

**NEW**

# English Adventure

**Student's Book  
with Workbook**

**LEVEL 5**



**José Luis Morales**



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# English Adventure

**Student's Book**

**LEVEL 5**

## **Contents**

page

Hello	2
1. What are you good at?	6
2. There is a place for you and me	14
3. We have math on Monday	22
4. What's the matter?	30
5. My brother is younger than me	38

## **Contents**

page

6. What do meerkats eat?	46
7. When I was five...	55
8. Once upon a time...	62
Happy Birthday	70
Happy Easter	71
Earth Day	72
Workbook	73

# What are you good at?



1

Look at the picture, then ask and answer.



- 1 What movie is this scene from?
- 2 What can you see?
- 3 What are they doing?
- 4 Can you remember any words for free time activities?

2

Look, read and listen.



CD  
1.6

Hi, Steve! Where are you?

Hi, Katy! I'm at Sportsworld with Jake.

What are you doing?

We're playing tennis. Nina's here too. She's running. Do you want to come?



3

Read, look and find. Who's speaking?



1

I'm talking to Katy.

2

I'm running.

3

I'm playing tennis with Steve.

4

I'm calling Steve.

4

Listen and read.

CD  
1.7



My favorite sport is swimming. I like swimming in the sea, but I don't like playing volleyball on the beach. I like playing tennis, but I don't like dancing. Oh, and I like climbing, too!

**Vocabulary:** What are you doing? I'm (playing tennis). I like (swimming), but I don't like (playing tennis). My favorite (sport) is (swimming).

5 What do you like doing? Check (✓) or cross (X).  
Then say.

1 	2 	3 	4 
			

6 What do they like doing? Look and say.

Nina	Jake	Steve	Katy
			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

7 Listen, read and answer.



It's Wednesday afternoon. I'm playing soccer with my friends at school. We're on the school team. My best friend is running and kicking the ball. He's good at soccer. I'm good at playing soccer, too. It's my favorite sport.

- 1 What is Steve's friend doing?
- 2 What does Steve like doing?
- 3 What is Steve good at?

## GRAMMAR

What are you doing?	I'm	swimming. playing (soccer).
What do you like doing?	I like	cycling. snorkeling.
What are you good at?	I'm good at	running. climbing. reading. painting. dancing. kite surfing.

8

Read and match. 

- |                            |                                |
|----------------------------|--------------------------------|
| 1 What are you good at?    | A I like singing.              |
| 2 Are you playing soccer?  | B I'm talking on the phone.    |
| 3 What do you like doing?  | C I'm good at singing.         |
| 4 Are you good at cycling? | D Yes, I'm playing soccer.     |
| 5 What are you doing?      | E No, I'm not good at cycling. |

9

Look and play. What are you good at? 

I'm good at playing soccer.

I'm not good at swimming.



heads



tails

A

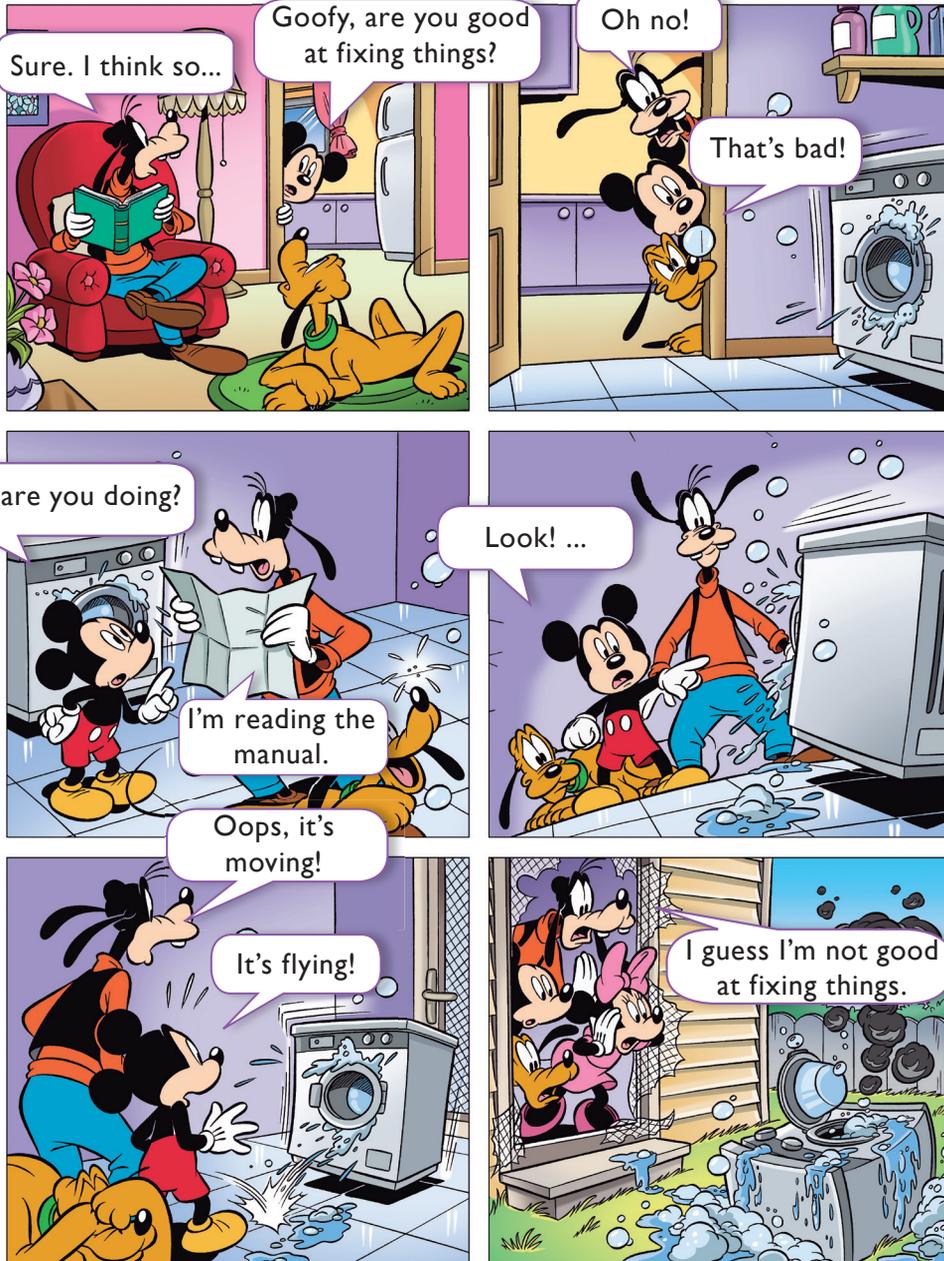
playing soccer	reading
singing	cycling
running	cooking
flying a kite	playing tennis
climbing	painting
swimming	playing volleyball

B

listening to music	swimming
talking on the phone	flying a kite
climbing	reading
flying a kite	cooking
playing soccer	playing volleyball
singing	reading

