

English Adventure

Teacher's Book

LEVEL 1

Contents

• Scope and sequence	A2	• Lesson notes	1
• Course components	A4	• Photocopiable materials	73
• Course methodology	A7	Unit 7, Christmas, Easter and Halloween cut-outs	73
• Teaching children	A10	Teacher's notes for worksheets	76
• Assessment	A13	Worksheets for the pre-coursebook period	79
• Cooperation with parents	A15	Worksheets for Pupil's Book Units Hello–8	81
• How to use stories	A16	Revision worksheets	95
• How to use posters	A17	DVD worksheets	99
• How to use the DVD	A20		
• Resource Bank	A21		
• Pre-coursebook period	A26		
• Disney and Disney/Pixar movies	A30		

COURSE OBJECTIVES

The main objectives of the *New English Adventure* course are to increase pupils' motivation to learn English and to make learning fun. This is especially important, as pupils learn better when they are appropriately encouraged to work. The *New English Adventure* course focuses on the pupil himself/herself, engaging him/her emotionally, because during the learning process the feelings of a child are as important as his/her intellectual and perception abilities.

MAIN CHARACTERS OF THE COURSE

The fantasy world

New English Adventure features characters from the Disney and Disney/Pixar studio animated films, which are very popular with children and well known to them. Apart from characters from full-length movies, in each unit pupils have a chance to meet Mickey Mouse, Minnie Mouse, Goofy and Pluto the Pup, whose funny adventures they can follow in the stories included in each lesson 5.

The presence of these characters has a particularly stimulating effect on pupils learning a foreign language. The characters have been selected very carefully for each of the course levels. This enables pupils to identify with the characters appearing in the movies, which makes learning easier and more enjoyable.

The real world

The *New English Adventure* course particularly emphasises the personalisation of language and gives pupils numerous chances to talk about themselves and about their own life experience. The level increases gradually and the tasks are adjusted to pupils' abilities and skills. The pupils are also exposed to a diversity of songs, chants and stories, which results in systematic development of motivation to work.

NEW ENGLISH ADVENTURE GROWS UP ALONG WITH CHILDREN

New English Adventure changes along with the pupils' age, maturity and learning progress. At each level the course presents material adjusted to new abilities and interests of children, gradually leading them from the fantasy world of the kindergarten to the more realistic world of the first grades of primary school.

VOCABULARY AND LANGUAGE STRUCTURES

Each level of the *New English Adventure* course familiarises pupils with language through a diversity of topics carefully selected to match the stage of pupils' development. At first the subject area is restricted to the pupils themselves and their closest surroundings. Along with their development, children extend their lexical areas, gradually passing from what is close and familiar to more remote, general issues, which they might not have completely explored before.

At the lower levels of the *New English Adventure* course the main emphasis is placed on language acquisition, on learning incidentally, not fully consciously. The course syllabus, appropriately adjusted to the pace pupils work at and reasonably increasing the level of difficulty, goes hand in hand with pupils' development, as it familiarises them with lexical and grammar structures through receptive listening first, and only later requires active usage of the structures.

Pupils use language actively only when they become familiar with it and they are ready to do so. No activities are forced and every pupil works at his/her own pace. It is important to ensure pupils feel comfortable and confident both linguistically and psychologically.

SKILLS

Listening and speaking

At the beginning of learning, major emphasis is placed on listening comprehension and basic speaking. It is not expected that pupils will use particular linguistic structures if they have not had a chance to listen to them several times before. Only then they are asked to do simple, controlled speaking activities, where the new language is used in a clear context.

Reading and writing

Reading and writing skills were introduced in *New English Adventure Starter B* and are further developed in level 1. The development of reading skills in the course is based on global reading: pupils first recognise words rather than read them. Attempts to read words letter by letter would be particularly misleading for foreign pupils, who should be aware of the differences between how words are written and pronounced in a foreign language and L1 at early stages of learning English. To facilitate reading, words are always presented with appropriate images and audio support. The same principle is used for introducing sentences and longer texts. What is more, the texts are designed to provide an intellectual challenge for students, gradually developing basic reading skills such as scanning, skimming and reading for detail.

As in level Starter B, in level 1 learning to read may be supported by word cards, which are available on the www.pearsonelt.com/newenglishadventure website.

The development of writing is also continued in *New English Adventure Level 1*. As in levels Starter A and Starter B, pupils can develop their fine motor skills by tracing, drawing and colouring in the Activity Book and extra worksheets provided in the Teacher's Book. In level 1, they also practice actual writing of words and short sentences aided by model words or texts provided for their reference. The Extra Adventure section in the Activity Book provides more challenging writing exercises where models are not given.

