

NEW

English Adventure

**Student's Book
with Workbook**

LEVEL 3



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

NEW

English Adventure

**Student's Book
with Workbook**

LEVEL 3



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

Pearson Education Limited

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

www.pearsonELT.com

© Pearson Education Limited 2015. This edition of New English Adventure Level 3 is published by Pearson Education do Brasil, 2016, by arrangement of Pearson Education Limited.

Copyright © 2016 Disney Enterprises, Inc. All rights reserved.
 Pixar characters and artwork Copyright © Disney and Pixar

The rights of Viv Lambert and Anne Worrall to be identified as authors of this work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First published 2016

ISBN 978-1-292-14123-7

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

Product Coordinator: Priscila Marconi

Design Coordinator: Cleber Carvalho

MediaHub- Pearson Brazil

Author: Viv Lambert, Anne Worrall with José Luis Morales

Editors: Rhiannon Ball, Priscila Marconi and Viviane Kirmeliene

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 Comicup, David Belmonte, John Lund, Gustavo Mazali, Davide Ortu.

Special thanks to Kornelia Szurowska and Hania Medyńska for their drawings.

The publisher would like to thank the following for their kind permission to reproduce their photographs:

(Key: b-bottom; c-centre; l-left; r-right; t-top)

123RF.com: Andreehast 4 (robot), Kitch Bain 5 (robot), 9r (robot), Andrea Hast 9l (robot), Dmitrii Kiselev 61/2, Johan Lenell 26cr, Luca Mason 58cr, Olga Popova 9 (bats), Maxim Petrichuk 72cr, Aleksey Popugin 61/3, Carsten Reisinger 5 (rocket), Cathy Yeulet 61/1; **Alamy Images:** ImageBroker 62t, Jack Sullivan 70tr; **Corbis:** KidStock / Blend Images 21cl, Moodboard 13; **Datacraft Co Ltd:** 66/1; **Pawel Ferenc:** 42b; **FLPA Images of Nature:** Jurgen & Christine Sohns 42/1; **Fotolia.com:** Andriigorulko 54/4, Leonid Andronov 54/7, Auter 5 (bat), Gabriel Blaj 37cl, Frank Boston 66/2, Buriy 46 (a), Camanettes 33/1, Jacek Chabraszewski 37cr, Denio109 51 (ice cream), Dmitry Vereshchagin 54/6, Eisenhans 54/2, 54/5, Elena Kharichkina 9 (scooter), Elnur 60 (shorts), Eurobanks 3cl, Ingus Evertovskis 9 (teddy bears), Farbkombinat 17t, Susan Flashman 42/2, Michael Flippo 4bl, Gelpi 5/1, 2, 9 (boy, girl), Gmeviphoto 46 (salad), 50 (cereal), Goodluz 46tr, Gorilla 37tl, 41/1, Grauvision 46 (onion), Guzel Studio 9 (ball), Hakase420 36 (walk), Halfpoint 14cr, Mat Hayward 33/2, Iko 12bl, Ritu Jethani 33/3, Johlendorf 58tr, Jolopes 12 (brother), Karandaev 50 (sandwiches), Andrey Kiselev 3l, Kostia 37tr, Vera Kuttelvaserova 12 (grandma), Jörg Lantelme 52 (town), Johan Larson 46tl, Pavel Losevsky 61/4, Luis Louro 21cr, Mariessacha 9 (doll), MarkFGD 44 (mushrooms), 46c, 51 (mushrooms), Marco Mayer 46/4, Michaeljayberlin 12 (dad), 12br, Migtacha 58cl, 58br, Monkey Business 36r, 66/3, Monstersparrow 4 (watch), 5 (watch), 9 (watches), Monticilllo 50 (meat), Sergii Moscaliuk 50 (spaghetti), V. Mrks 4 (game), Msk.nina 50 (eggs), My 3 kids 14cl, Mitry Naumov 26tr, Nerthuz 9 (rocket), 54/3, NSergiy 12 (sister), Pioneer 5 (scooter), Polifoto 51 (fish), Rawpixel 54/1, Rimmdream 14tr, Sixdays 46/2, SLP, London 46/3, Smalik 21r, Suksao 41/4, Tifon Images 9 (game), V&P Photo Studio 46/1, Waldru 70tl, Sally Wallis 42/4, Wckiw 26tl, Whitestorm 50tl, Wollertz 46 (mushrooms), Mara Zemgaliete 46 (tomatoes), 51 (soup), Zerbor 50 (milk), A Zhagunov 36l; **Pearson Education Ltd:** Jon Barlow 66/4, Terry Leung, Pearson Education Asia Ltd 46 (peas), Jules Selmes 36 (run), Studio 8 3cr, 3r, Rafal Trubisz 6b, 9b, 10, 14bl, 17b, 22, 25, 33b, 41b, 45t, 49b, 57, 62b, 65; **Photofusion Picture Library:** Gavin Bambrick 72t; **Shutterstock.com:** Africa Studio 60 (socks), Alexsvirid 21l, AM Studio 5 (teddy), Andersphoto 44bl, Cdrin 52 (lake), Melanie DeFazio 14tl, DilKar 50 (grapes), Peter Graham 52 (forest), Greenland 36 (climb), Guzel Studio 46 (c), P. Hal 44br, Amy Nichole Harris 58tl, Hurst Photo 51 (egg), Ifong 50 (ice cream), Iko 4 (TV), Karkas 60 (belt), 60bl, Maria Komar 46 (carrots), Kamenetskiy Konstantin 44 (cheese), 51 (cheese), Littlewormy 58bl, Mimo 60 (scarf), Monkey Business Images 50tr, 50c, NRT 46 (d), 50 (salad), S. Oleg 4br, 9 (bike), Siamionau Pave 60br, Sergey Peterman 5 (computer), VR Photos 50 (water), Polartern 52 (field), Pressmaster 41/3, Daniel Prudek 52 (mountain), Ravl 46 (b), Olga Sapegina 36 (jump), Specta 42/3, Straga 52 (river), Tatiana Popova 9 (computer), VadiCo 44 (fish), Wacpan 5 (bike), John Wollwerth 41/2, Yasonya 44 (grapes), Alaettin Yildirim 50 (pizza), Feng Yu 50 (bread); **www.imagesource.com:** 26cl

