

NEW

English Adventure

**Student's Book
with Workbook**

LEVEL 4



**Tessa Lochowski
Anne Worrall
with José Luis Morales**

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Pearson Education Limited

Edinburgh Gate

Harlow

Essex CM20 2JE

England

and Associated Companies throughout the world.

www.pearsonELT.com

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First published 2016

New English Adventure Level 4 Student's book
ISBN 978-1-292-14131-2

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

Printed in Brazil

Head of Product- Pearson Brazil: Gabriela Diuana

Product Manager- Pearson Brazil: Marjorie Robles

Product Coordinator and Editor: Priscila Marconi

Editor: Rhiannon Ball

Art and Design: Alto Contraste SP

Audio: Maximal Studio

Pearson Education do Brasil would like to thank Gisele Aga for her feedback during the development.

Illustrated by Comicup, David Belmonte, John Lund, Gustavo Mazali, Davide Ortu, Roger Stewart.

Special thanks to Basia Jagiełło, Adam Kielak, Mikołaj Kielak and Hania Medyńska for their drawings.

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NEW

English Adventure

Student's Book

LEVEL 4

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I'm happy

1

Listen and find.

CD
1.10

2

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

CD
1.11

happy



sad



scared



tired



worried



angry

I'm not worried. I'm happy!

3

Listen and say.

CD
1.12

4

Look, read and say the number.



1



2



3



I'm thirsty.

4



5



6



Photo number 2.

A I'm thirsty.

B I'm happy.

C I'm not angry. I'm scared.

D I'm sad.

E I'm not worried. I'm tired.

F I'm not tired. I'm hungry.

5

Read and say. Then listen and check.

CD 1.13



Are you  ?

Yes, I am. Yes, I am.

I'm  . I'm not  .

Are you  ?

Yes, I am. Yes, I am.

I'm  and  .

Are you  ?

Yes, I am. Yes, I am.

I'm very  .

Are you  ?

No, I'm not. No, I'm not.

I'm  and  .

Look! A monster in my bed!

6**Which person is Adam? Listen and find.**CD
1.14**7****Look at Activity 6. Read and match.****A** He's hungry.**B** She's tired.**C** She's scared.**D** He's happy.**E** He's sad.**F** She's thirsty.**Vocabulary II:** He / She's (happy). Feelings. I'm / I'm not (happy).

8 Listen and say Yes or No.

CD
1.15

1



Is she worried?

2



Is she scared?

3



Is he sad?

4



Is he worried?

9

Tongue Twister! Listen and repeat.

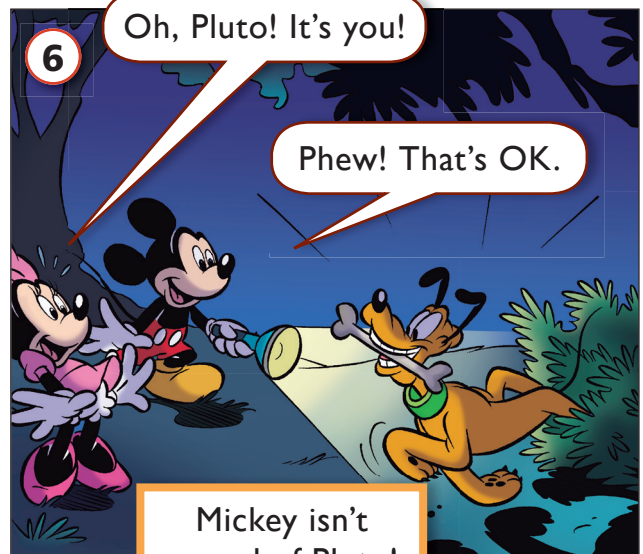
CD
1.16

Sam's cat is happy.
 Pam's cat is sad.
 Dan's cat is angry.
 Anne's cat is bad.



10

Listen and answer.



11

Now act the story out.



Story: owl. I'm scared of (ghosts). Feelings. I'm / I'm not (happy).

12 Look, read and write the number. Then answer.



1

Hi. I'm Mia. Look! I'm in the garden with my friends. I'm happy!

2

This is my friend Sam. He likes ice cream. He's hungry!

3

This is Anna. She's scared of dogs.

4

This is Tim. He's tired.

And this is Polly. She likes water. She's thirsty.

5



- A Who's scared?
C Who's tired?
E Who's hungry?

- B Who's thirsty?
D Who's happy?

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

CD
1.18

Are you scared?


Yes, I'm scared!



Skills: Feelings. I'm / I'm not / He's / She's (happy). I'm scared of (dogs).

14 Look, read and say. 

1 
I'm excited.

2 
I'm bored.

3 
I'm surprised.



I'm excited.
Picture B.

15 Look, read and check (✓) or cross (X).  

Look at these photos.
How do you feel?
Is it a good (✓) or a bad (X) feeling?

It's your birthday. You have a present.

1 

2 

You can't play with your friends.

You're at the amusement park.

3 

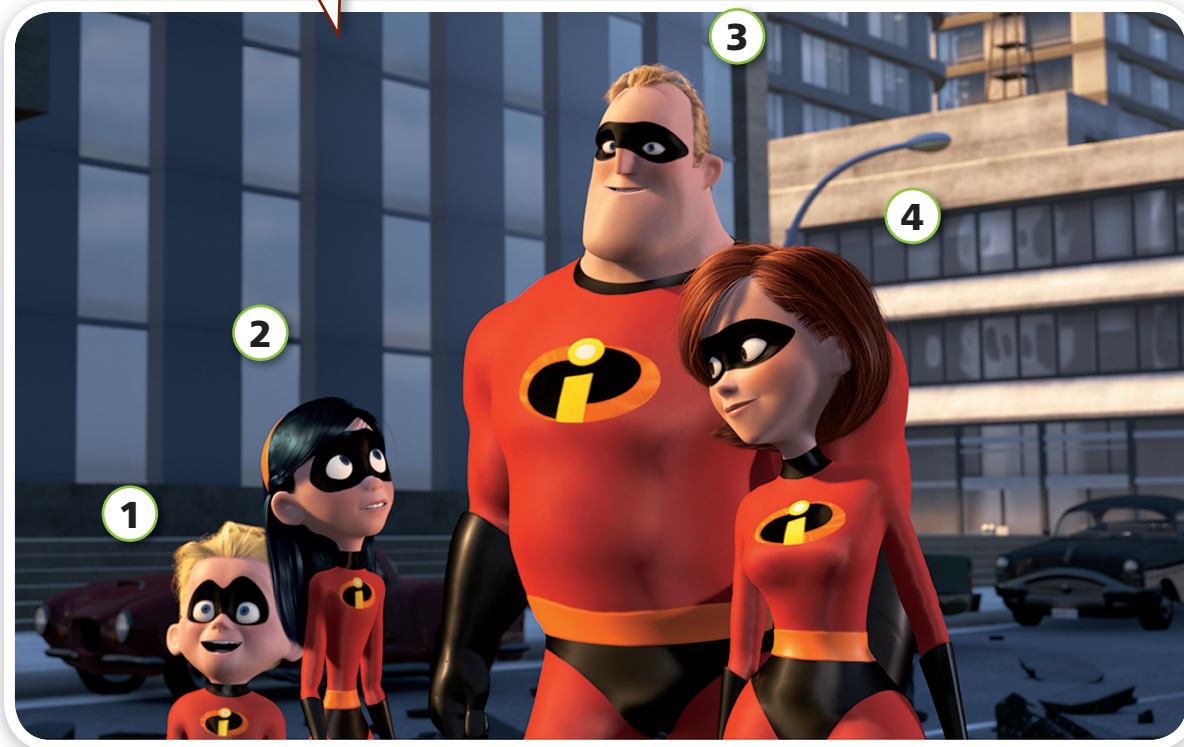
4 

Your brother has your favorite toy.