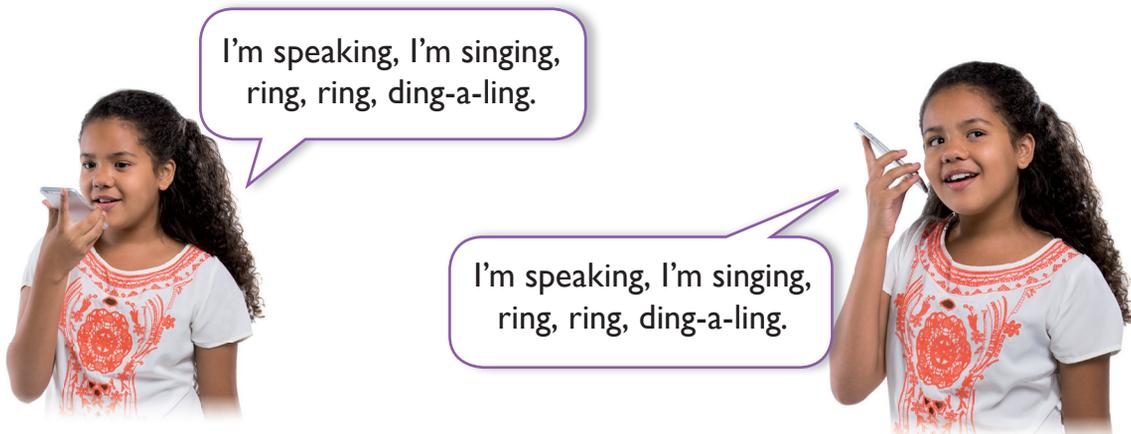
10

Read and say.



11

Tongue Twister! Listen and repeat.



Story: Are you good at (fixing things)? It's flying! I guess I'm not good at (fixing things).

## READY FOR LIFE

## 12 Listen and read. Then number and write.

CD  
1.10

1

I'm good at climbing. I like playing soccer and volleyball, but I don't like painting. I think cooking is fun.

2

I like the gym, but I don't like playing tennis. I'm good at ballet. I think it's great.

3

I like studying English, but I don't like painting. I'm good at singing in English. I have lots of friends in the USA.

4

I'm not good at swimming, but I'm good at painting. I love reading and listening to music.



Brad: \_\_\_\_\_



Melissa: \_\_\_\_\_



Donna: \_\_\_\_\_



Adam: \_\_\_\_\_

## 13 Project: Make a video about you.



I like cycling and dancing.  
I love swimming and I'm good at running.

● I like ...

● I love ...

● I'm good at ...

1 Read and say. Then write in your notebook.



I like dancing, but I don't like singing.



 dancing playing tennis cycling painting reading	 swimming climbing kite surfing running snorkeling
--	--

2 Match and say.



1 What are you doing?

2 Are you good at **singing**?

3 What do you like doing?

4 What's your favorite **animal**?

A **dog**.

I love **snorkeling**.

I'm **listening to music**.

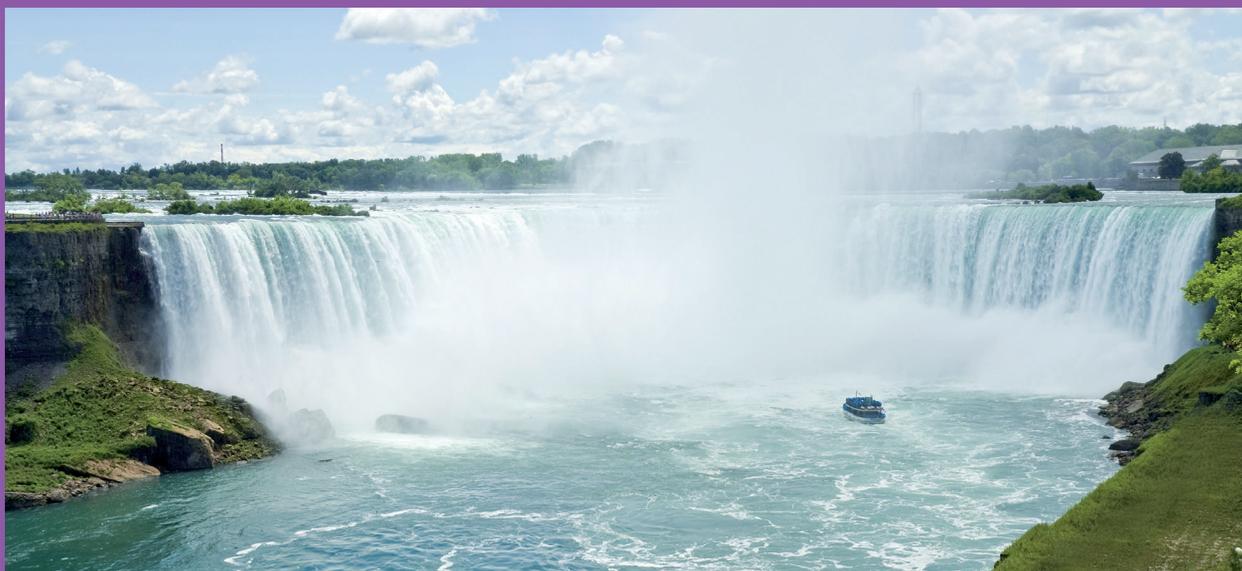
Yes, I am.

3 Change the **blue** words in Activity 2, then ask and answer.



## OUR WORLD

## NIAGARA FALLS



Look at the photo. Can you see the waterfall? It's very big! This is Niagara Falls. It is in the USA and in Canada. There is a bridge between the two countries. At Niagara Falls there are lots of big and beautiful waterfalls. You can visit the falls by boat, by hot-air balloon and by helicopter. You can also see the falls from a tower. The tower is next to the river.



There are other things to do at Niagara Falls, too. You can do different sports in the snow, like snowboarding. Some people like riding snowmobiles too. ✈️





**NEW**

# English Adventure

**Workbook**

**LEVEL 5**

## **Contents**

	page
Hello	74
1. What are you good at?	78
2. There is a place for you and me	86
3. We have math on Monday	94
4. What's the matter?	102
5. My brother is younger than me	110
6. What do meerkats eat?	118
7. When I was five...	126
8. Once upon a time...	134
Happy Birthday	142
Happy Easter	143
Earth Day	144

# What are you good at?

1 Match and write. 



climbing

kicking a ball

singing

kite surfing

cycling

\_\_\_\_\_



2 Look and number. 

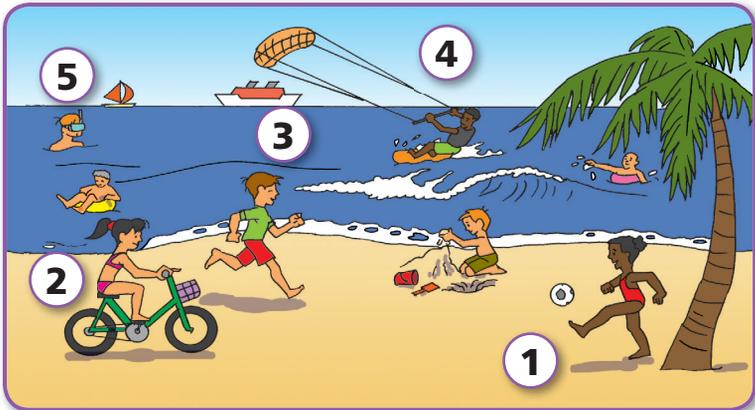
She's cycling.

She's kicking a ball.

He's swimming.

He's kite surfing.

He's running.