All other images © Pearson Education

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

NEW

English Adventure

LEVEL 3

Contents

page

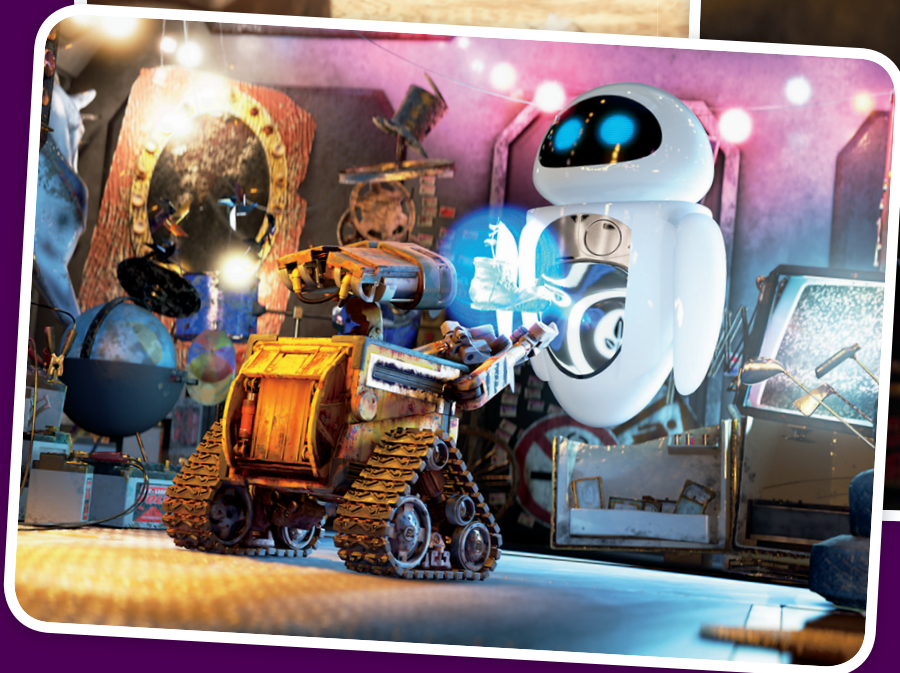
Hello	2
1. My favorite things	4
2. My family	12
3. My body and face	20
4. My room	28
5. I can jump!	36
6. I like cheese!	44
7. Our world	52
8. What's he wearing?	60

Contents

page

Easter	68
May Day	69
Thanksgiving	70
Christmas	71
Cut-outs	73
Poster activity	89
Workbook	93
Picture dictionary	165
Stickers	167

My favorite things



1 Listen and find. CD 1.9

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



bat



robot



video game



TV



watch



bike

3 Listen and say. CD 1.11

It's a watch.

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

4

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

CD 1.12



1



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

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

2



5

Listen and sing.

CD 1.13




KARAOKE

CD 1.14

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

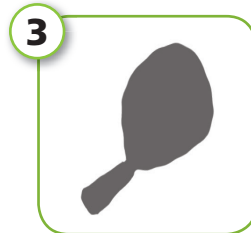
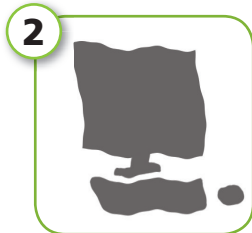
It's my favorite thing!
It isn't a boat.
It isn't a kite.
It isn't a computer!
It isn't a spaceship,
Or a train.
No! It's my red scooter!



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

6

Look and say Yes or No.



1 Is it a scooter?

2 Is it a TV?

3 Is it a bat?

4 Is it a robot?

5 Is it a watch?

A



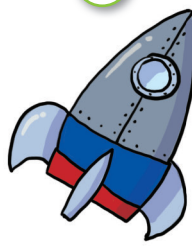
B



C



D



E



7

Choose, ask and answer.



Is it a scooter?

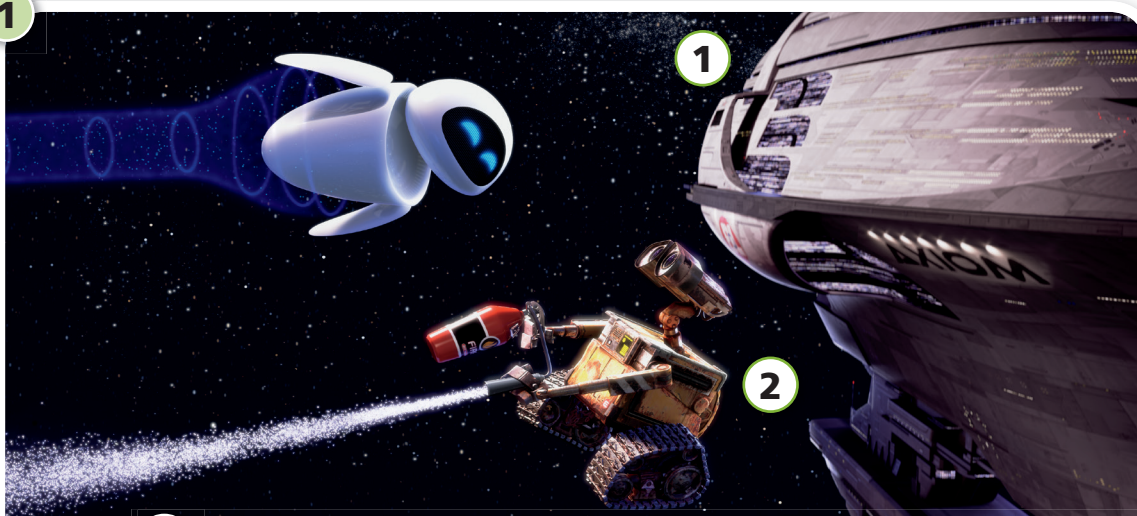
Yes.