16 Project: Make a feelings poster.  

1 Listen and answer.  

1 – No, he isn't bored.



happy sad scared bored tired worried

2 Do the survey. Then write in your notebook.  

| | happy | angry | sad | worried | hungry | thirsty |
|-------|-------|-------|-----|---------|--------|---------|
| _____ | | | | | | |
| _____ | | | | | | |
| _____ | | | | | | |
| Me | | | | | | |

Today, _____ is _____.

Today, _____ is _____.

Today, _____ is _____.

Today, I'm _____.

NEW

English Adventure

Workbook

LEVEL 4

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I'm happy

1

Look and circle.



1



angry / happy

2



happy / tired

3



sad / scared

4



tired / worried

2

Look and write.



happy scared worried angry tired sad

1

I'm sad.



2



3



4



5



6



3 Look, read and check (✓). 



I'm hungry.
I'm not hungry.



I'm angry.
I'm not angry.



I'm scared.
I'm not scared.



I'm thirsty.
I'm not thirsty.

4 Look and write. 

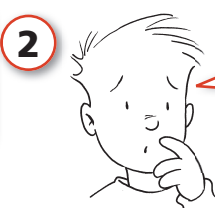
tired worried scared thirsty

Are you **happy**?



No, I'm not happy .
I'm tired .

Are you **angry**?



No, I'm not _____ .
I'm _____ .

3 Are you **hungry**?



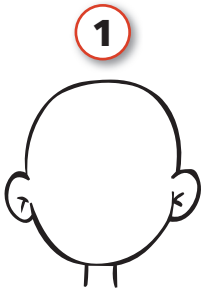
No, I'm not _____ .
I'm _____ .

4 Are you **sad**?

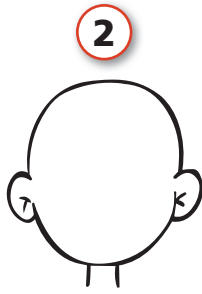


No, I'm not _____ .
I'm _____ .

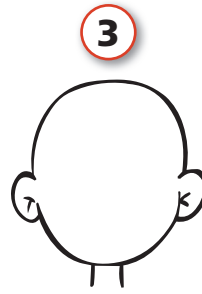
5 Write and draw. 



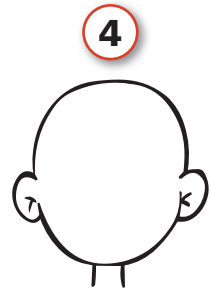
1 He's _____ (yppah).



2 She's _____ (redacs).



3 He's _____ (dirt).



4 She's _____ (das).

6 Look and write. 

He's She's

angry sad tired happy worried thirsty



1 She's worried.



2 _____



3 _____



4 _____



5 _____



6 _____

7

Look, read and match.



- 1 Is she worried?
- 2 Is he thirsty?
- 3 Is she sad?
- 4 Is he tired?

- A Yes, he's tired.
- B No, she's happy.
- C No, he's hungry.
- D Yes, she's sad.

8

Write the questions. Then look at Activity 7 and answer.



- 1 Look at person 1.
sad / Is / he / ?

Is she sad?

No, she's happy.

- 2 Look at person 2.
he / happy / Is / ?

- 3 Look at person 3.
scared / she / Is / ?

- 4 Look at person 4.
he / Is / happy / ?

9

Read, look and check (✓) or cross (X).



1 Mickey is scared of the dark.

2 Mickey is scared of the monster.



3 Minnie is scared of ghosts.

4 Mickey is scared of Pluto.



10

Look and circle. Then check (✓) or cross (X) and circle about you.



| Are you scared of ... | ghosts? | monsters? | the dark? | snakes? |
|-----------------------|---------|-----------|-----------|---------|
| Lucy | ✓ | X | X | ✓ |
| Me | | | | |

1 Lucy is / isn't scared of ghosts.

1 I'm / I'm not scared of ghosts.

2 Lucy is / isn't scared of monsters.

2 I'm / I'm not scared of monsters.

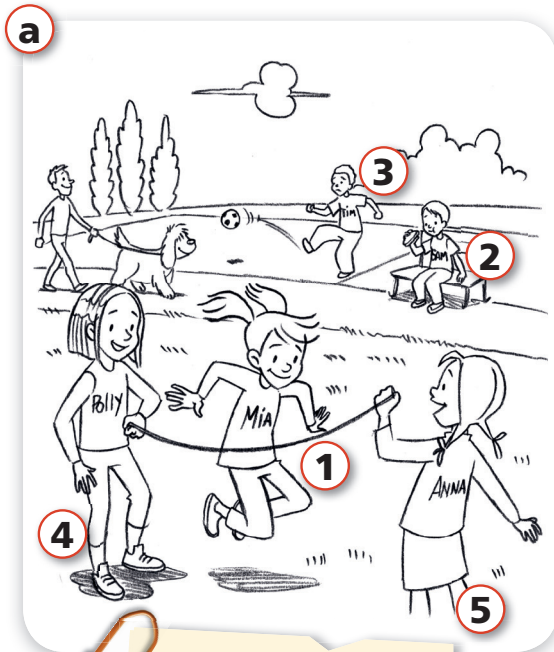
3 Lucy is / isn't scared of the dark.

3 I'm / I'm not scared of the dark.

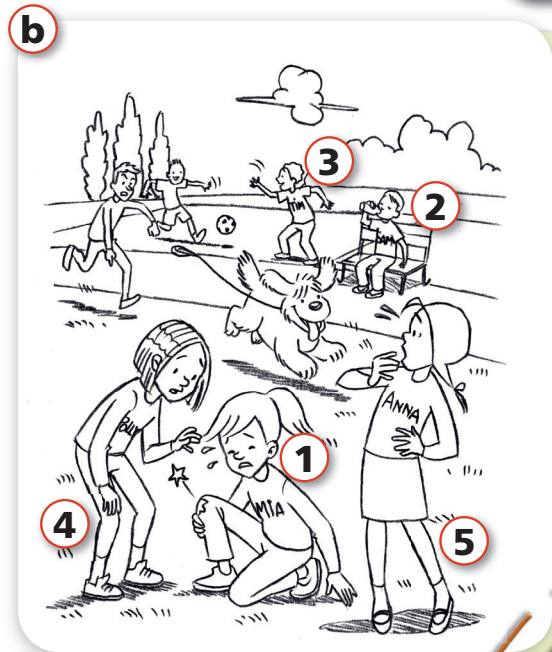
4 Lucy is / isn't scared of snakes.