3 Read and draw 😊 or ☹️.  

1 I like swimming in the sea.

2 I don't like dancing.

3 I don't like playing tennis.

4 I like climbing.

**4 Look and read. Then correct the sentences.**



1



2



3



4

1 He's snorkeling.

*No. He's kite surfing.* \_\_\_\_\_

2 She's playing soccer.

\_\_\_\_\_

3 He's running.

\_\_\_\_\_

4 She's swimming.

\_\_\_\_\_

**5 Look at the chart and write. Then write about you.**



	reading	swimming	dancing	climbing	cycling
Jake	✓	✗	✗	✗	✓
Nina	✓	✓	✗	✗	✗
Steve	✗	✓	✗	✓	✓
Katy	✗	✗	✓	✓	✗
You					

1 Nina

I like reading, but I don't like climbing.

2 Steve

I like \_\_\_\_\_, but I don't like \_\_\_\_\_.

3 Jake

\_\_\_\_\_.

4 Katy

\_\_\_\_\_.

5 You

\_\_\_\_\_.

6 Read and write **Yes** or **No**. Then write sentences.  

Do you like...?	Me
<p>1  painting</p>	
<p>2  singing</p>	
<p>3  climbing</p>	
<p>4  playing tennis</p>	

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

7 What are they saying? Look and write. 

1  *I'm good at cycling.*

2 

3 

4 

**8 Unscramble and write sentences.** 

**1** you / What / doing / are

\_\_\_\_\_?

**2** writing / at / good / am / I / reading / in / English

\_\_\_\_\_.

**3** good / not / I'm / at / tennis / playing

\_\_\_\_\_.

**4** reading, / I / don't / dancing / like / I / like / but

\_\_\_\_\_.

**9 Read the chart. Check (✓) the correct answers. Then write sentences.** 

Are you good at...	Yes	No
1 riding a bike?		✓
2 dancing?		
3 playing volleyball?		
4 swimming?		
5 singing?		

1 *I'm not good at riding a bike.* \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

10

Read and complete.

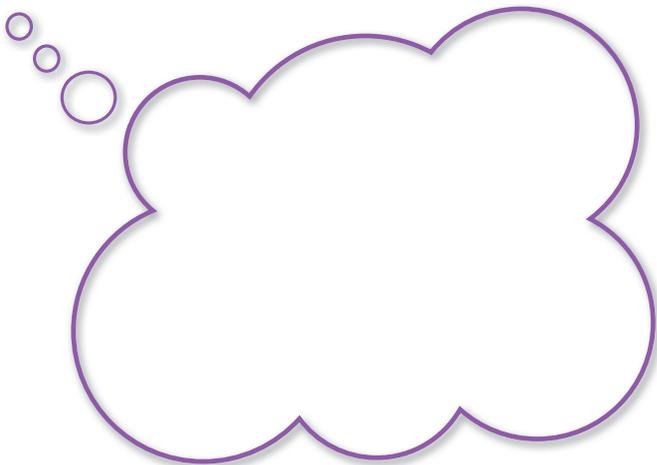


good   ~~playing~~   running   playing   running   at

It's Saturday morning. I'm (1) *playing* tennis with my friend at Sportsworld. I'm (2) \_\_\_\_\_ after the ball. I can hear a voice ... "Wow! You're awesome! You're really (3) \_\_\_\_\_ (4) \_\_\_\_\_ tennis!" Who is it? Well, it's Serena Williams. She's playing and she's (5) \_\_\_\_\_ after the ball, too! I'm (6) \_\_\_\_\_ tennis with my heroine!

11

What is your dream? Draw and write.



1 Where are you?

\_\_\_\_\_

2 What are you doing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# What are you good at?

1 Circle the correct words. 

I like playing the *violin / guitar*.



I *live / don't live* in a house.



I'm good at *singing / jumping*.



I *like / don't like* playing tennis.



2 Write about you. Choose activities from the chart. 

playing soccer	singing	running	climbing
swimming	reading	cycling	painting
playing volleyball	kite surfing	cooking	playing tennis

1 I like \_\_\_\_\_.

2 I don't like \_\_\_\_\_.

3 I'm good at \_\_\_\_\_.

4 I'm not good at \_\_\_\_\_.

1 Label the activities. 

playing the guitar  
kite surfing  
climbing  
cycling

reading manuals  
texting quickly  
painting  
fixing things

1

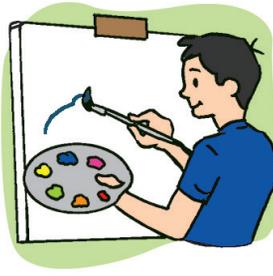


cycling

2



3



4



5



6



7



8



2 Self-evaluation.   

I can talk about what I'm good at and what I like.

Keep working.



Well done!



1

**Read and complete.**

hot-air balloon   tower   snows   the USA

- 1 Niagara Falls is in Canada and in \_\_\_\_\_.
- 2 People visit the falls by helicopter, boat and \_\_\_\_\_.
- 3 There is a \_\_\_\_\_ next to the river.
- 4 It \_\_\_\_\_ a lot at Niagara Falls.

## YOUR WORLD

- 1 Are there any waterfalls in your country?

---

- 2 How can you visit the waterfalls?

---

- 3 What other things can you do there?

---

- 4 Do you like visiting waterfalls?

---

## YOUR PROJECT

Look for information about waterfalls in your country.  
Find photos on the Internet and make a presentation.  
Share it with your class.



**NEW**

# English Adventure

**Teacher's Guide**

**LEVEL 5**

## **Contents**

- Scope and Sequence
- Course Components 12
- Course Methodology 15
- The Teaching Methodology 17
- Evaluation 19
- Resource Bank 110
- Disney/Pixar Movies 112
- Welcome Activities 114
- Teacher's Notes 1