REVISING MATERIAL

- The youngest pupils, unlike any other age group, need continuous repetition of the covered material. The teacher's task is to plan the classes in such a way that it would be possible not only to introduce new material, but also to do some revision exercises.
- The *New English Adventure* course is developed so as to combine new and previously taught material in attractive exercises and games. It allows for continuous memory training and consolidation of words and phrases learned before. Besides, the material introduced earlier constitutes the base for the subsequent unit, and as a result allows pupils to proceed to the next learning stage easily.
- Each unit ends with a revision lesson – exercises included in the Pupil's Book and Activity Book ensure revising the entire material introduced in a given unit. The teacher may also use Revision worksheets covering material from two subsequent units, available in the Teacher's Book section with photocopiable materials. Such a cumulative revision additionally stimulates pupils' memory, and at the same time makes them aware how much they have already learned.

New English Adventure teaching methodology is based on the following model: presentation, practice, free production and personalisation. Each unit consists of 8 lessons organised in a similar way. The first 3 lessons in a unit focus on presentation and practice of new material. Pupils should use vocabulary acquired in one lesson during the next classes and be aware of what they have learned.

Lesson 1

This lesson presents and consolidates new vocabulary through listening comprehension exercises, which at the same time introduce pupils to the Disney or Disney/Pixar theme film of the unit. The listening texts also present the new structure which will be practiced in the following lessons.

Lesson 2

In this lesson pupils learn more new vocabulary connected with the topic of the unit. The vocabulary from lessons 1 and 2 is then consolidated in a song. Class CD tracks immediately following the songs are their karaoke versions.

Lesson 3

In this lesson pupils learn the last set of vocabulary from a given unit. In order to keep pupils interested, various exercises are used in this lesson, e.g.: 'Listen and say the number', 'Listen and find', 'Listen and say Yes or No'. There is also a communicative exercise where pupils can use the new words and structures in simple, contextualised, controlled dialogues.

Lesson 4

In this lesson pupils revise the most important words and phrases from a given unit, practising various language skills, mainly listening, speaking and interacting, through listening comprehension exercises. There is also a tongue twister chant, drawing pupils' attention to the sounds of the English language.

Lesson 5

In this lesson pupils become acquainted with a story presenting the adventures of Mickey Mouse, Minnie Mouse, Goofy and Pluto. Pupils already know the phrases used in the story from previous lessons; new words and phrases are introduced, but they are restricted to a minimum to enable pupils to listen and play for fun. Speech bubbles appear in the story, and pictures are always accompanied by an audio recording. Once pupils listen to the story, they can act it out in the classroom.

Lesson 6

In this lesson pupils revise the most important words and phrases from a given unit, practising various language skills, mainly listening, speaking and interacting, through listening comprehension exercises and games. In order to play the games pupils need to cut out cards at the back of the Pupil's Book.

Lesson 7

In this lesson, along with vocabulary and phrases practised in a given unit, there appear a few new words and phrases, which allow pupils to develop various fields of knowledge in English (according to the concept of Content and Language Integrated Learning – CLIL). At the end of the lesson pupils prepare a mini-project related to the lesson topic.

Lesson 8

This lesson is a summary of the material pupils have learned in the course of the entire unit. It consists of listening, reading and writing tasks. In this lesson pupils also prepare a drawing corresponding to the topic of the unit (personalisation). An important part of lesson 8 is self-assessment, i.e., the last task in the Activity Book, in which pupils become aware of the language learned. Pupils are able to say what they have learned and assess their own progress, using a sticker presenting the main characters of the film related to a given unit. The teacher praises pupils for the effort they put into learning and for other linguistic achievement. Such motivation will undoubtedly encourage pupils to further work.

DETAILED LESSON PLANS

In the Teacher's Book there are ready-made teacher's notes for all lessons, from warm-ups to ending procedures, so as to ensure effective lessons are conducted even by teachers who have little time for preparation or have no access to additional teaching aids. The lesson plan includes TPR activities to be conducted in the play area of the classroom, as well as additional exercises for pupils and classes who have mastered the material faster than others. Along with hints for particular lessons, there are reduced-size pages from the Pupil's Book with the correct answers to the exercises included.

COMMON ELEMENTS WITHIN THE UNITS

BEGINNING AND ENDING THE LESSON

Try to create a friendly atmosphere in the English classes. If possible, begin classes with the *Hello, I'm Mickey!* chant so as to introduce pupils into the world of the English language. At the end of the classes say the *Goodbye!* chant together to say goodbye in a friendly manner.

WARM-UP

It is a regular part of the lesson, which is intended to make pupils start thinking in English. It can be a popular song, a game or an activity which the pupils like.

SONGS AND CHANTS

In each unit of *New English Adventure* there is a song and a chant. These activities provide an extremely motivating and funny way to learn vocabulary and pronunciation, and additionally they make pupils sensitive to the rhythm and intonation of the language. Pupils love them and thanks to them they remember vocabulary and pronunciation very well.

Techniques of working with songs and chants

- First allow pupils to listen to the song/chant two or three times.
- Show pupils how they should clap to the rhythm of the song/chant (clapping with two fingers on the other hand will not be as loud as clapping with both hands).
- Focus on the most important vocabulary which is repeated over the song/chant, as pupils will remember it first.
- Read out particular lines of the song/chant loudly and clearly (to the rhythm of the melody). Ask pupils to repeat after you in the same rhythm.