4 I'm / I'm not scared of snakes.

11 Find five differences. Then write. 



- 1 Mia's happy.
- 2 Sam's hungry.
- 3 Tim's sad.
- 4 Polly's happy.
- 5 Anna's happy.



- 1 Mia's sad.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

12 Read and write. 

excited bored surprised sad worried scared happy angry

I feel good.

I'm _____

I feel bad.

I'm _____



I'm happy

EXTRA

1 Find and circle. Then write.



1 _____



3 _____



5 _____



6 _____



7 _____



2 _____



4 _____



8 _____

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| W | A | R | I | T | F | U | T |
| W | O | R | R | I | E | D | H |
| C | S | C | A | R | E | D | I |
| H | A | D | E | E | G | U | R |
| A | F | S | A | D | C | I | S |
| P | A | N | G | R | Y | E | T |
| P | K | H | U | N | G | R | Y |
| Y | O | F | D | C | X | K | O |

2 Follow. Then draw.

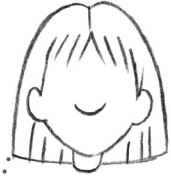


I'm scared.

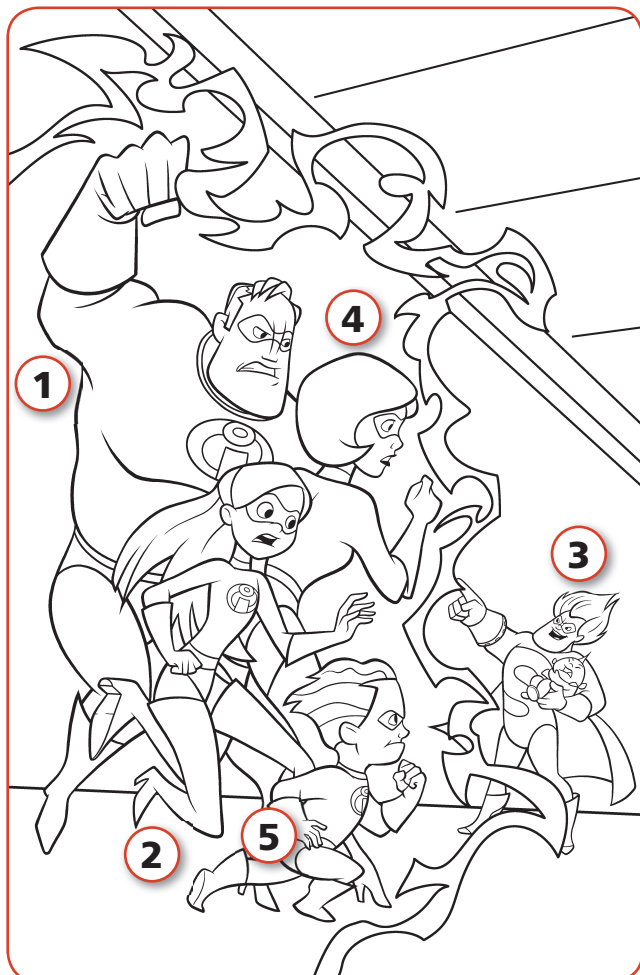
I'm happy.

I'm angry.

I'm sad.



1 Look and write.



1 Is he sad or angry?

He's angry.

2 Is she thirsty or scared?

3 Is he hungry or happy?

4 Is she happy or worried?

5 Is he bored or angry?

2 Say and check (✓). Then stick.

3 checks? Great job!

- I can
- talk about my feelings.
 - ask my friends about their feelings.
 - read a story.

NEW

English Adventure

Teacher's Guide

LEVEL 4

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Scope and sequence

| UNIT | TARGET LANGUAGE | RECEPTIVE LANGUAGE | REVIEW |
|---------------------------|---|--|--|
| Welcome Activities | Phrases: <i>How are you? I'm fine, thanks. Are you (Maria)? Yes, I'm (Maria). / No, I'm (Anna). What's your favorite color/number/food? My favorite color/number/food is ...</i> | <i>What's this? How many (books)? What do you like?</i> | Classroom language: <i>Come here. Open/close the door. Open your books. Write. Say. Read.</i> Colors Classroom objects Numbers 1–20 Plurals Food Phrases: <i>Hello! What's your name? My name is ... It's my / your pencil. This is my / your eraser. That's a (pencil). Those are (desks). I like / don't like (chicken).</i> |
| Hello | Alphabet Phrases: <i>That's A-N-D-Y. What's your lucky number/favorite color?</i> | <i>How old is (the boy)? My favorite color is (blue). My lucky number is (one).</i> | Colors Numbers 1–20 Phrases: <i>What's your name? I'm (Andy). This is (Mickey). How old are you? I'm (eight).</i> |
| 1. I'm happy | Feelings: <i>angry, bored, excited, hungry, scared, surprised, thirsty, tired, worried.</i> Adjectives: <i>good, bad.</i> Phrases: <i>I'm not (sad). Are you (thirsty)? He's / She's (happy). Is he/she (happy)? I'm scared of (the dark).</i> | <i>Are (they) (angry)? Is he/she (happy)? Is Mickey scared of Pluto? Where are they? How do you feel? Which feelings are (good)?</i> | Feelings: <i>happy, sad.</i> Family: <i>mom, dad, brother, sister.</i> Food Alphabet Phrases: <i>I'm (happy). This is (mom).</i> |
| 2. It's snowing | Weather: <i>cloudy, cold, hot, raining, snowing, stormy, sunny, wet, windy.</i> Seasons: <i>fall, spring, summer, winter.</i> Phrases: <i>It's (raining). What's the weather like?</i> | <i>Does Goofy like stormy weather? Why is Goofy happy? Is it (stormy)? What season is it?</i> | Alphabet Colors Numbers 1–20 Clothes <i>Christmas, Easter.</i> Phrases: <i>It isn't (hot). I like (spring). That's my hat! I don't like (stormy weather). I have my hat.</i> |
| 3. I'm dancing | Actions: <i>dancing, drawing, juggling, jumping, reading, running, singing, swimming, talking, walking, writing.</i> Household items: <i>bowl, cup, plate, spoon.</i> Furniture: <i>couch, closet.</i> Phrases: <i>I'm (dancing). He's/She's/It's (drawing). Is the sofa (dancing)? Yes, it's (dancing).</i> | <i>What is Chip doing? Is (Belle) (sad)? What is the (cup) doing? He/She isn't (running). Is it fall?</i> | Actions Feelings Weather Furniture: <i>chair.</i> Phrases: <i>He's / He isn't (tired). He/She can (run).</i> |
| 4. There's a park | Places in town: <i>bridge, café, movie theater, garage, hospital, hotel, library, museum, palace, park, school, store, street.</i> Prepositions of place: <i>behind, in front of.</i> Phrases: <i>There's a (school). There are (stores). Where's the (school)?</i> | <i>How many (cars) are there? Is there (a library)? Is the (movie theater) (in front of) the (park)?</i> | Actions Household items Furniture Feelings Prepositions of place: <i>next to.</i> Phrases: <i>He's / She's / It's (next to) the (tree).</i> |