# Scope and Sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE
<b>Hello</b>	<ul style="list-style-type: none"> <li>• Hi! I'm (Katy). • Days of the week • This is (Steve). • Do you have a (cellphone)? Yes, I do./ No, I don't. • Excuse me. Please. Sorry. Thank you. Thanks. • I have (a bike). I don't have (a book). • My favorite animals are (rabbits).</li> </ul>	<ul style="list-style-type: none"> <li>• It's time for school. • Careful!</li> </ul>
<b>1. What are you good at?</b>	<ul style="list-style-type: none"> <li>• <b>Hobbies:</b> climbing, cycling, dancing, kitesurfing, painting, playing tennis/soccer, reading, singing, snorkeling, swimming</li> <li>• What are you good at?</li> <li>• I'm good at (singing/swimming) • What are you doing? • I'm reading. • What do you like doing? • I like playing soccer. • My favorite (sport) is (soccer).</li> </ul>	<ul style="list-style-type: none"> <li>• Do you want to come? • I'm talking to (Katy). I'm calling (Steve). • Are you good at fixing things? • I can hear a voice. • It doesn't work.</li> <li>• My hero is (Venus Williams).</li> <li>• <b>Our World:</b> Niagara Falls.</li> </ul>
<b>2. There is a place for you and me</b>	<ul style="list-style-type: none"> <li>• Where do you live? I live at (11 Burton Street). I live (in Michigan). • Where does (Steve) live? (He) lives at 12 Exeter Drive, in Turner.</li> <li>• <b>Places:</b> cafe, drugstore, forest, library, movie theater, park, store, supermarket, waterfall • There is a (supermarket). There are (waterfalls).</li> <li>• There isn't a (store). There aren't (wild animals). • How much is this/that? How much are these/those? It's/They're (eight dollars).</li> </ul>	<ul style="list-style-type: none"> <li>• Look! • Oh no, not again! • Oh no, poor you! • wild animals • Do you want to go to the movies? • What? Who's here? • It's so cool.</li> <li>• I love my town. • home town.</li> <li>• <b>Our World:</b> The Mystery of Loch Ness.</li> </ul>
<b>3. We have math on Monday</b>	<ul style="list-style-type: none"> <li>• What time is it? It's (four) o'clock/fifteen/ thirty/forty-five.</li> <li>• <b>School subjects:</b> Computer Science, English, Geography, History, Math, Music, PE, Science.</li> <li>• We have (math) on (Monday) at (three o'clock). • What's your favorite subject? When is it? What time is it?</li> <li>• <b>Everyday actions:</b> do homework, get up, get dressed, go to bed, go to school, have breakfast, take a shower • What time do you (get up)?</li> </ul>	<ul style="list-style-type: none"> <li>• Typical • Please stop! • You're late! Go to class. • Good days. Bad days. • Is it breakfast time? • Let's share. • Our vacation is in July and August.</li> <li>• <b>Our World:</b> Living and Learning Near The North Pole.</li> </ul>
<b>4. What's the matter?</b>	<ul style="list-style-type: none"> <li>• <b>Illnesses/discomforts:</b> a broken (arm/leg), a cold, a cough, an earache, a headache, a stomachache, a toothache, the flu • What's the matter? I have/He/She has a (sore throat). • Do you have a (headache)? • I'm not very well.</li> <li>• I'm better today. • What can I do? • You can (do exercise/have a healthy breakfast/eat oranges/have hot tea with honey and lemon/go to bed/see the nurse/go home).</li> </ul>	<ul style="list-style-type: none"> <li>• I need to get better soon. • Bo Peep is worried. • Follow me. • Mr Potato Head puts his head in his hands. • I'm feeling blue.</li> <li>• These doctors are very special.</li> <li>• <b>Our World:</b> Rainy Cherrapunji and the Living Root Bridges.</li> </ul>
<b>5. My brother is younger than me</b>	<ul style="list-style-type: none"> <li>• <b>Physical appearance:</b> chubby, dark-haired, fair-haired, old, short, slim, tall, young</li> <li>• When's your birthday? It's in (April). He/She/It is taller/longer than ... • Is Nina (taller) than Jake? • Is (her sister) younger than (her)?</li> <li>• Yes, he/she is. No, he/she isn't.</li> </ul>	<ul style="list-style-type: none"> <li>• Oh, sorry! That's OK. • That's a coincidence.</li> <li>• Go, Mickey! • Nobody is faster than Mickey!</li> <li>• Twins can be fraternal or identical. • Do you know any twins?</li> <li>• <b>Our World:</b> The Sahara.</li> </ul>

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE
<p><b>6. What do meerkats eat?</b></p>	<ul style="list-style-type: none"> <li>• <b>Wild animals:</b> bear, bison, chimpanzee, meerkat, panda, polar bear</li> <li>• <b>Pets:</b> cat, dog, hamster, rabbit, tortoise</li> <li>• Where do they live? • What do they eat? • Where do they sleep?</li> <li>• What are they called? • They don't eat/live ...</li> <li>• live/don't live in (Africa). • They eat/don't eat (seeds, meat, plants, grass). • They sleep/don't sleep in (cages, caves, dens, kennels). • Their fur is black and white.</li> </ul>	<ul style="list-style-type: none"> <li>• Research wild animals, please. • The young ants are putting on a show. • The grasshoppers get angry. • comfortable • Zoophobia • yucky • bookmark</li> <li>• <b>Our World:</b> The Australian Outback.</li> </ul>
<p><b>7. When I was five...</b></p>	<ul style="list-style-type: none"> <li>• I/He/She was (short). • It was (small). • My/His/Her hair was (brown). • My/His/Her eyes were (blue). • How old was he/she? He/She was (ten). How tall were you? I was (1 meter). • Who was (shorter) at (5)? • Was (he/she) (tall/short). Yes, (he/she) was. No, (he/she) wasn't. • Were (his eyes) (blue)? Yes, they were. No, they weren't.</li> <li>• <b>Dinosaurs:</b> claw, head, jaw, meat eater, tail, teeth.</li> </ul>	<ul style="list-style-type: none"> <li>• Look! It's an old photo. • Wow! It's huge!</li> <li>• A bad dream about a dinosaur. • It's sore.</li> <li>• Scientists look at bones.</li> <li>• <b>Our World:</b> Kiribati: A Disappearing Island?</li> </ul>
<p><b>8. Once upon a time...</b></p>	<ul style="list-style-type: none"> <li>• <b>Fairy tales:</b> dragon, king, kingdom, knight, queen.</li> <li>• <b>Types of story:</b> adventure, history, magic and wizards, romance, science fiction</li> <li>• What do you like to read? I like to read books about (adventure). • There was a dragon. • He was a (king/hero). He was (clever). • She was a (heroine/queen). She was (brave). • Was he/she (clever)? Yes, he/she was. No, he/she wasn't.</li> <li>• Were they (brave)? Yes, they were. No, they weren't.</li> </ul>	<ul style="list-style-type: none"> <li>• Once upon a time there was a kingdom called Idyllia. • noise, church bells, clapped, cheered • Let's make a lot of noise! • There's a terrible hydra in there! • Phil throws the sword to Hercules. • It's a mystery!</li> <li>• <b>Our World:</b> Antarctica.</li> </ul>
<p><b>Happy Birthday</b></p>	<ul style="list-style-type: none"> <li>• birthday cake, birthday party, candles, invitation, presents • When is your birthday?</li> <li>• What time is the party? • Who are you inviting?</li> </ul>	
<p><b>Happy Easter</b></p>	<ul style="list-style-type: none"> <li>• Easter eggs, get together, have an Easter Egg Roll, roll an egg, chocolate rabbit, chocolate soccer ball.</li> </ul>	
<p><b>Earth Day</b></p>	<ul style="list-style-type: none"> <li>• Earth Day, celebrate, planet, problems, use solar energy, clear a garden, change a bad habit, save water.</li> </ul>	