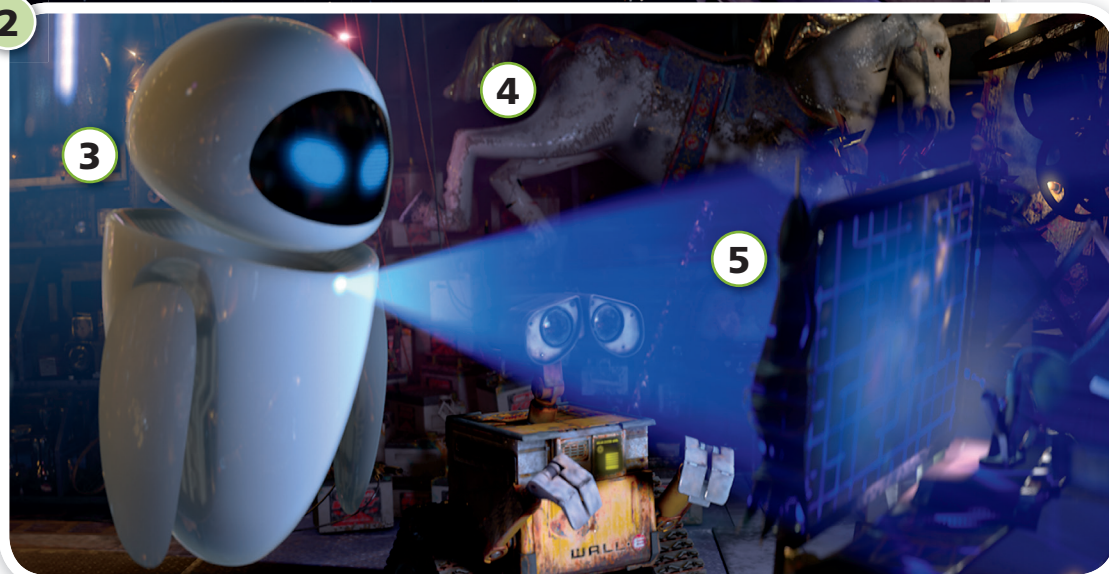
8 Listen, find and say.

CD
1.15

1



2



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



1 Is it a spaceship?

4 Is it a scooter?

2 Is it a robot?

5 Is it a TV?

3 Is it a horse?

10 Tongue Twister! Listen and say.

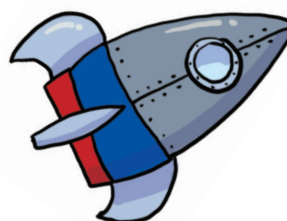
CD
1.16

Is it a spaceship?

Is it? Is it?

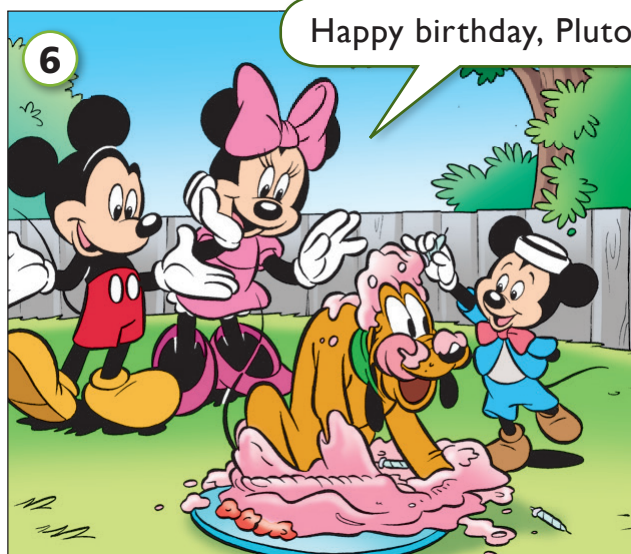
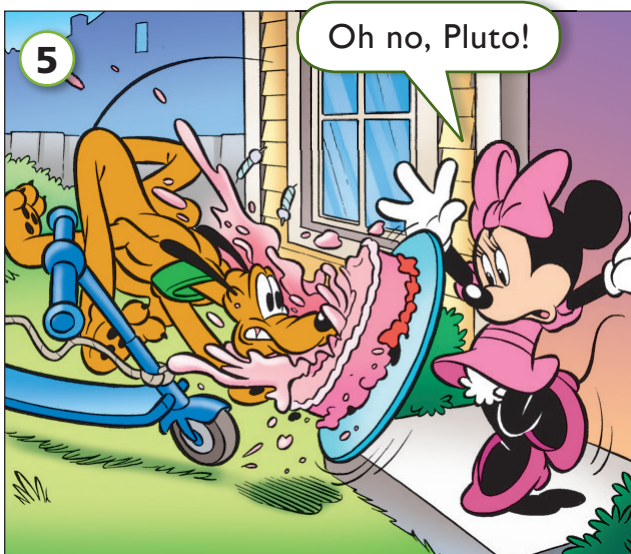
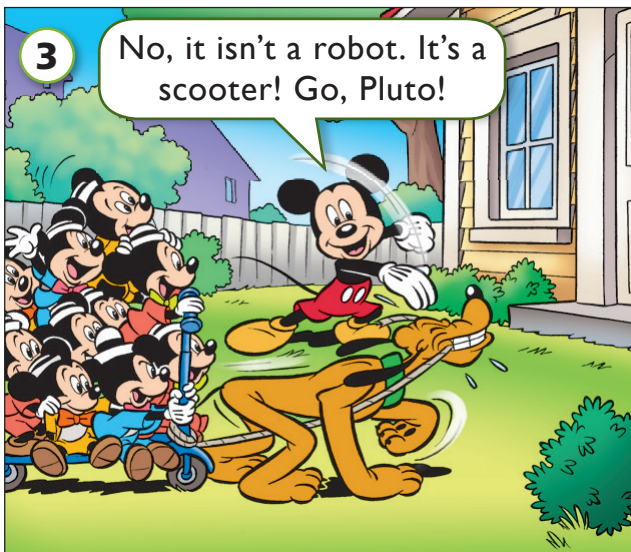
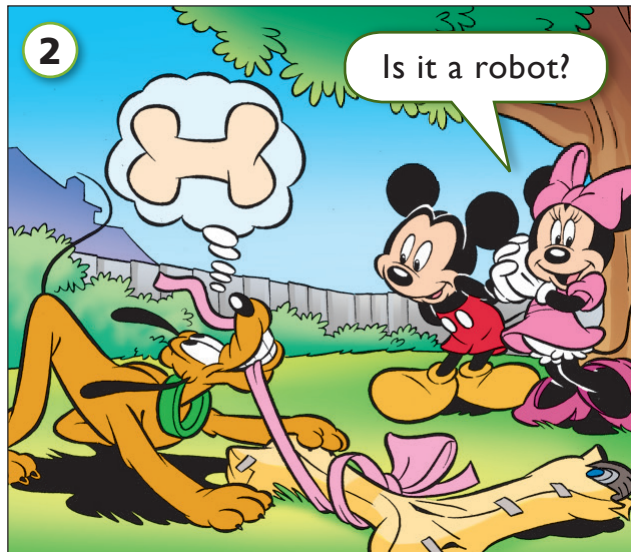
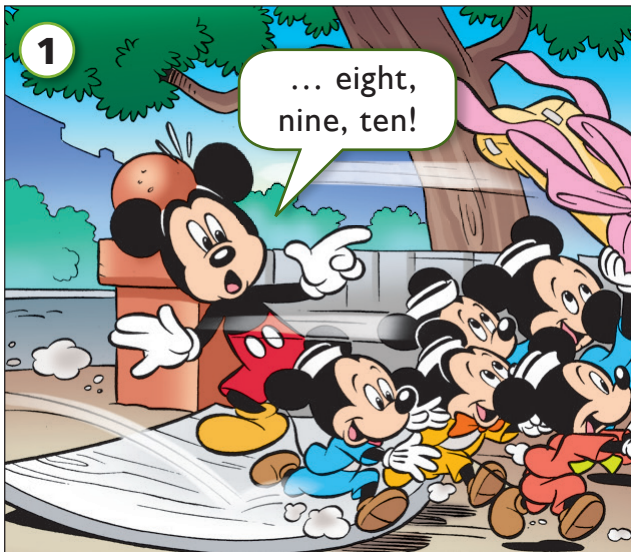
Is it a spaceship?