| UNIT | TARGET LANGUAGE | RECEPTIVE LANGUAGE | REVIEW |
|--------------------------|--|---|---|
| 5. My day | Daily routines: <i>get up, go home, go to bed, go to school, take a shower, have breakfast, have lunch, have dinner, play, study.</i> Phrases: <i>I (get up). I (get up) at (nine o'clock). It's (one) o'clock. It's (five) thirty. It's early! We're late.</i> | <i>Does she (have breakfast)? She (gets up). What time do you / does she (get up)? She (plays at one o'clock). What do you do at (seven o'clock)?</i> | Actions Feelings Weather Numbers 1–12 Phrases: <i>I'm (not) (hungry).</i> |
| 6. My hobbies | Hobbies: <i>adventure, archery, climbing, kayaking; do ballet/gymnastics/karate, go camping/ cycling/fishing/hiking/ running/swimming, have art/ English/music lessons.</i> Days of the week Vocabulary: <i>scouts.</i> Phrases: <i>I go (swimming). I (have art lessons) at the weekend. She (goes swimming) on (Monday). I don't (do) (karate) on (Friday).</i> | <i>Does Mr. Fredriksen like adventures? What does (she) do on (Saturday)? We do (ballet) on (Thursday). Can you (do ballet) at Scouts?</i> | Daily routines Months Seasons Weather Clothes Vocabulary: <i>hippos; cheese; trees; scarf, uniform, wear.</i> Phrases: <i>It's / Is it Friday?</i> |
| 7. Lions eat meat | Animals: <i>antelope, crocodile, frog.</i> Animal food: <i>bugs, fruit, grass, leaves, meat, plants, seeds.</i> Phrases: <i>(Crocodiles) eat (meat). (Lions) don't eat (grass). What do (lions) eat?</i> | <i>What do (lions) eat? What animal eats (meat)? Oh dear! Do monkeys eat ice cream? Are the monkeys hungry? Does Goofy like monkeys? Do tigers have (flat teeth)?</i> | Animals from Level 1, 2 and 3. Vocabulary: <i>cake, ice cream, sandwiches; hungry, thirsty; beak.</i> Phrases: <i>I like/don't like monkeys. Is it a monkey? There are some monkeys. They have / They don't have (big teeth). They're (big). They can (swim).</i> |
| 8. I like surfing | Sports: <i>baseball, basketball, diving, horseback riding, rock climbing, rodeo riding, roller skating, scuba diving, surfing.</i> Sports equipment: <i>racket, surfboard, swimsuit.</i> Phrases: <i>I like (swimming). I don't like (diving). Do you like (basketball)? He/She likes (swimming). He/She doesn't like (diving). Does he/she like (swimming)?</i> | <i>What do you like? What do they like doing? What does he/she like? Is Minnie happy?</i> | Colors / Clothes Feelings Sports: <i>ballet, camping, cycling, fishing, soccer, hiking, karate, running, swimming, tennis.</i> Animals: <i>fish, horse, shark.</i> Phrases: <i>I'm/He's/She's wearing (shorts). I have/He/She has (a racket). He/She isn't (worried/scared). (My) favorite sport is ...</i> |
| Harvest Festival | Food: <i>corn.</i> Vocabulary: <i>corn doll, harvest.</i> | <i>We say thank you. When is Harvest Festival? How many (corn dolls)? Happy Harvest Festival.</i> | Food: <i>apples, bread, carrots, pears, pumpkin.</i> Seasons Vocabulary: <i>basket.</i> |
| Bonfire Night | Vocabulary: <i>bonfire, fireworks, Guy, potatoes.</i> | <i>What am I wearing? What is it? What color is the bonfire? Vocabulary: remember, 5th.</i> Classroom language | Clothes Months Vocabulary: <i>big, hot, hungry.</i> Phrases: <i>He's wearing (a hat).</i> |
| New Year's Eve | Vocabulary: <i>clock, midnight, New Year's Eve, party.</i> | <i>What month/time is it? What's he/she doing? What's (he) wearing? What color is it? Happy New Year.</i> | Colors Vocabulary: <i>calendar, fireworks.</i> Phrases: <i>It's (a party). I'm (dancing).</i> |
| Valentine's Day | Vocabulary: <i>card, chocolates, heart.</i> Phrases: <i>I love you!</i> | <i>Happy Valentine's Day. What is it? What does he / she have?</i> | Vocabulary: <i>cake, flowers.</i> Phrases: <i>I have/He/she has (a heart). Can I have (a card), please?</i> |
| Mother's Day | | <i>Who is it? Where is (Dad)? What does (Grandma) have? Happy Mother's day.</i> Classroom language | Family Prepositions of place Vocabulary: <i>card, chocolates, flowers; cup.</i> Phrases: <i>I have/ He has/ She has (flowers).</i> |

1 I'm happy

Vocabulary I

Aims: to learn vocabulary associated with feelings.
Target language: *angry, scared, tired, worried; I'm not (sad).*
Review: *happy, sad, mom, dad, brother, sister; I'm (happy).*
Receptive language: *Are (they) (angry)?*
Materials: CD1, flashcards with people expressing feelings.

Optional activity

- Bring a few students to the front of the class. Ask the first one: *Hello. I'm (Anna). What's your name?* Student: *I'm (Max).* T: *How old are you?* Student: *I'm (nine).*
- The students then go to other classroom members and ask them their names and age.

Presentation

- On the board write: *I'm happy/sad/scared/tired/worried/angry.* Go through each word and have students repeat. Define in L1 if necessary.
- Show the students the flashcards. Have volunteer students stick them under the appropriate adjectives.
- Point to each flashcard randomly and have students say: *I'm (sad).*

Student's Book, page 4

1 Listen and find.

- Students look at Activity 1. Ask if they know the characters (Violet and Dash from *The Incredibles*; see page 125). T: *Is (Violet) angry?* students: *Yes/No.*
- Explain that they have to point to the characters they hear. Play Track 1.10.

Look! Who's this? It's Violet and her brother, Dash. **1.10**
 They're in the forest. They can't find their mom and dad. Are they happy? No, they aren't happy. Violet is worried. Dash is scared!