# 1 What are you good at?

## Opener

**Aims:** To introduce the theme of the unit.

**Review:** *It's ..., I can see ..., free-time activities*

**Materials:** Flashcards Level 4 (activities).

### Student's Book, page 6

#### 1 Look at the picture, then ask and answer.

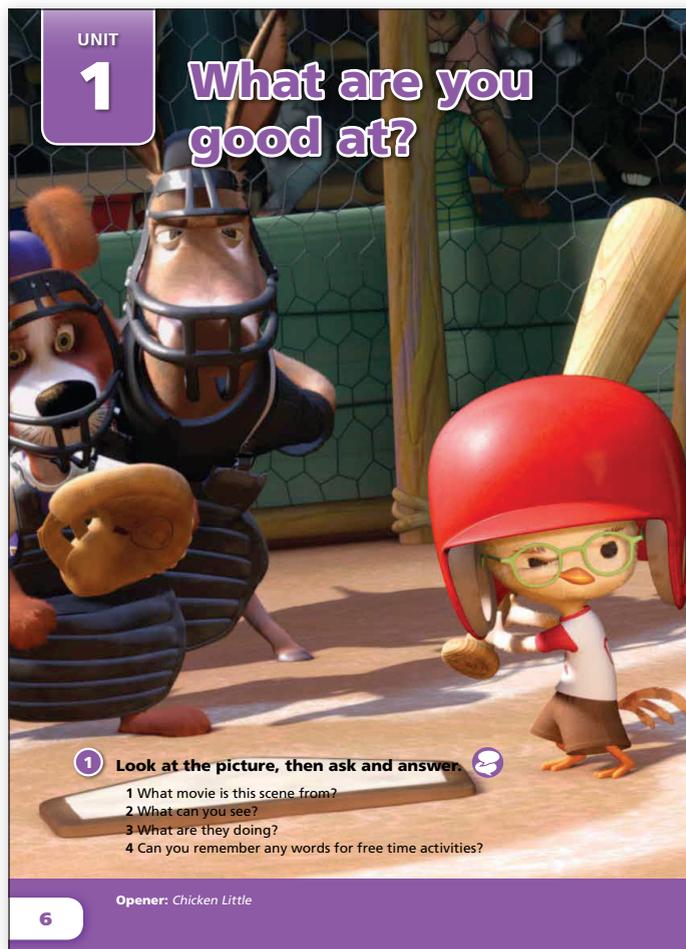
- Draw students' attention to the picture. Ask students questions 1 to 3. Encourage all students to participate and say as much about the picture as possible. If students struggle to do this in English, allow them to do this in L1, then provide them with the words in English.
- Read question 4. Put students in pairs and set a time limit for them to compile a list in their notebooks. Circulate and monitor, helping students as necessary.
- Ask students to share their lists. You might like to carry out this activity as a game, by awarding students a point for each word on their list. The team with the most points is the winner.

#### Consolidation

- Review free-time activities from Level 4 (do ballet, do karate, go swimming, go hiking, etc.) by showing students the flashcards and eliciting the activity.
- Place the flashcards on the board. Point to a flashcard, then to a student. The student makes a sentence, e.g. *I do karate. Or I don't do karate.*

#### Disney/Pixar movie: Chicken Little

- The image on this page is from *Chicken Little*. The main characters are Chicken Little, Buck "Ace" Chuck, Abigail "Abby" Mallard, Fish Out of Water, Runt of the Litter, and others.
- **MOVIE SYNOPSIS:** After ringing the emergency bell and claiming that the sky is falling, Chicken Little causes panic in the small town of Oakley Oaks. He is humiliated when he finds out that it was just something falling on his head, and one year later, he is still being teased about the incident. When Chicken Little has a fight with Foxy, the school calls his father and Chicken Little promises to make the school baseball team to make his father proud. When he is celebrating his victory later on, another piece of the sky falls on Chicken Little. Fearing more ridicule, he hides it and later discovers that it has been sent by spaceships. Soon after, Chicken Little meets a strange orange creature, called Kirby. Kirby tells him that he is the son of two aliens, but that his parents think he has been kidnapped and will destroy the planet in return. When Chicken Little is beamed onto the spaceship, he manages to convince them that he was just trying to help Kirby. The aliens apologise and explain that they visit Oakley Oaks once a year to pick acorns. When the town realize that Little was telling the truth the whole time, they apologize and Chicken Little is cheered by everybody.



UNIT  
1

## What are you good at?

1 Look at the picture, then ask and answer.

- 1 What movie is this scene from?
- 2 What can you see?
- 3 What are they doing?
- 4 Can you remember any words for free time activities?

Opener: *Chicken Little*

# Vocabulary

**Aims:** To say what people are doing at the moment.

**Target language:** *I'm calling ...*

**Review:** *Where are you? What are you doing? dancing, playing tennis, running, swimming*

**Receptive language:** *Do you want to come? I'm talking to Katy.*

**Materials:** CD.

## Presentation

- Write the names of the characters on the board: *Jake, Nina, Steve and Katy*. Say: *Who am I? I'm ten. I have a cell phone. I'm in Class 5B. My new friend is Katy. (Nina).*
- Tell the class: *You are Steve*. Students refer to their book to find the information about him. Elicit three or four sentences, e.g. *I have a new bike.*

## Student's Book, page 7

### 2 Look, read and listen.

- Play Track 6 while students follow in their books. Ask: *Where's Jake? What's Steve doing?, etc.*

Katy: Hi, Steve! Where are you?  
 Steve: Hi, Katy! I'm at Sportsworld with Jake.  
 Katy: What are you doing?  
 Steve: We're playing tennis. Nina's here too. She's running.  
 Do you want to come?

- Write on the board:  
*Katy: Hi, Steve. Where are you? What are you doing?*  
*Steve: Hi. I'm at Sportsworld. I'm playing tennis. Do you want to come?*
- Ask the class to read the conversation after you, line by line.
- Erase the words: "Steve" and "playing tennis", then ask the class to imagine that Katy is calling Nina. Help them to build the conversation, using the model you have written.
- Students work in pairs and create new conversations, following the model on the board, but using their own names and different sports.

### 3 Read, look and find. Who's speaking?

- Read each sentence aloud and ask students to repeat.
- Read the sentences again, tell students to look at the picture and help them to decide who is speaking.
- Answers:** 1 Steve 2 Nina 3 Jake 4 Katy

### 4 Listen and read.

- Draw students' attention to Activity 4 and the picture. Ask: *What is he doing?* And elicit: *He's swimming.*
- Play Track 7 while students listen and read. Play again if necessary.

My favorite sport is swimming. I like swimming in the sea, but I don't like playing volleyball on the beach. I like playing tennis, but I don't like dancing. Oh, and I like climbing, too!

- Ask individual students to read what the boy says. Remind students about the use of *but* to join two different, contrasting ideas.

## Consolidation

- Ask students to look at the text in Activity 4 again and make the sentences true about them. Students can work in pairs and tell each other the sentences.

## Workbook, page 78

### 1 Match and write.

- Students look at the images and match them to the words and phrases for activities. Then they complete the missing activity.
- Answers:** 1 kite surfing 2 singing 3 cycling 4 kicking a ball 5 climbing 6 playing tennis

### 2 Look and number.

- Students look at the beach scene and number the sentences according to the actions in the image.
- Answers:** 1 She's kicking a ball 2 She's cycling. 3 He's running 4 He's kite surfing. 5 He's swimming.

### 3 Read and draw ☺ or ☹

- Students read the sentences and draw a happy or an unhappy face according to whether the sentences are positive or negative.
- Answers:** 1 ☺ 2 ☹ 3 ☹ 4 ☺

**2 Look, read and listen.**  



**3 Read, look and find. Who's speaking?** 

1 I'm talking to Katy.      2 I'm running.

3 I'm playing tennis with Steve.      4 I'm calling Steve.

**4 Listen and read.**  



My favorite sport is swimming. I like swimming in the sea, but I don't like playing volleyball on the beach. I like playing tennis, but I don't like dancing. Oh, and I like climbing, too!