Yes, yes, yes!



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

11 Listen and answer.



12 Now act the story out.



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

13 Listen and read. Then say.

CD
1.18

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



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



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

CD
1.19

My favorite thing is small.

Yes.


Yes.

Is it red?

Is it a watch?



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

15 Listen, find and say. CD 1.20 

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16 Write the children's favorite things in your notebook.

Listen and say the number. CD 1.21  



17 Project: Do a survey. 

What's your favorite thing?

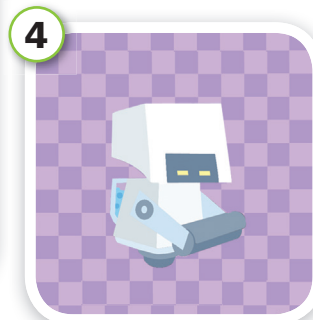
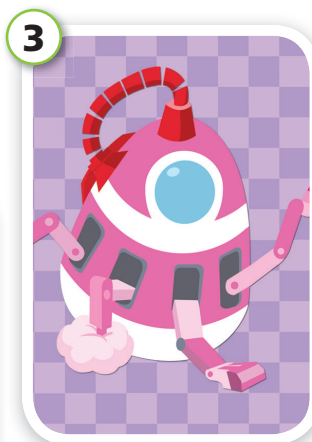
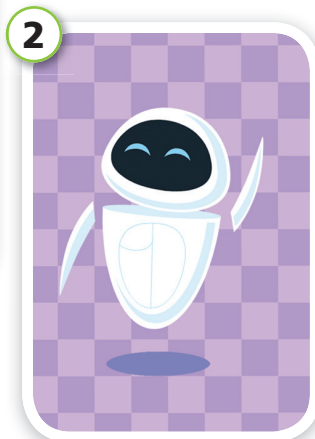
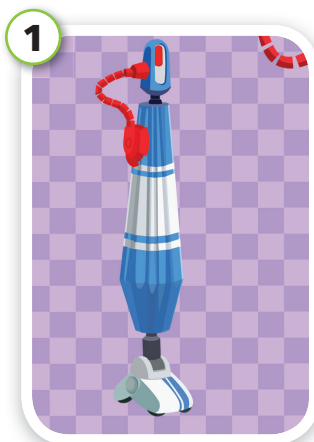
It's a teddy bear.



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

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

1 Listen and say the number.

CD
1.22

2 Write about robot number 3 in your notebook.

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



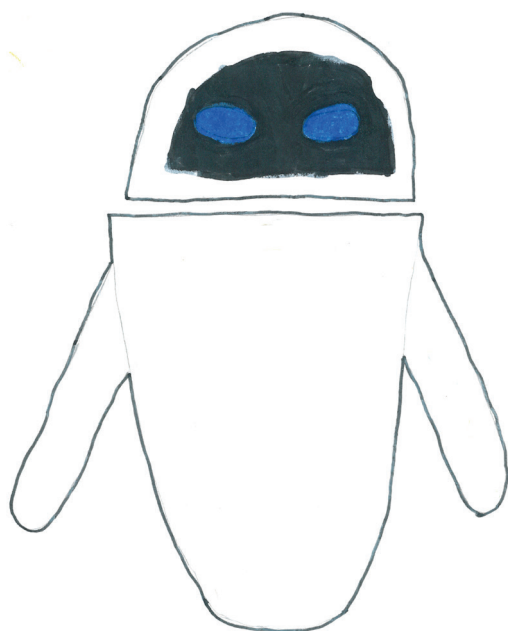
a computer

a robot

small

red and pink

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



It's white.

It isn't small.

It's my favorite robot.

NEW

English Adventure

Workbook

LEVEL 3

Contents

	page
Hello	94
1. My favorite things	96
2. My family	104
3. My body and face	112
4. My room	120
5. I can jump!	128
6. I like cheese!	136
7. Our world	144
8. What's he wearing?	152
Easter	160
May Day	161
Thanksgiving	162
Christmas	163
Picture Dictionary	164
Stickers	167