- Play the Track again with pauses. Students repeat what they hear and point to the characters.

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

- Students go to the items in this activity. Go through the adjectives and ask students to mime the words you say. T: *I'm (tired).* The students mime (yawning).
- Students look at each picture. T: *Point to sad.* Check that students are pointing to *sad.*
- Explain that students have to repeat the words they hear. Play the first part of track 1.11.

Part 1: happy, sad, scared, tired, worried, angry. **1.11**
 Part 2: *I'm not worried. I'm happy! I'm not happy. I'm sad. I'm not tired. I'm scared. I'm not sad. I'm tired. I'm not angry. I'm worried. I'm not scared. I'm angry.*

- Play the second part of the track and have students repeat the sentences. Replay and have students mime what they hear.
- Ask students to look at the picture in Activity 1. Ask students what feelings are represented in the picture. T: *I'm (hungry).* have students answer *Yes* or *No*.

3 Listen and say.

- Ask students to look at the picture in Activity 1 and complete the sentences they will hear by saying the correct words.
- Play Track 1.12.

Look! Who's this? It's Violet and her brother, Dash. **1.12**
 They're in the forest. They can't find their mom and dad. Are they happy? No, they aren't (...) happy. Violet is (...) worried. Dash is (...) scared!

TPR

In their notebooks have students draw faces of how they feel. Place students in two lines. Explain that the first student in each line shows their drawing to the second student, who must say what feeling is presented in the picture. If they are correct, the first student goes to the desk. If they are incorrect, the first student goes to the end of the line. The line which finishes first wins. The students will need these drawings for the consolidation activity.

Consolidation

- Place students in pairs opposite each other. Ask one of them to mouth an adjective describing a feeling for the other to guess. Then students switch roles.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Optional activity

Ask the students to take out the drawings from the TPR activity. Have students write sentences using *I'm not ... or I'm ...* on the sheets.

Workbook, page 92

1 Look and circle.

- Students have to circle the word that describes the picture best.
- Answers: 1 *angry.* 2 *happy.* 3 *scared.* 4 *worried.*

2 Look and write.

- Students go to Activity 2 and tell you the feelings they can see. Then have them write the answers under the pictures.
- Answers: 2 *I'm happy.* 3 *I'm angry.* 4 *I'm tired.* 5 *I'm worried.* 6 *I'm scared.*

UNIT 1 I'm happy

1 Listen and find. CD 110

2 Read, listen and repeat. Then look and say Yes or No. CD 111

happy sad scared tired worried angry

I'm not worried. I'm happy!

3 Listen and say. CD 112

Vocabulary I: *angry, happy, sad, scared, tired, worried. I'm (happy). I'm not (sad).*

Song

Aims: to review and extend vocabulary associated with feelings. To learn a song.

Target language: *hungry, thirsty; Are you (thirsty)?*

Review: food; the alphabet. *angry, happy, sad, scared, tired, worried; I'm/I'm not (happy).*

Receptive language: *Is he/she (happy)?*

Materials: CD 1, self-made flashcards with the alphabet, flashcards with people expressing feelings from the previous lesson. New flashcards showing *hungry* and *thirsty*.

Optional activity

- Place alphabet flashcards on the board and quickly review them.
- Point to a letter and have students say as many words as they can beginning with it. T: points to (B). Students: *Boy, bat, beach*, etc.

Presentation

- On the board draw an item of food (e.g. an apple) and a drink (e.g. milk).
- Point to each one, say and mime. T: *Mmmm. (An apple). I'm hungry. Mmmm. (Milk). I'm thirsty.* Repeat and have students copy you.
- Place all flashcards on the board, point to each one and have students tell you what feeling they represent.

Student's Book, page 5

4 Look, read and say the number.

- Direct students to Student's Book, page 5, Activity 4. Point to the pictures and ask: *Is he/she (happy)?* students: *Yes/No*.
- Then read texts a–f and ask students where they think each one may go.
- Ask students to match the texts to the pictures. Check answers. T: *I'm thirsty.* students: *Photo number 2.*

5 Read and say. Then listen and check.

- Have students look at the pictures in the text and ask them to tell you what feelings are shown.
- Put students in pairs and have them read the text together. Play Track 1.13 for students to listen and check.
- Replay Track 1.13 and encourage all students to read aloud and mime.

1.13

Are you happy?
Yes, I am. Yes, I am.
I'm happy. I'm not sad.
Are you sad?
Yes, I am. Yes, I am.
I'm very sad.
Are you hungry?
Yes, I am. Yes, I am.
I'm hungry and thirsty.
Are you tired?
No, I'm not. No, I'm not.
I'm worried and scared.
Look! A monster under my bed!

Consolidation

- On the board write *I'm not hungry. I'm thirsty.* Read and mime it. Ask students to write their own two sentences using any of the feelings they have learnt. Have students read and mime their sentences to the class.

Workbook, page 93

3 Look, read and check (✓).

- Students look at the activity and check the correct sentence.
- Answers: 1 *I'm hungry.* 2 *I'm not angry.* 3 *I'm not scared.* 4 *I'm thirsty.*

4 Look and write.

- Students read the words in the word pool, then they complete the questions and answers with the correct words.
- Answers: 2 *angry, worried.* 3 *hungry, thirsty.* 4 *sad, scared.*

4 Look, read and say the number.

1

2

3

I'm thirsty.

4

5

6

Photo number 2.

A I'm thirsty. **B** I'm happy. **C** I'm not angry. I'm scared.

D I'm sad. **E** I'm not worried. I'm tired. **F** I'm not tired. I'm hungry.

5 Read and say. Then listen and check.

Are you ?
Yes, I am. Yes, I am.

I'm I'm not .

Are you ?
Yes, I am. Yes, I am.

I'm and .

Are you ?
Yes, I am. Yes, I am.

I'm very .

Are you ?
No, I'm not. No, I'm not.

I'm and .

Look! A monster in my bed!

Practice 1: hungry, thirsty. Are you (thirsty)? Feelings. I'm / I'm not (happy).

Vocabulary II

Aims: to consolidate vocabulary from lessons 1–2. To describe other people's feelings.

Target language: *He's / She's (happy).*

Review: feelings; family. *I'm / I'm not (happy). This is (mom).*

Receptive language: *Look at the (boy).*

Materials: CD1, flashcards with people expressing feelings.

Presentation

- On the board write *He's* and *She's*. Under each one place a flashcard of a male or female. Point to them and say: *Look at the (boy). (He's) (happy).* Then place all the flashcards on the board under the correct gender. Point to each one, say what he or she is expressing and have students repeat after you. Then point to each flashcard and have students describe it on their own.

Student's Book, page 6

6 Which person is Adam? Listen and find.

- Direct students to page 6, Activity 6. Ask students if they remember the words for the family members. Write them on the board as they answer. Then next to each one ask which pronoun is used. T: *Mother. He or She?* students: *She.* Write the pronoun next to each family member.
- Then look at each person in the activity picture and ask students who they think it is and how they feel. students: *Mom. She's tired.*
- Explain to students that they will hear Adam describing his day out and they have to find him in the picture.
- Play Track 1.14. Encourage students to point to the family members as they listen.