**Vocabulary:** *What are you doing? I'm (playing tennis). I like (swimming), but I don't like (playing tennis). My favorite (sport) is (swimming).*

# Skills

**Aims:** To talk about what you like and don't like doing.

**Target language:** *I like -ing; I don't like -ing; cycling, dancing, kite surfing, painting, playing, badminton, snorkeling*

**Materials:** CD.

## Presentation

- Write on the board: *I like -ing* and *I don't like -ing*. Then write *swimming, playing badminton, playing basketball, dancing and running*. Say sentences using *I like* or *I don't like* and the activities on the board. Have students repeat.
- Ask students to think of a true sentence about themselves, using the activities on the board. In a chain drill round the class, each student says a sentence beginning with *I like* or *I don't like*.

## Student's Book, page 8

### 5 What do you like doing? Check (✓) or cross (X). Then say.

- Show students the pictures and ask them to identify the activities. Write 1 on the board, then a check and a cross mark. Say *I like playing badminton. I don't like playing soccer* to demonstrate the activity.
- Ask students to check or put a cross next to the activity according to whether they like it or not. Then put students in pairs so they can take turns telling each other about their preferences. Circulate and monitor as they talk.
- To finish off the activity, you may like to ask a few students to share their answers with the rest of the class.

### 6 What do they like doing? Look and say.

- Review the third person singular form of the simple present by asking a student to read out two sentences from Activity 5. Write the name of the student and the activities on the board, then point and say, for example *Kevin likes playing volleyball. He doesn't like cycling*. Remind students about the use of the final *s* in affirmative sentences and *doesn't* in negative sentences.
- Draw students' attention to the grid and ask: *What does Jake like doing?* Elicit *He likes reading*. Show students that sometimes more than one person likes the same activity, e.g. *Jake and Nina like reading*. Remind student to use the *third person plural* form of the verb, for example *They like reading. They don't like cycling*.
- Elicit a few more sentences to ensure that students understand the task. Then put students in pairs so they can take turns saying what the characters like and don't like doing. Circulate and monitor as students talk.
- When they have finished, round off the activity by asking individual students to say a sentence using the information in the grid.

### 7 Listen, read and answer.

- Show students the picture and ask them what they think Steve likes doing based on the picture.
- Play Track 8 for students to listen only. Then play again for students to listen and read along in their books. Ask comprehension questions to check students' understanding, e.g. *Is Steve at home? Is he with his brother?*, etc.

It's Wednesday afternoon. I'm playing soccer with my friends at school. We're on the school team. My best friend is running and kicking the ball. He's good at soccer. I'm good at playing soccer, too. It's my favorite sport. **8**

- Ask students the questions. Encourage them to look in the book and find the answers. You can do this orally as a whole-class activity, or ask students to write the answers in their notebooks and then correct the activity as a whole class. NB. This activity introduces students to inferring meaning in texts, as there is no specific reference of 'I like soccer' from Steve, however, this can be inferred from the fact that he is on the school team and it is his favorite sport.
- **Answers:** 1 *He's running and kicking the ball.* 2 *He likes soccer.* 3 *He's good at soccer.*

## Workbook, page 79

### 4 Look and read. Then correct the sentences.

- Students look at the pictures and read the sentences. Then they write the correct sentences in the spaces provided.
- **Answers:** 2 *No, she's singing.* 3 *No, he's cycling.* 4 *No, she's playing soccer.*

### 5 Look at the chart and write. Then write about you.

- Students look at the chart and complete the sentences. Then they check or put a cross and write about themselves.
- **Answers:** 2 *I like swimming, climbing and cycling, but I don't like reading or dancing.* 3 *I like reading and cycling, but I don't like swimming, dancing or climbing.* 4 *I like dancing and climbing, but I don't like reading, swimming or cycling.* 5 *Students' own answers.*

### 5 What do you like doing? Check (✓) or cross (X). Then say.

1 	2 	3 	4 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 6 What do they like doing? Look and say.

	Nina	Jake	Steve	Katy
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### 7 Listen, read and answer.



It's Wednesday afternoon. I'm playing soccer with my friends at school. We're on the school team. My best friend is running and kicking the ball. He's good at soccer. I'm good at playing soccer, too. It's my favorite sport.

- 1 What is Steve's friend doing?
- 2 What does Steve like doing?
- 3 What is Steve good at?

# Grammar

**Aims:** To make questions and answers using the grammar of this unit.  
**Target language:** *What do you like doing? I like ... What are you good at? I'm good at ...*  
**Review:** Sports and free-time activities  
**Receptive language:** *Is he/she (happy)?*  
**Materials:** coins (one for every two students), blank strips of paper (optional), bag or hat (optional)

## Presentation

- Students work in pairs. Give them two minutes to write down as many sports and activities as they can remember from this unit.
- Students then ask you questions about these activities, e.g. *Do you like cycling?* Answer: *Yes, I do or No, I don't.* Ask other students to come to the front of the class to be asked about the activities they like.

## Student's Book, page 9

### Grammar

- Ask students to remember the text they read about Steve in the Vocabulary section. Ask them: *What does he like doing?* (playing soccer) *What is he good at?* (soccer). Draw students' attention to the fact that the questions have the same answer, but the questions are different. Elicit the difference in meaning between the two questions. Use L1 if necessary.
- Ask students to look at the Grammar box. Read out the questions and sentences, and have students repeat after you. Focus on the grammatical form, especially the use of *are* and *do*. Ask a pair of students to read out the example question and answer. Then ask other pairs of students to do the same, and answer with true information about themselves. Check student's understanding.

## 8 Read and match.

- Draw students' attention the activity. They match each question to its correct answer. Give students some time to do this individually.
- Check the answers as a whole class by having one student read out the question and another say the correct answer.
- Answers: **1 C 2 D 3 A 4 E 5 B**

## 9 Look and play. What are you good at?

- Tell students that they will now practice using the grammar.
- Take out a coin and teach students *heads*, *tails* and *flip the coin*. Explain to students that they need to flip the coin. If it lands on *heads*, they look at the first column and if it lands on *tails*, they look at the second column. They must make a true sentence about themselves using *I'm good at ...* or *I'm not good at ...*, depending on the activity in the column.
- Demonstrate the activity with a student. Tell a student that he/she is Student A. Ask him/her to flip a coin. If it lands on *heads*, he/she should say a sentence about *playing soccer* and if it lands on *tails*, the sentence should be about *reading*.
- Put students in pairs and ask them to decide who is going to be Student A and Student B within their pairs. Give each pair of students a coin.
- Set a time limit for students to carry out the activity. Circulate and monitor to ensure that students are

## Consolidation

- Ask each student to tell the class two things they learned about their partners during the activity.

## Optional activity

Write these models on the board: *Do you like \_\_\_\_\_ing? Are you good at \_\_\_\_\_?* Give each student a small strip of paper. Ask them to write a question based on the model, using any activity they like. Early finishers can write a second question, beginning either with *Do you have \_\_\_\_\_?* or *What's your favorite \_\_\_\_\_?* Students sign the note with their name, fold it and drop it into a bag or a hat. Mix up the notes, then let each student pick one from the hat. Students read the questions then write replies. They then return the note to its original author. Ask students to read out the question they wrote, then say who received it and the answer he/she gave back.

