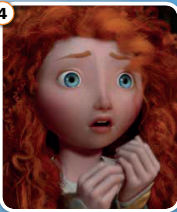
UNIT
1

7 **LOOK AND READ. THEN WRITE AND DRAW.**

1

😊
 I'M HAPPY

2

😞
 I'M HAPPY

3

😊
 I'M _____

4

😞
 I'M _____

8 **LOOK AND PLAY.**

PRACTICE: I'M (HAPPY). FACE. COLORS.

7

Story

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

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

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

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

Materials: CD1.

Optional activity

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

Student's Book, page 8

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

9 Listen and answer.

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

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

1.18

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

10 Now act the story out.

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

Workbook, page 104

7 Read and check (✓) or cross (X).

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

9 LISTEN AND ANSWER.

10 NOW ACT THE STORY OUT.

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

Skills

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

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

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

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

Review

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

Student's Book, page 9

11 Listen and check (✓) or cross (X).

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

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

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

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

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

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

1.20

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

TPR

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

Optional activity

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

Workbook, page 104

8 Choose and circle. Then draw.

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

The next lesson

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

UNIT
1

11 LISTEN AND CHECK (✓) OR CROSS (X). CD 1.19

<p>1  X</p>	<p>2  ✓</p>
<p>3  X</p>	<p>4  ✓</p>

12 GO TO PAGE 73. CUT OUT. THEN LISTEN AND PLAY. CD 1.20

YELLOW NOSE.



SKILLS: FACE. COLORS. I'M (HAPPY).

9

CLIL

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

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

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

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

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

Optional activity

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

Presentation

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

Student's Book, page 10

13 Listen and say. Then listen and circle.

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

Part 1 1.21
 1 It's small. A small flower.
 2 It's big. A big flower.
 3 It's small. A small face.
 4 It's big. A big face.
 5 It's small. A small book.
 6 It's big. A big book.

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

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

14 Read, match and say.

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

15 Make a poster.

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

TPR

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

Optional activity

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

Workbook, page 105

9 Read and color.

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

10 Look and read. Then draw and color.

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

Extra activity

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

13 LISTEN AND SAY. THEN LISTEN AND CIRCLE. CD 1.21

14 READ, MATCH AND SAY.

BIG EYES

A BIG RULER

A BIG PENCIL

A SMALL PENCIL

SMALL EYES

A SMALL RULER

15 MAKE A POSTER.

Review 1

Aims: to review the material from Unit 1. Self-evaluation.

Review: the language from Unit 1 – colors; parts of the face; *I'm happy/sad*.

Receptive language: *Look at Dad/Mom. He's/She's (happy). Is he/she (sad)? Who is it?*

Materials: CD1, flashcards with parts of the face, home-made flashcards with colors, word cards with the words: *happy, sad*. Optional: Worksheet 6 for each student.

Optional activity

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

Review

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

Student's Book, page 11

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

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

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

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

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

2 Draw and write. Then say.

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

Workbook, page 107

1 Read, draw and color.

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

2 Say and stick.

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

Optional activity

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

Progress evaluation

- Resource Pack, Level 2, Evaluation sheet 1.

Extra adventure 1, page 106

1 Look and circle.

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

2 Read and color.

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

REVIEW UNIT
1

1 LISTEN, CHECK (✓) AND SAY. THEN PLAY. CD 1.22

2 DRAW AND WRITE. THEN SAY.

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

11

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- MULTI-ROM
- Teacher's Guide with Class CD
- Teacher's Resource Pack
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