I'm Adam. I'm at the funfair with my family. 1.14
 This is my mom. She's tired.
 This is my dad. He's hungry.
 My sister's thirsty.
 My brother's sad.
 This is my friend, Sarah. She's scared.

- Replay the track and ask students to tell you who Adam is. students: *Number 3!* Ask about the remaining people in the picture. T: *Number (1)?* students: *It's (a friend/Sarah).* Quiz students to check understanding. T: *Mom. She's...* Students: *Tired.* T: *Dad.* students: *He's hungry.*
- Place students in pairs and have them talk about the picture. student 1: *This is mom.* Student 2: *She's tired.*

7 Look at Activity 6. Read and match.

- Have a volunteer student read the sentences in Activity 7. Have the rest of the class mime the feelings.
- Explain to students that they have to read the sentences and match them to the pictures in Activity 6. Place students in pairs and have them complete the activity.

TPR

Place students into five groups. Assign each group the role of *mom, dad, brother, sister, friend.* Explain to students that they will hear the recording again but this time when they hear their role, they have to stand up and mime it. Recording: *This is my mom. She's tired.* students assigned *mom* have to stand up and mime being tired. Play Track 1.14. Pause between each sentence for students to have time to stand up and mime. Assign each group a different role and repeat the activity.

Consolidation

- Ask students to look at the picture in student's Book, page 6, Activity 6. Hold up your book and point to the mother. T: *This is me. I'm not happy. I'm tired.* Have students point to a figure of their choice and say how they feel or not.

Optional activity

Have students draw a picture showing an outing with their family and to write a few sentences about it. Display their work in the classroom.

Workbook, page 94

5 Write and draw.

- Students look at the anagrams and spell the words. Then they unscramble the anagrams and draw the faces.
- Answers: 1 *He's happy.* 2 *She's scared.* 3 *He's tired.* 4 *She's sad.*

6 Look and write.

- Students write sentences using the words in the word pool. They should use *He's* and *She's*.
- Answers: 2 *She's happy.* 3 *He's angry.* 4 *He's tired.* 5 *He's sad.* 6 *She's thirsty.*

6 Which person is Adam? Listen and find. CD 1.14



7 Look at Activity 6. Read and match. ✏

- | | | |
|------------------|------------------|--------------------|
| A He's hungry. 4 | B She's tired. 2 | C She's scared. / |
| D He's happy. 3 | E He's sad. 6 | F She's thirsty. 5 |

Practice

Aims: to consolidate topic vocabulary and structures. To practise phonics /æ/.

Target language: *Is he/she (happy)?*

Review: feelings. *I'm / I'm not (happy). He's / She's (happy).*

Receptive language: *bad; Who's this?*

Materials: CD1, flashcards with people expressing feelings.

Optional activity

- Ask students to name the characters from *The Incredibles*. Write them on the board. (Violet, Dash, Syndrome, Mr. and Mrs. Incredible: see page 125).
- Have students choose a character who they will pretend to be. T: *I'm Violet. I'm scared and worried.* students tell the class who they are and how they feel.

Presentation

- On the board write: *He's happy. Is he happy? Yes. She's sad. Is she happy? No.* Point to each sentence, say it and have class repeat. Explain, in L1, that when we form questions, we use *Is he?* or *Is she?*
- Place flashcards on the board and point to each one asking questions that will elicit *Yes* or *No*. T: *Is she (sad)?* students: (*Yes.*)
- Bring some students to the board to continue the activity.

Student's Book, page 7

8 Listen and answer Yes or No.

- Direct students to student's Book, page 7, Activity 8. Ask: *Who's this?* students: (*Violet.*) Ask how the characters feel.
- Explain that they have to answer *Yes* or *No* after they hear the recording.
- Play Track 1.15 with pauses after the question for students to answer.

- 1 Is she worried? (...) Yes, she's worried. **1.15**
 2 Is she scared? (...) Yes, she's scared.
 3 Is he sad? (...) No, he's angry.
 4 Is he worried? (...) No, he's happy.

- On the board write: *1. Is she worried? Yes. She's worried.* Read it to the students.

- Follow-up (optional): Ask students to choose a picture and to write a question and the answer in their notebooks. Have students read their work to the class.

9 Tongue Twister! Listen and repeat.

- On the board write *apple, happy, table, sad*. Say each word, pointing to the *a* and have students repeat. Ask them what they notice about each word (the *a* in *apple, sad* and *happy* is different from *table*).
- Ask students to write two words in their notebooks that contain *a* and have them read these words to you. It doesn't matter if the words do not have the different *a* sound.
- Explain, in L1, what a tongue twister is. Then direct students to Activity 9.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play Track 1.15. Ask students to listen to the tongue twister and repeat it. Ask students how *a* is pronounced in each word.
- Replay Track 1.15 as many times as necessary until students feel confident in saying the text without the recording.

TPR

Play "Simon says" together (see Resource Bank). When you say *Simon says: I'm / He's / She's (sad)*, students mime the feeling. When you say *Simon says: I'm / He's / She's not (sad)*, they only move around. When you say the sentence without the phrase *Simon says*, they mustn't move at all. If students make a mistake, they have to go back to their desks. Play until only a few students remain standing.

Workbook, page 95

7 Look, read and match.

- Students look at the pictures and match the question to the correct answer.

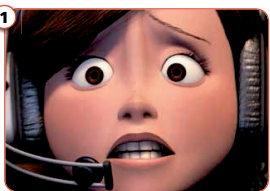
8 Write the questions. Then look at Activity 7 and answer.

- Students unjumble the questions and answer them by looking at Activity 7.
- **Answers:** 2 *Is he happy? No, he's hungry.* 3 *Is she scared? No, she's sad / tired.* 4 *Is he happy? No, he's tired.*

UNIT
1

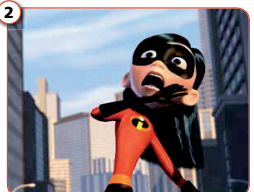
8 Listen and say Yes or No. CD 1.15

1




Is she worried? (Y)

2




Is she scared? (Y)

3



Is he sad? (N)


4



Is he worried? (N)

9 Tongue Twister! Listen and repeat. CD 1.16

Sam's cat is happy.
 Pam's cat is sad.
 Dan's cat is angry.
 Anne's cat is bad.



Practice II: Phonics: /æ/. Is he / she (happy)? Feelings. I'm / I'm not (happy). He / She's (happy).

Story

Aims: to review the language from lessons 1–4. To listen to a story.