## Workbook, page 80

## 6 Read and write Yes or No. Then write sentences.

- Students look at the pictures and write yes or no according to whether they like the activities. Then they write complete sentences.
- Answers: *Students' own answers.*

## 7 What are they saying? Look and write.

- Students look at the pictures and complete the sentences.
- Answers: **2 I'm good at kite surfing. 3 I'm good at badminton 4 I'm good at playing soccer.**

UNIT  
1

**GRAMMAR**

What are you doing?	I'm	swimming. playing (soccer). cycling. snorkeling. running. climbing. reading. painting. dancing. kite surfing.
What do you like doing?	I like	
What are you good at?	I'm good at	

**8 Read and match.**

1 What are you good at?	A I like singing.
2 Are you playing soccer?	B I'm talking on the phone.
3 What do you like doing?	C I'm good at singing.
4 Are you good at cycling?	D Yes, I'm playing soccer.
5 What are you doing?	E No, I'm not good at cycling.

**9 Look and play. What are you good at?**

I'm good at playing soccer.

I'm not good at swimming.

heads

tails

**A**

playing soccer	reading
singing	cycling
running	cooking
flying a kite	playing tennis
climbing	painting
swimming	playing volleyball

**B**

listening to music	swimming
talking on the phone	flying a kite
climbing	reading
flying a kite	cooking
playing soccer	playing volleyball
singing	reading

Grammar: *What are you good at? I'm good at (singing). What do you like doing? I like (playing soccer). What are you doing? I'm (reading).*

# Story

**Aims:** To practice using reading the target grammar; to develop critical thinking and imagination skills.

**Review:** *I like ..., I have ..., I'm good at ..., I'm ...*

**Materials:** CD; Strips of paper with activities (optional)

## Presentation

- Ask different students to come to the front of the class. Give each one a piece of paper with an activity written on it to mime. The rest of the class asks: *What are you doing?* The student who's miming replies: *I'm dancing.* etc.

## Student's Book, page 10

### 10 Read and say.

- Ask students to open their Student's Book to page 10. They should look at and talk about the pictures, using English as much as possible. The story features traditional Disney characters Mickey, Minnie, Goofy and Pluto. Encourage students to say what they know about the characters and their personality.
- Ask students to tell you what they think is happening in the pictures. Remind students about the target structures in this unit (*I'm good at ... I have ... I like ...*) and review these structures with them. Encourage all students to take part. Allow them to speak in L1 if they can't express themselves in English, but provide these words in English.
- Read the text for students. Then put them in small groups so they can take turns reading the story. Allow students switch characters and act out the story.
- If you have time, you may like to ask students to work in groups and write their own story using the Disney/Pixar characters in this cartoon strip. Encourage students to rewrite the speech balloons in their notebooks, using the target grammar from the previous page. Students can then act out their new stories for the rest of the class.

### 11 Tongue Twister! Listen and repeat.

- Focus on the picture of Nina speaking into her smartphone. Explain briefly in L1 that throughout the book, students will hear and try out tongue twisters to highlight different sounds in the English language.
- Play Track 9 once for students to listen. Then play again. Encourage students to join in. Explain that students can record their own voice on their smartphones (if they have one) and listen to the tongue twister as many times as they want. They can also exchange their recordings with classmates and help each other with pronunciation and intonation.

Nina: I'm speaking, I'm singing,  
Ring, ring, ding-a-ling.

9

## Workbook, page 81

### 9 Unscramble and write sentences.

- Students unscramble the sentences and write them.
- Answers:** **1** *What are you doing?* **2** *I am good at writing in English.* **3** *I'm not good at playing tennis.* **4** *I like reading, but I don't like dancing.*

### 10 Read the chart. Check (✓) the activities. Then write sentences for you.

- Students check the activities in the chart according to whether they are good at them or not. Then they write sentences.
- Answers:** *Students' own answers.*

**10 Read and say.**

**11 Tongue Twister! Listen and repeat.**

**10**

Story: Are you good at (fixing things)? It's flying! I guess I'm not good at (fixing things).

# Ready for life

**Aims:** To relate the language of Unit 1 to the real world.  
**Target language:** *I love ..., I think ...*  
**Review:** *I like ..., I'm good at ..., I have ...*  
**Materials:** CD, pieces of paper (optional) .

## Presentation

- Before the lesson, prepare four or five true sentences about students in your class, e.g. *Maria has a new bike. Clara is good at painting. David doesn't have a rabbit. Thomas likes swimming and playing soccer. Lucas has two sisters.*
- At the beginning of the lesson, write the words of each sentence on the board in jumbled order, e.g. *a new Maria has bike.* Students then work in pairs, reading the words and writing sentences.

## Student's Book, page 11

### 12 Listen and read. Then number and write.

- Ask students to look at the pictures. Encourage students to use English to say what they think each of these people is good at and what they like doing.
- Play Track 10 for students to listen and read. Check that students understand the vocabulary. Play the recording again for students to number the pictures.
- Students check their answers in pairs. Then check the answers as a whole class.

1. I'm good at climbing. I like playing soccer and volleyball, but I don't like painting. I think cooking is fun. **10**
2. I like the gym, but I don't like playing tennis. I'm good at ballet. I think it's great.
3. I like studying English, but I don't like painting. I'm good at singing in English. I have lots of friends in the USA.
4. I'm not good at swimming, but I'm good at painting. I love reading and listening to music.

### 13 Project: Make a video about you.

- Look at the three statements with the class: *I like ..., I love ..., I'm good at ...*
- Draw students' attention to the photo of Nina filming Katy and ask: *What is Nina doing? (filming Katy with her smartphone). What is Katy talking about? (what she likes, what she loves and what she's good at.)*
- Students write a similar text in their notebooks. Next, either a) put the students in pairs and invite them to film each other saying their text and then to show their video to a few classmates. b) ask the students to film themselves saying the text at home. Invite them to show their video to other students in the next class.

### Optional activity

Write on the board:

*My hero/heroine person is ...*

*She's/He's good at ...*

*She/He likes ...*

*She/He has ...*

Give an example, e.g. *My heroine is Serena Williams. She is good at playing tennis. She likes dancing and listening to music. She has a famous sister, Venus.*

Students choose a famous person they each like. They write three or four sentences about the person, using the prompts on the board. Go round the classroom and monitor the activity, helping as necessary.

As a whole class or in small groups, students then read out their sentences.

## Workbook, page 82

### 10 Read and complete.

- Students complete the text with the correct words from the box.
- **Answers:** 2 running 3 good 4 at 5 running 6 playing

### 11 What is your dream? Draw and write.

- Students draw a picture of themselves doing something that they love/would love to do. They complete the sentences using the present continuous.
- **Answers:** *Students' own answers.*

UNIT  
**1**

**READY FOR LIFE**

**12 Listen and read. Then number and write.**

**1**

I'm good at climbing. I like playing soccer and volleyball, but I don't like painting. I think cooking is fun.

**2**

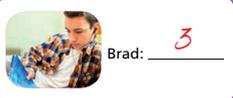
I like the gym, but I don't like playing tennis. I'm good at ballet. I think it's great.

**3**

I like studying English, but I don't like painting. I'm good at singing in English. I have lots of friends in the USA.

**4**

I'm not good at swimming, but I'm good at painting. I love reading and listening to music.



Brad: 3



Melissa: 1



Donna: 2



Adam: 4

**13 Project: Make a video about you.**



I like cycling and dancing. I love swimming and I'm good at running.

- I like ...
- I love ...
- I'm good at ...

Ready for life: We are all special.