My favorite things



1 Look and number. 



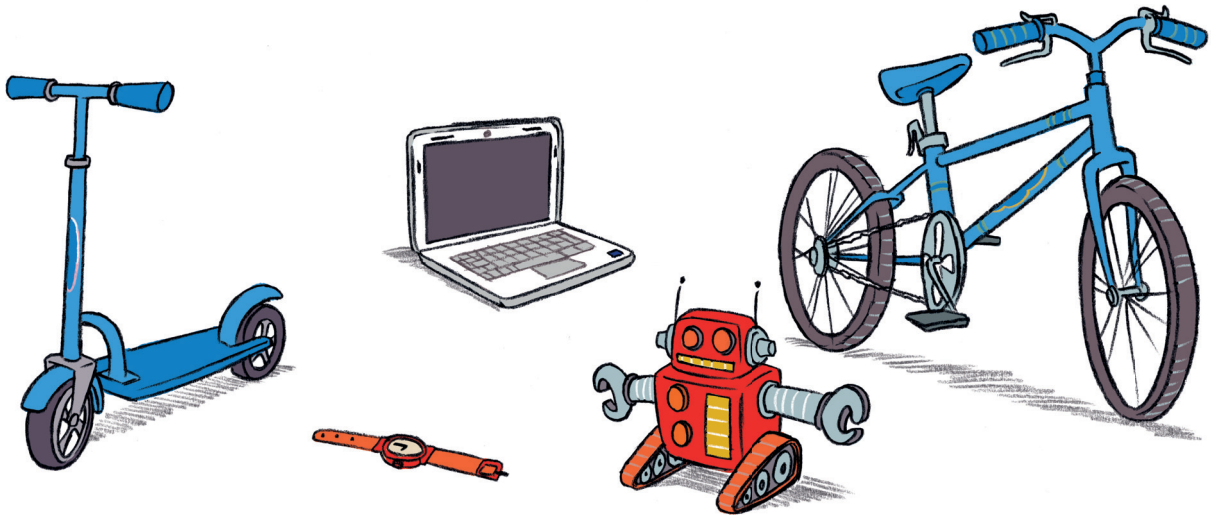
bat	<input type="checkbox"/>	video game	<input type="checkbox"/>	watch	<input type="checkbox"/>
robot	<input type="checkbox"/>	TV	<input type="checkbox"/>	bike	<input type="checkbox"/>

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

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

3

Read, look and guess. Then write.

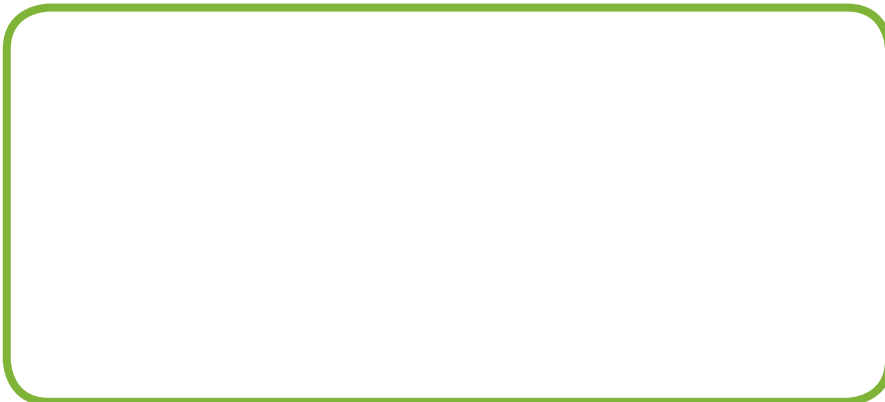


scooter robot computer bike spaceship watch

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

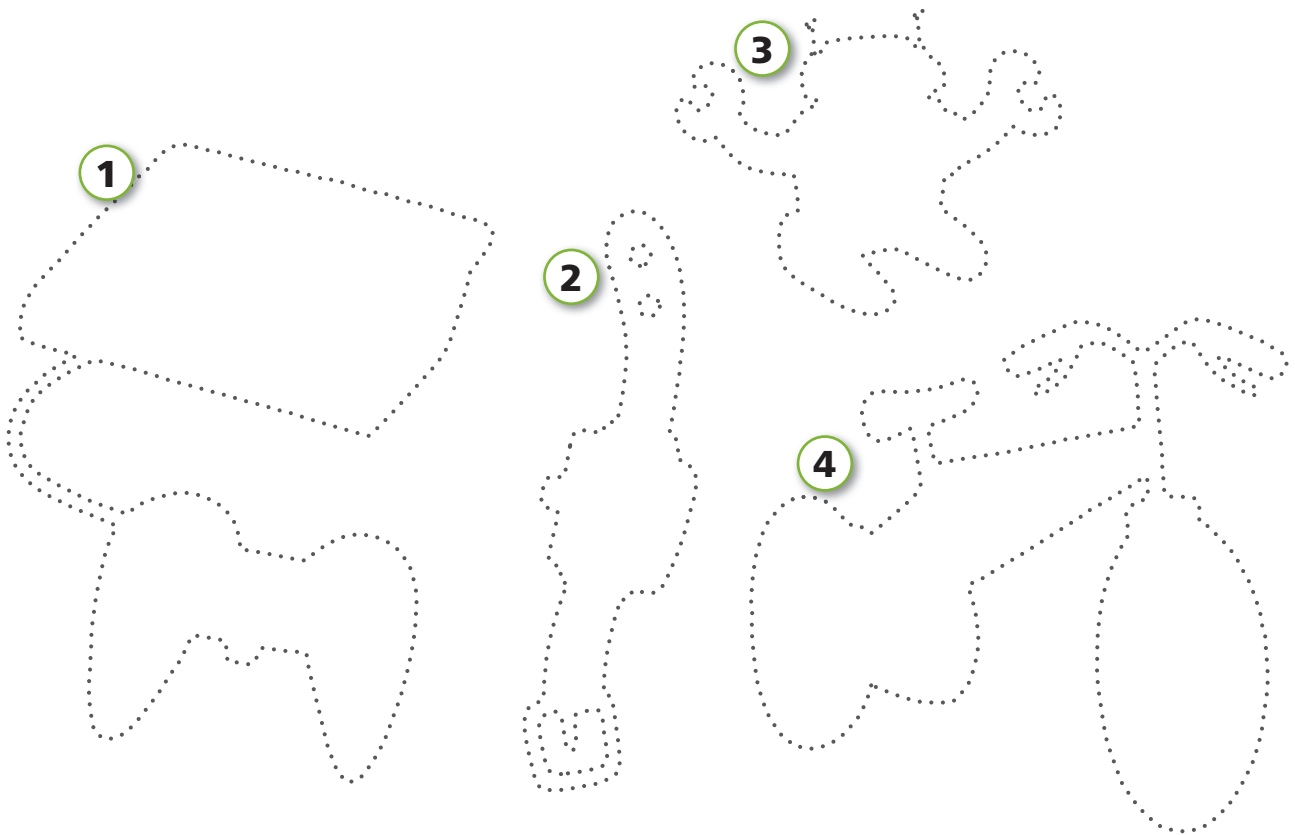
4

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



It's a _____.