Target language: *I'm scared of ghosts.*

Review: feelings. *ghost, monster; I'm/I'm not (happy).*

Receptive language: *dark, owl; How many (eyes)? What color? Is Mickey scared of Pluto? Where are they? Is it dark? Is it a (ghost)? What's that? Come on! Phew!*

Materials: CD1, color pencils and markers.

Optional activity

- Ask students to open their notebooks. Explain that you will mime a feeling and they have to write it in their notebooks. Mime *happy, sad, hungry* and *scared*.
- Check answers by writing the words on the board and having students tell you what they are.

Student's Book, page 8

10 Listen and answer.

- If possible, invite students to sit in a circle rather than at their desks.
- T: *It's story time!* Ask students to open their student's Books to page 8.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie.* Point to the monster in picture 5 and ask students: *Are you scared of monsters?* Make sure they understand the question and have them answer: *Yes/No.*
- Have students tell you what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey and Minnie are in the forest and they see a monster who turns out to be Pluto.)
- Tell students they will hear a story. Explain they have to listen carefully and answer the question: *Is Mickey scared of Pluto?*
- Play Track 1.17. Point to the frames in your own book to show students which frame is being read. students can also follow the story in their books.
- Repeat the question: *Is Mickey scared of Pluto?* Encourage students to answer correctly. students: *No.*
- Ensure students have understood the story by asking them to briefly summarise it in L1.
- Replay Track 1.17 stopping at each frame to ask the following questions: Pictures 1 and 2: Point to each picture and ask *Where are they? (In the forest.) Is it dark? (Yes). Is Minnie scared?(Yes). What's Minnie scared of? (Ghosts). Is Mickey scared? (No).* Picture 3: *Is it a ghost? (No, it isn't a ghost. It's an owl.) Where's the owl? (It's on the tree).* Picture 4: *Are Mickey and Minnie happy? (No, scared).* Picture 5: *Are Mickey and Minnie scared? (Yes).* Picture 6: *Is it a monster? (No, it's Pluto). Is Pluto happy? (Yes). Is Mickey scared of Pluto? (No).*
- Replay Track 1.17 pausing at each individual sentence. Encourage students to repeat the sentences together, then point to individual students and ask them to repeat.
- Divide the class into six groups. Assign each group a picture and have them read the text aloud, in unison.

11 Now act the story out.

- Place students in groups of three and assign the roles of Mickey, Minnie and Pluto. Encourage them to act out the story with words and gestures. Monitor students and help if necessary. Invite volunteer students to present the story to the class.

Consolidation

- Play the "Telephone" game (see Resource Bank, for instructions). Divide the class in three groups and have each repeat one of the sentences: *Is Minnie scared of ghosts? Mickey is scared of monsters. Mickey isn't scared of Pluto.*

Workbook, page 96

9 Read, look and check (✓) or cross (X).

- Students check or cross the sentences according to what they see in the picture.
- Answers: 1 (X) 2 (✓) 3 (✓) 4 (X)

10 Look and circle. Then check (✓) or cross (X) and circle about you.

- First, students look at the information in the table about Lucy, then use it to circle the correct option in the sentences.
- Then, they check or cross the information in the table about them and circle the correct words in the sentences.
- Answers: 1 *is*, 2 *isn't*, 3 *isn't*, 4 *is students' own answers*.

10 Listen and answer.

11 Now act the story out.

8 Story: owl. I'm scared of (ghosts). Feelings. I'm / I'm not (happy).

Skills

Aims: to consolidate vocabulary from previous lessons. To play a game with cut-outs.

Review: vocabulary from lessons 1–5. *dogs, water, garden.*

Receptive language: *Who's this? Who's (happy)? He/She likes (water).*

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

Optional activity

- In their notebooks, have students draw two big circles and color one red and the other green.
- Ask them to write feelings that are negative in the red circle and feelings that are positive in the green one.
- Call out a feeling and have students show you the circle they have written it in.

Review

- On slips of paper write a feeling taught in previous lessons and give two slips to each student. Explain that you will call out a feeling and the students who have it must stand up and say it. T: *Who's (scared)?* students: *I'm (scared).*
- Collect all slips to use in the TPR activity later in the lesson.

Student's Book, page 9

12 Look, read and write the number. Then answer.

- Direct students to Student's Book, page 9, Activity 12. Ask them to describe the picture and encourage them to use feelings and pronouns.
- Explain that they have to look at the picture and read the sentences. Give students some time to read individually.
- Then read the sentences aloud, pausing after each one for students to write the answers.
- Direct students to the questions under the picture. Read them out one by one and have volunteer students answer.
- Place students in pairs and have them ask and answer using the questions.

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

- Have students cut out the cards on page 73. Ask students to describe the cards to you.
- Ask students to look at the photos in Activity 13 and tell you how they think the game will be played. Play Track 1.18.
- Place students in pairs. Explain that they have to place the cards face down in the middle of the table. One student picks up the card and has to mime what they see on it. Their partner has to guess what is being mimed. If the student guesses correctly, they keep the card. The game finishes when all the cards have been played.

TPR

Give each student two slips of paper used in the presentation activity. On the board write *green, red, yellow, blue*. Place students in four groups. Explain that you will call out a feeling and a color. Students with that feeling have to place the slip of paper under the correct color on the board. The first group to finish wins. If students enjoy the activity, you can play it again.

Consolidation

- Ask students to place their cut-out cards face down in front of them in random order. They can shuffle them around once they are face down so they do not remember where each feeling is.
- Student 1 turns over a card and describes the feeling. Student 2 turns over a different card trying to find the matching pair. Student 2 can keep the pair if they match. If not, the cards are turned face down again and students play again. This time Student 2 turns over a card and describes the object and Student 1 tries to find a matching pair. The winner is the student with the most matching pairs.

Workbook, page 97

11 Find five differences. Then write.

- Students look closely at the pictures, find six differences and write sentences to explain them.
- **Answers:** 2 Sam's thirsty. 3 Tim's happy. 4 Polly's worried. 5 Anna's scared.

12 Read and write.

- Students look at the words in the word pool and decide if they are positive (I feel good) or negative (I feel bad). Then they write them in the correct column.
- **Answers:** *I feel good: I'm excited, surprised, and happy. I feel bad: I'm bored, sad, worried, scared, and angry.*

UNIT
1

12 Look, read and write the number. Then answer.

1 Hi, I'm Mia. Look! I'm in the garden with my friends. I'm happy!

2 This is my friend Sam. He likes ice cream. He's hungry!

3 This is Anna. She's scared of dogs.

4 This is Tim. He's tired.

5 And this is Polly. She likes water. She's thirsty.

A Who's scared? *Anna/4* B Who's thirsty? *Polly/3*
 C Who's tired? *Tim/2* D Who's happy? *Mia/5*
 E Who's hungry? *Sam/1*

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

Are you scared?

Yes, I'm scared!

Ready for life

Aims: Social Science – to talk about feelings in different situations. To make a poster.