**11**

# Review 1

**Aims:** To review the language in Unit 1; to encourage students to evaluate their progress.

**Review:** *What are you doing? What's your favorite ...? Are you good at ...? I like ... I'm good at ..., sports and free-time activities, animals*

**Materials:** *Optional: Worksheet 6*

## Optional activity

Write 5 or 6 of the words from Unit 1 on the board with jumbled letters, for example, g i n i k k c (kicking), o g d o (good), c r o c e s (soccer), a p k r (park), t h e r r b o (brother).

Students work in pairs, putting the letters in the correct order.

## Presentation

- Use questions to reactivate the different activities taught in Unit 1. Ask individual students: *Do you like cycling? Are you good at painting? What are you good at? What do you like doing?*

## Student's Book, page 12

### 1 Read and say. Then write in your notebook.

- Ask a student to read aloud Katy's sentence. Remind students (in L1) about the use of *but* to join two different contrasting ideas. Look at the prompts under the happy and sad faces. In pairs, students say Katy's sentences, using the prompts. Next, they write the sentences in their notebooks.
- Check answers by asking individual students to say the sentences and then ask them to make sentences about themselves, using the activities in Katy's list or others that they know.

### 2 Match and say.

- Students match the questions with the answers. Work through the activity with the class, asking students to read out each question and answer, checking they understand the vocabulary. Then ask the class to repeat the questions and answers after you.
- Answers:** **1** *What are you doing? I'm listening to music.* **2** *Are you good at singing? Yes, I am.* **3** *What do you like doing? I love snorkeling.* **4** *What's your favorite animal? A dog.*

### 3 Change the blue words, then ask and answer.

- Ask pairs of students to say each of the questions and answers in Activity 2, changing the word in blue. Check if students remember the negative short answer to the question *Are you good at (singing)? No, I'm not.* Elicit two or three suggestions from the class for each blue word. Write them on the board.
- Put students in pairs so they can take turns to ask and answer the questions using the prompts on the board. Circulate and monitor the activity, helping students to correct any mistakes.
- When students have finished, have each pair say one of their questions and answers for the class to hear.

## Consolidation

- On the board, write the first words of the questions from the previous activity and ask students to complete: *What are (you doing)? Are you good (at swimming)? What's your (favorite animal)?*
- Students write in their notebooks. Check their answers, paying attention to spelling and grammar.

## Self-evaluation – Workbook, page 84

- Explain (in L1) that, at the end of the unit, students evaluate how well they think they have done. Remind them Unit 1 has been about things you like and are good at. Elicit sentences from as many students as possible, e.g. *I like swimming. I'm not good at kitesurfing.*
- Say to students: *Go to page 84 in your Workbook.* Draw students' attention to Jake and Nina's facial expressions and what they are saying. Invite students to check the photo and text that best represents how they feel about their own performance at this point.
- Invite the class to discuss (in L1) what students can do to improve their performance. List review tips on the board. Examples: Re-read texts, read dialogues aloud, circle, highlight, underline, record, read aloud, practice asking and answering with a classmate.

## Progress Evaluation

- Resource Pack, Level 5, Test 1

## Extra Adventure 1, page 83

### 1 Circle the correct words.

- Students circle the correct words to complete the sentences.
- Answers:** **1** *guitar* **2** *live* **3** *jumping* **4** *like*

### 2 Write about you. Choose activities from the chart.

- Students choose activities from the chart to complete the sentences about themselves.
- Answers:** *Students' own answers.*

## Workbook, page 84

### 1 Label the activities.

- Students look at the pictures and write the names of the activities.
- Answers:** **2** *fixing things* **3** *painting* **4** *reading manuals* **5** *texting quickly* **6** *climbing* **7** *kite surfing* **8** *playing the guitar*

REVIEW
1

**1 Read and say. Then write in your notebook.**

I like dancing, but I don't like singing.



😊

dancing  
playing tennis  
cycling  
painting  
reading

☹️

swimming  
climbing  
kite surfing  
running  
snorkeling

**2 Match and say.**




What are you doing? **1**

Are you good at singing? **2**

What do you like doing? **3**

What's your favorite animal? **4**

A dog. **4**

I love snorkeling. **3**

I'm listening to music. **1**

Yes, I am. **2**

**3 Change the blue words in Activity 2, then ask and answer.**

12

12

Review 1

# Our World 1

**Aims:** To learn about Niagara Falls

**Target language:** *between, hot-air balloon, helicopter, tower, snowboarding*

**Review:** *there is/there are, waterfall, bridge boat, snow*

- This page is designed as an optional extra activity. It can be used at any point during the course- as a reading lesson at the end of the unit, as a review activity or as a filler activity. You may choose to follow the steps below, or simply set the text and corresponding activities in the Workbook as homework.

## Presentation

- Teach students about waterfalls. Draw a waterfall on the board. Ask: *What am I drawing?* Encourage students to remember vocabulary from Levels 3 and 4 and respond to students' guessing by saying, for example *No, it's not a lake*, etc. If a student guesses correctly in L1, recast this in English and say: *Yes, it's a waterfall*. Write *Niagara Falls* on the board. Ask the students to tell you in L1 anything they know about Niagara Falls. Talk about famous waterfalls in your students' own country.

## Student's Book, page 13

### Niagara Falls.

- Draw students' attention to the pictures around the text and ask students to tell you what they can see in them. If students give any words in L1, write the word on the board in English.
- Pre-teach a selection of the new words in the text, for example *hot-air balloon, tower, snowboarding, snowmobiles*.
- Read the text aloud slowly while students follow in their books. Then ask some comprehension questions about the text, such as *Is the waterfall big? Where is it? Is it only in one country? What sports can you do there?*
- Allow students to read the text silently to themselves. Alternatively, you may like to do a group reading in which individual learners volunteer to read aloud one or two of the sentences.

## Consolidation

- Ask students to close their books. Read sentences from the text, but pause before key words, such as *beautiful, Canada, balloon* and elicit these words from students. Make sure to choose only simple words that are key to the text. Avoid the more difficult vocabulary.

## Workbook, page 85

These activities can be performed in class or set as homework and checked in the following class.

### 1 Read and complete.

- Students read the text and complete it with the correct words in the box. They can refer back to the text on page 13.
- **Answers:** 1 *The USA* 2 *hot-air balloon* 3 *tower* 4 *snows*

## Your World

- Students think about the context of the text in relation to where they live and answer the questions.
- **Answers:** *Students' own answers.*

## Your Project

- Students follow the instructions and create their own poster with pictures from their own country.
- They can present their posters to the classmates, in pairs or simply show them to you.

UNIT  
1

OUR WORLD

## NIAGARA FALLS



Look at the photo. Can you see the waterfall? It's very big! This is Niagara Falls. It is in the USA and in Canada. There is a bridge between the two countries. At Niagara Falls there are lots of big and beautiful waterfalls. You can visit the falls by boat, by hot-air balloon and by helicopter. You can also see the falls from a tower. The tower is next to the river.



There are other things to do at Niagara Falls, too. You can do different sports in the snow, like snowboarding. Some people like riding snowmobiles too. ➔





Our World 1: Niagara Falls.

13

NEW

# English Adventure

LEVEL 5

Are you ready for new adventures with Carl Fredricksen and Russell? In New English Adventure, you'll also meet Mowgli, Hercules, and Elsa.

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 and practice using new language learned as students follow the adventures of Mickey Mouse and other Disney/Pixar characters
- **an interesting photo story and stimulating activities** 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
- Posters

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