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



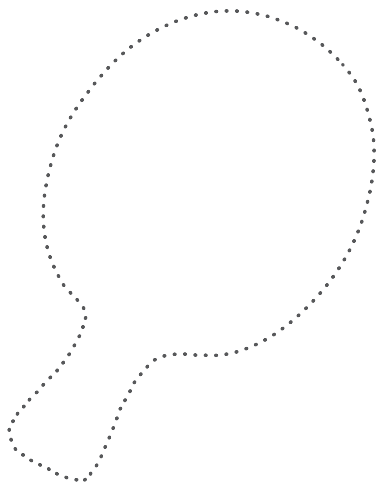
1 Is it a video game?

3 Is it a robot?

2 Is it a train?

4 Is it a scooter?

6 Draw. Then write and answer Yes or No. 



1 Is it a TV? No

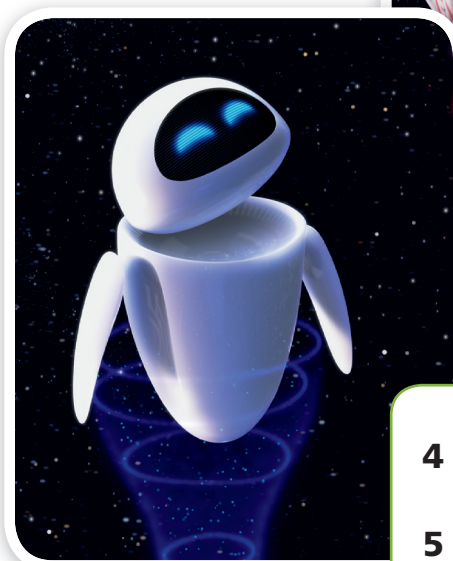
2 _____ a ball? _____

3 _____ a bike? _____

4 _____ a watch? _____

5 _____ a bat? _____

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



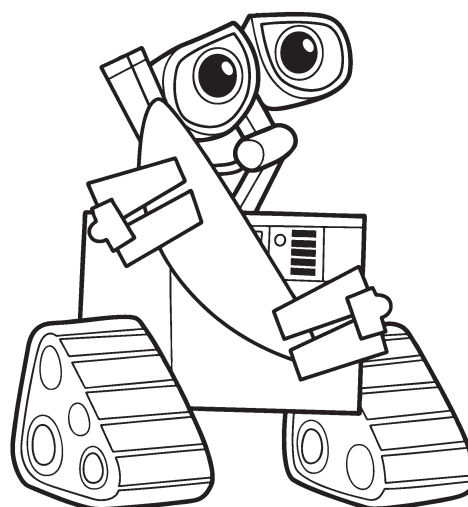
- 1 _____ big.
 2 _____ a train.
 3 _____ a spaceship.

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

8 Circle and color.



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



9

Read and draw.



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

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

3 Is it a cake? Yes, it is!



10

Look at Pluto. Draw. Then write.

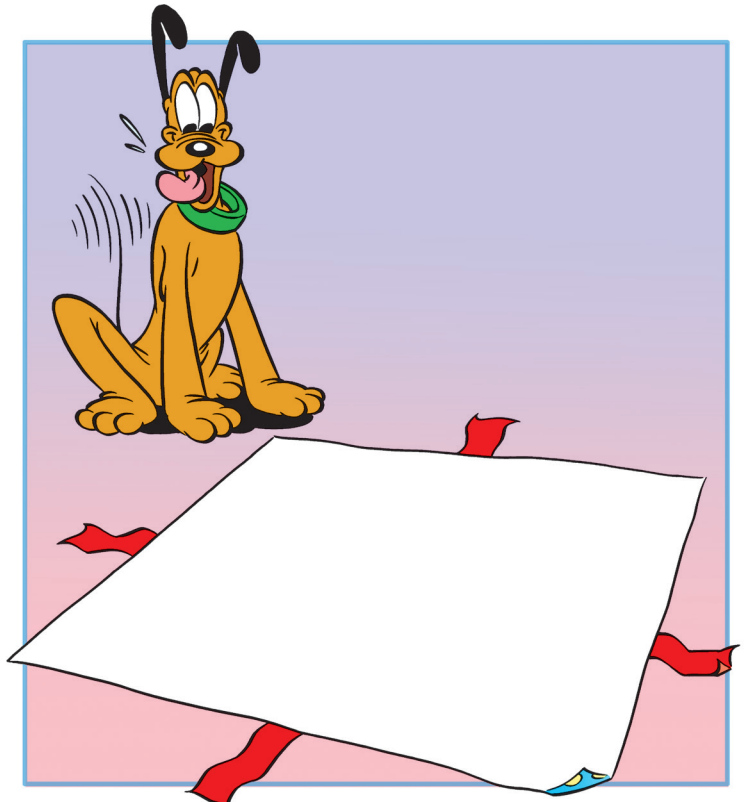


cake robot isn't

It isn't a _____.

It _____ a ball.

It's a _____.



11

Look and write.

It's teddy bear ~~small~~ isn'tMy favorite thing is _____ *small* _____ .

_____ yellow.

It _____ a bike.

It's a _____ .

blue video game bike isn't

My favorite thing is _____ .

It _____ big.

It isn't a _____ .

It's a _____ .



12

Draw your favorite thing. Then write.



My favorite thing

is a _____ .

It's _____ .

It isn't a _____ .

It's a _____ .