Target language: *bored, excited, surprised, good, bad.*

Review: feelings. *I'm/I'm not (happy).*

Receptive language: *funfair, puppy; Who's (bored)? Why is the girl (excited)? How do you feel? Which feelings are (good)?*

Materials: CD1. Sheets of paper, magazines, color pencils or marker pens.

Optional activity

- Ask students, in L1, what kinds of things make them feel happy, sad, angry and tired.

Presentation

- On the board write: *bored, excited, surprised* and mime these terms to students. Then say: *It's my surprise party. I am...* students: *Surprised.* T: *It's my homework. I am...* students: *Bored.* T: *They're my presents. I am...* Students: *Excited.*
- Ask, in L1, what other things make them feel surprised, excited and bored.
- Introduce the words: *good* and *bad*.

Student's Book, page 11

14 Look, read and say.

- Direct students to Student's Book, page 10, Activity 14. T: *Who's (bored)?* Students: *Number (2).*
- Explain to students that they have to match the photos 1–3 with the pictures a–c. If it is easier, they may write the numbers in their notebooks.
- Ask students to think more about the feelings by asking comprehension questions. T: *Why is the (girl) (excited)?* Student: *(She has presents.)*
- Check answers as a class by having volunteer students say the answers.
- Answers: 1 - b 2 - c 3 - a.

15 Look, read and check (✓) or cross (X).

- Have students write the numbers 1–4 in their notebooks. Explain that they have to think about the situation presented to them and write how it makes them feel and whether it's a good or a bad feeling by drawing a check mark or cross.
- Read the sentences aloud and ask students to follow the text.
- Ask students to read again individually and answer in their notebooks.
- Have students read out their answers: *I'm (excited).*
- Place students in pairs and have them present to each other a situation from the activity and react to it. student 1: *(You have a present.)* student 2: *(I'm excited).*
- Answers: 1 (check) *I'm happy/surprised/excited* 2 x *I'm sad/worried* 3 (check) *I'm excited/happy* 4 x *I'm angry*

16 Project: make a feelings poster.

- Give each student a sheet of paper. Explain that they have to make a poster of different feelings. They can draw the feelings or paste cut out pictures from magazines. They may place the feelings from least to most favourite. Encourage them to write a few sentences about each picture or drawing. When students have completed the activity, have each student present their work to the class and display all the posters in the classroom.

TPR

Explain to students that you will say a situation and they have to mime and say how they feel. T: *A birthday party.* students: *I'm (excited).* Use the following situations: *presents, homework, a puppy, a birthday cake, water, you can't play, a monster, too much homework, you can't find your friend, you have no friends, it's Christmas, a big hungry lion.*

Extra adventure, Workbook, page 98

1 Find and circle. Then write.

- Students find the words hidden in the grid, circle them, then write them under the pictures.
- Answers: 1 *sad*, 2 *angry*, 3 *hungry*, 4 *tired*, 5 *happy*, 6 *worried*, 7 *scared*, 8 *thirsty*.

2 Follow, then draw.

- Students match the sentences and the pictures by drawing lines and draw the feelings for each sentence.

14 Look, read and say.

1



I'm excited.

2



I'm bored.

3



I'm surprised.

A  B  C 

15 Look, read and check (✓) or cross (X).

Look at these photos. How do you feel?

Is it a good (✓) or a bad (X) feeling?

2  You can't play with your friends.

You're at the amusement park.

1  It's your birthday. You have a present.

3  Your brother has your favorite toy.

4 

16 Project: Make a feelings poster.

Review 1

Aims: to review the material from Unit 1. Self-evaluation.
Review: feelings. *I'm / I'm not / He's / She's (happy). Are you (happy)? Is he/she (happy)? I'm scared of (monsters).*
Receptive language: today; Look at (Dash).
Materials: CD1.

Optional activity

- Have students look through the whole unit for about a minute. Ask them to close their Student's Books and to tell you what they remember from it. Encourage them to mention feelings, different situations and Disney characters.

Review

- Have students open their books. Explain that you will describe a feeling or character and they have to find it in the unit. T: *Mickey*. Students open to page 8 and point to Mickey. T: *Tired*. Students open to page 6 or 9 and point to figures showing they are tired.
- Continue with as many items as possible.
- Place students in pairs and have them continue with their partners.

Student's Book, page 11

1 Listen and answer.

- Direct students to student's Book, page 11, Activity 1. Ask students to identify the Disney characters. (Mrs. Incredible, Violet, Dash, Mr. Incredible: see page 125). Ask how they think they feel.
- Have a volunteer student read the words in the word pool.
- Then ask students about the characters. T: *Look at Dash. Is he sad?* students. *No. He's excited/happy.*
- Explain to students that they will listen to the characters being described and that they have to answer the questions.
- Play Track 1.19 once through.

- 1.19**
- 1 It's Dash. Is he bored? (...) No, he isn't bored.
 - 2 It's Violet. Is she sad? (...) No, she isn't sad. Is she worried? (...) No, she isn't worried.
 - 3 It's Mr. Incredible. Is he scared? (...) No, he isn't scared. Is he happy? (...) Yes, he's happy.
 - 4 It's Elasti-Girl. Is she tired? (...) No, she isn't tired. Is she happy? (...) Yes, she's happy, too!

- Replay the track with pauses for students to answer.
- Place students in pairs and have them ask each other questions about each character. Student 1: *Is Violet sad?* Student 2: *No, she's worried.*

2 Do the survey. Then write in your notebook.

- Ask each student to tell you how they feel today.
- Tell students that they have to draw themselves and to write a few sentences about how they feel.
- Have students present their work to the class.

Progress evaluation

- Evaluation Sheet 1.

Workbook, page 99

1 Look and write.

- Ask a few students: *Are you happy?* Elicit *Yes, I'm happy* or *No, I'm angry*, etc. Have a few volunteer students practice the questions and answers.
- Show students the table and explain that they have to ask three friends about how they are feeling and check the correct box. Put students in groups of four and monitor as they ask and answer.
- Then students copy the sentences into their notebooks and complete them with information from the table. Consolidate the activity by asking volunteer students to read their sentences aloud.
- **Answers:** 2 *She's scared.* 3 *He's happy.* 4 *She's worried.* 5 *He's angry.*

2 Say and check (✓). Then stick.

- Ask students to read the sentences.
- Students assess their own skills by ticking the boxes. Encourage them to look through the unit in their student's Book as they think about the sentences.
- Ask students to find the stickers for this exercise at the end of their Activity Books. If students can check all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as students work (Track 1.16).

REVIEW
1

1 Listen and answer. CD 1.19

1 - No, he isn't bored.

happy sad scared bored tired worried

2 Do the survey. Then write in your notebook.

Students' own answers

| | happy | angry | sad | worried | hungry | thirsty |
|----|-------|-------|-----|---------|--------|---------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Me | | | | | | |

Today, _____ is _____.

Today, _____ is _____.

Today, _____ is _____.

Today, I'm _____.

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ISBN 978-1-292-14131-2



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