My favorite things

1 Find and circle. Then write.



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

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

2 Join the dots. Then write.



three

two

one

four

fifteen

five

fourteen

eleven

nine

six

thirteen

twelve

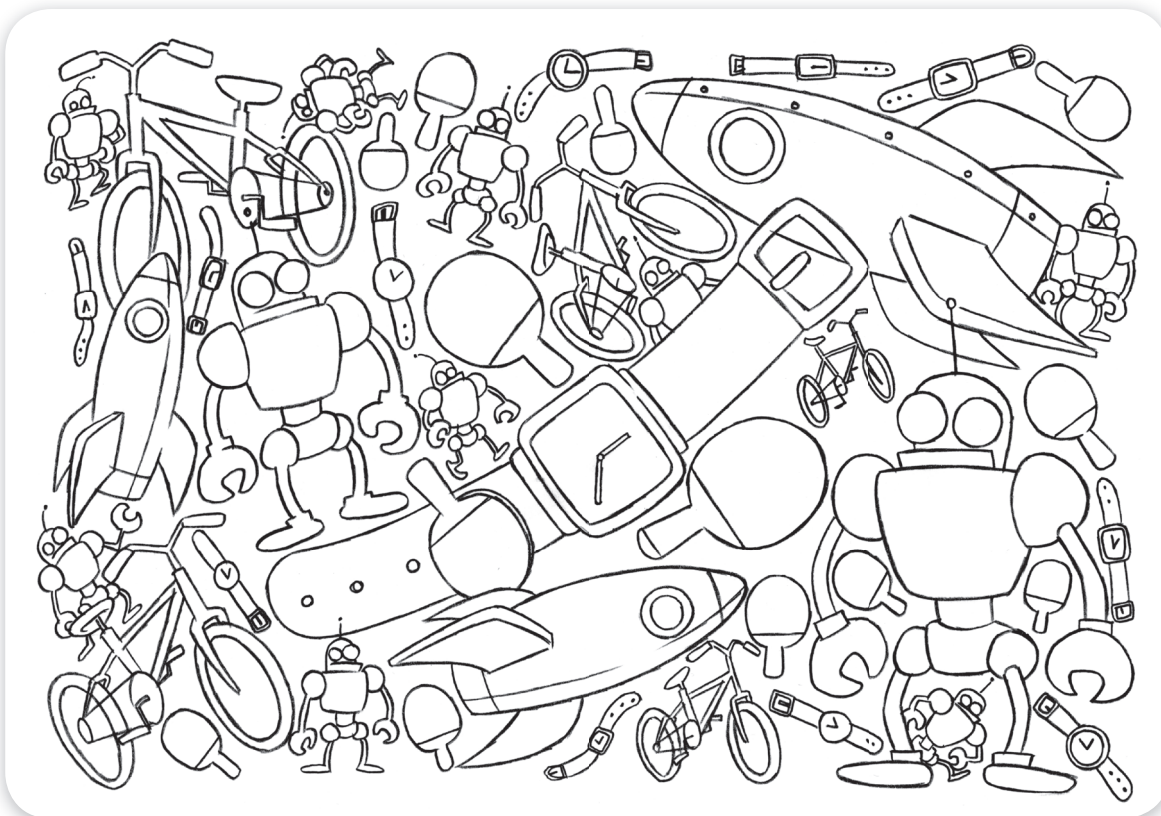
ten

eight

seven

It's a _____.

1 Count and color. Then write. 



1 _____ bats.

4 _____ spaceships.

2 _____ bikes.

5 _____ watches.

3 _____ robots.

2 Read and check (✓). Then stick.   

I can:

● talk about my favorite things.

● sing a song.

● count to fifteen.

● read a story.

NEW

English Adventure

Teacher's Guide

LEVEL 3

Contents

- Scope and Sequence
- Course Components 12
- Course Methodology 16
- Teaching Children 18
- The Teaching Methodology 18
- 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	Expressions: a (blue) circle. Phrases: Hello! I'm (Eva). I'm (happy). And you? I'm (big/gray). It's a (ball). It's an (elephant). (I have) a (big) (belly).	Hello everyone! How many (legs)? Number (six) is (sad). What color is it? What's number (one)? What's this?	Numbers 1–10 Classroom commands: Sit down. Stand up. Listen. Look. Quiet please. Open/Close your books. Point to a (pencil). Face and body parts: ears, eyes, face, hair, mouth, nose; arms, body, feet, fingers, hands, head, legs, toes, belly. Colors: black, blue, brown, green, gray, orange, pink, purple, red, white, yellow. Animals: elephant, giraffe, hippo, leopard, lion, rhino, tiger; zebra; bird, cat, dog, duck, fish, hamster, horse, mouse, rabbit, tortoise. Toys: ball, boat, car, doll, kite, teddy bear, train, yo-yo. Shapes: circle, rectangle, square, triangle. Vocabulary: big/small, happy/sad, long/short, yes/no.
Hello	Phrases: I'm (Anna). This is (Tom). How old are you? I'm (eight). What's your name?	Say hello. Hello everyone. What's missing? It's (yellow). Point to number (six). What color is it? Vocabulary: balloons. Classroom language	Colors: black, blue, brown, green, gray, orange, pink, purple, red, white, yellow. Numbers 1–10 Vocabulary: Hello. Classroom language
1. My favorite things	Favorite things: bat, bike, computer, video game, robot, scooter, spaceship, TV, watch. Numbers 11–15 Phrases: Is it a (scooter)? It isn't a (scooter). It's a bike. Go, Pluto! Happy birthday! Look! What's (your) favorite thing?	Do you like it? How many children? Is he happy? What's (your) favorite thing? It's in picture (1). They're in space. What color is (he)? What are these? What is it? What's on Pluto's head? Which number: 1 or 2? Who's/What's this? Vocabulary: things. Classroom language	Colors Numbers 1–10 Toys Vocabulary: big/small; cake. Phrases: Hello, I'm (Anna). What's your name? How old are you? I'm (nine). I like (robots). It's a (bike). It's (small/white). I have (fifteen) (robots). Yes/No.
2. My family	Family members: aunt, baby (sister), big (brother), brother, cousin, dad, grandpa, grandma, mom, sister, uncle. Vocabulary: family tree, twins. Phrases: Do you have a (sister)? Yes./No. I don't have (a brother). I have (two) (sisters). This is my family. Hello. Say 'cheese'. Sit down, please.	Can you see (a cat)? How many (brothers) (do you have)? What's / Who's this? Where / Who are they? Who's in the family? Vocabulary: princess. Classroom language	Favorite things Colors Numbers 1–15 Vocabulary: animals, cat, dog, horse, rabbit; big, small, red hair. Phrases: How old are you? What's your favorite ...?
3. My body and face	Face and body: blond/dark hair, chin, neck, tail, teeth. Vocabulary: glasses, please, strong. Expressions: brush your hair/teeth, wash your hands/face. Phrases: He/She has (brown) (eyes). He/She doesn't have a (big) (nose).	Are they big? Can you see ...? What color are (his) eyes? What's this? Who is it? Who is this? Vocabulary: children, sports, people. Classroom language	Face and body Family members Favorite things Animals Vocabulary: long/short, big/small. Phrases: It's/It isn't Goofy.
4. My room	Household items: armchair, bathtub, bed, box, carpet, cabinet, curtain, floor, lamp, mirror. Prepositions of place: next to, on, under. Numbers 16–20 Phrases: Is the (cabinet) (next to) the (chair)? The (box) is in the (bedroom).	How many (lamps)? Is Pluto in the garden? What's in the (bedroom)? Where are they? Where's (Jasmine/the pen)? Classroom language	Colors Numbers 1–15 Rooms: bathroom, bedroom, garden, kitchen, living room. Household items: chair, door, table, window. Preposition of place: in. Phrases: It's/It isn't in the (cabinet/kitchen). It's (small/yellow). Where is the (green) (box)?

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

1 My favorite things

Vocabulary I

Aims: to learn words for favorite things.

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

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

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

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

Optional activity

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

Presentation

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

Student's Book, page 4

1 Listen and find.

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

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

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

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

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

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

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

3 Listen and say.

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

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

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

TPR

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

Workbook, page 96

1 Look and number.

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

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

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

Optional activity

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

Extra activity

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

UNIT
1

My favorite things






1 Listen and find. CD 1.9

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

Yes

bat

Yes

robot

No

video game

Yes

TV

No

watch

Yes

bike

3 Listen and say. CD 1.11

It's a watch.

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

Song

Aims: to learn more words for favorite things. To learn a song.

Target language: *computer, scooter, spaceship; It isn't a (scooter).*

Review: *bat, bike, video game, robot, TV, watch, teddy bear; It's a (robot).*

Receptive language: *What's (your) favorite thing? Which number? 1 or 2?*

Materials: CD1, flashcards with possessions.

Optional activity

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

Presentation

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

Student's Book, page 5

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

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

What's your favorite thing?

1.12

A: Hmm... It isn't a computer. It isn't a teddy bear. My favorite toy is big and it's blue. It's a scooter.

B: My favorite thing isn't a robot. It isn't a watch. It isn't a bike. It's red and blue. It's small. It's a spaceship.

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

5 Listen and sing.

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

TPR

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

Workbook, page 97

3 Read, look and guess. Then write.

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

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

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

Optional activity

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

4 Listen, find and say. Then read and say 1 or 2.
CD 1.12

1

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

2

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

5 Listen and sing.
CD 1.13
KARAOKE CD 1.14

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

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

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

Vocabulary II

Aims: to learn new language.

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

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

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

Optional activity

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

Presentation

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

Student's Book, page 6

6 Look and say Yes or No.

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

7 Choose, ask and answer.

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

TPR

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

Workbook, page 98

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

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

6 Draw. Then write and answer Yes or No.

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

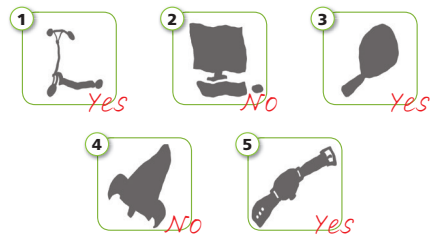
Optional activity

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

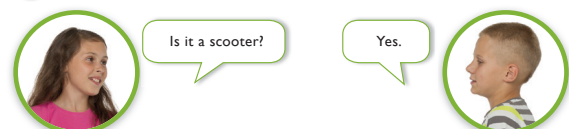
Extra activity

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

6 Look and say Yes or No.



7 Choose, ask and answer.



Practice

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

Optional activity

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

Review

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

Student's Book, page 7

8 Listen, find and say.

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

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

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

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

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

10 Tongue Twister! Listen and say.

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

TPR

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

Workbook, page 99

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

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

8 Circle and color.

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

Optional activity

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

Extra activity

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

UNIT
1

8 Listen, find and say. CD 1.15

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

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

10 Tongue Twister! Listen and say. CD 1.16

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

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

7

Story

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

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

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

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

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

Optional activity

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

Student's Book, page 8

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

11 Listen and answer.

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

12 Now act the story out.

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

Workbook, page 100

9 Read and draw.

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

10 Look at Pluto. Draw. Then write.

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

Optional activity

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

Extra activity

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

11 Listen and answer. CD 1.17

1 ... eight, nine, ten!

2 Is it a robot?

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

4 Look! The cake!

5 Oh no, Pluto!

6 Happy birthday, Pluto!

12 Now act the story out.

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

Skills

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

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

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

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

Optional activity

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

Review

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

Student's Book, page 9

13 Listen and read. Then say.

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

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

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

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

TPR

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

Workbook, page 101

11 Look and write.

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

12 Draw your favorite thing. Then write.

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

Optional activity

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

UNIT
1

13 Listen and read. Then say. video game

bike

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

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



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

My favorite thing is small.

Yes.

Yes.

Is it red?

Is it a watch?



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

CLIL

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

Optional activity

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

Presentation

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

Student's Book, page 10

15 Listen, find and say.

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

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

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

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

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

17 Project: Do a survey.

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

TPR

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

Optional activity

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

15

Listen, find and say. CD 1.20

11
eleven

12
twelve

13
thirteen

14
fourteen


15
fifteen

16


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

3, 2, 1


1



2



3




17

Project: Do a survey. CD 1.21

What's your favorite thing?

It's a teddy bear.



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

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

Review 1

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

Optional activity

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

Review

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

Student's Book, page 11

1 Listen and say the number.

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

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

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

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

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

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

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

Workbook, page 103

1 Count and color. Then write.

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

Self-evaluation

2 Read and check (✓). Then stick.

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

Optional activity

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

Progress evaluation

- Resource Pack, Level 3, Test 1

Extra adventure, page 102

1 Find and circle. Then write.

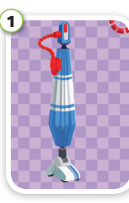
- Student look at the pictures and find the words in the word search. Then they write them next to the corresponding numbers.
- **Answers:** 1 – *computer*, 2 – *bat*, 3 – *spaceship*, 4 – *watch*, 5 – *robot*, 6 – *spaceship*, 7 – *teddy bear*.

2 Join the dots. Then write.


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

REVIEW
1

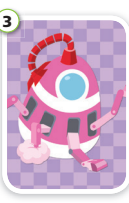
1 Listen and say the number. CD 1.22 1, 4, 2




1



2



3



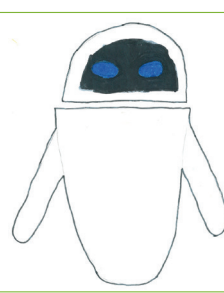
4

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

a computer
a robot
small
red and pink

It isn't a computer. It is a robot. It isn't small. It's red and pink.

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



answers

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

NEW

English Adventure

LEVEL 3

Are you ready for new adventures with Buzz Lightyear? In New English Adventure, you'll also meet Wreck-It Ralph, Mowgli, Merida and Remy.

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 to 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

Disney • PIXAR

 Pearson