- At the end of the class encourage pupils to sing the song/chant.
- During the following lessons establish the habit of singing a song/chant as a language warm-up or during breaks between one task and another.
- Use songs and key vocabulary included there to help pupils remember the material covered in previous units.

STORIES

- Children really enjoy listening to stories, as they are part of their experience of the world beyond the classroom. Stories are a motivating way to introduce new language in its natural context.
- Detailed tips concerning working with stories before, during and after listening to the recording are included in teacher's notes for each lesson 5, as well as on page A16.

ARTS AND CRAFTS

- Many children gain experience and knowledge through doing things. Therefore, it is very important to do various arts and crafts, as this consolidates practised vocabulary in a way which is very motivating for children. Pupils will be proud of their work and happy to show it in the classroom and at home.
- Arts and crafts in *New English Adventure* are related to lesson 7 of each unit. They are designed so that they can be done without a lot of preparation. Before pupils begin to work individually, they should see the final result of the work. Begin with commands in L1. Show pupils step by step how the poster/project etc. should be prepared. English vocabulary should be used at a further stage. When describing the way to perform the task, emphasise such words as: *fold, cut, stick, colour* and names of tools required for the task: *pencil, ruler, glue*, etc.
- When pupils are busy doing the project, quietly play the recording of the song introduced recently. If it is played too loudly, pupils will consequently have to outshout the recording in order to communicate with each other.
- Pupils may collect their works in their school files or you may put them on classroom display.

PAIR WORK AND GROUP WORK

Working in pairs and groups allows to develop additional fluency in speaking. It is not sufficient to speak English with the teacher only. It is very important that pupils have a chance to practice speaking first by collective repeating (all pupils at the same time) before they start to work in smaller groups or in pairs.

Working in pairs and groups will be effective and not be too loud at the same time if pupils:

- know exactly what they have to do,
- know how they are supposed to complete the exercise,
- know who starts the exercise and in what order they are supposed to do the work,
- know how the exercise is supposed to end,
- know the vocabulary required for the work to be done,
- speak in hushed voices,
- have an easy task to do.

If there is too much noise while working in pairs or in groups, stop the exercise and check if pupils know what they are supposed to do and how. Then let them proceed, but ask them not to talk so loudly.

GAMES

- Games are part of children's everyday lives, so playing during classes may help them to use English more naturally. It provides an opportunity to practise language in its natural context, as well as to become flexible when cooperating with other pupils. Another reason for playing with pupils during the lesson is to change its pace and diversify classes. After all, pupils need diversification and physical activity. If they are tired and bored, a game can stimulate them and encourage active learning.
- Games and activities in the *New English Adventure* course are easy to prepare and conduct. They do not require special props. Many of them are TPR (*Total Physical Response*) activities, which involve following simple instructions.
- General principles of organising educational games and activities are the same as in case of working in pairs and in groups. Pupils who know what they are supposed to do will not make as much noise as pupils who do not know it exactly. It may happen that children who finish playing will make some noise and disturb other pupils. This is why it is important that the games do not last too long. Particular attention should be paid to hyperactive pupils and, as far as it is possible, additional tasks should be assigned to them in order to keep them busy.
- Ideas for games are included in the Resource Bank on page A21.

PUPPET

A puppet or a soft toy is a symbol of playing and having fun, which is how learning English should be perceived by pupils at this stage. The puppet (best if it could be a Disney character such as Mickey Mouse, Minnie Mouse or other) should appear in particular, repetitive situations. These can be introducing pupils to the course of lesson, saying the *Hello, I'm Mickey!* chant together with the class, initiating games, helping pupils realise their language achievements, playing with pupils and teaching them as well as saying the *Goodbye!* chant. The puppet also plays the role of a friend who provides pupils with a sense of predictability and gives them a sense of linguistic confidence in classes. The puppet may 'live' in the classroom or only 'visit' the English classes.

English Adventure

Lesson notes

	Hello	2
1	My favourite things	4
2	My family	12
3	My body and face	20
4	My room	28
5	I can jump!	36
6	He likes cheese!	44
7	Our world	52
8	What's he wearing?	60
	Halloween	68
	Christmas	69
	Pancake Day	70
	Easter	71
	May Day	72

1 My favourite things

Lesson 1

Lesson aims: to learn words for favourite things.

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

Revision: colours; toys. *What's your name? How old are you?*

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

Materials: CD 1, flashcards with possessions, a sheet of paper for each pupil; Starter A & B flashcards with toys.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello! Say the Hello! I'm Mickey chant together.*
- Play the "Questions" game. *What's your name? How old are you?* (see Resource Bank, page A23).

Presentation

- Praise pupils for answering the questions well. Tell them they are now ready to learn new words. Explain that you are going to focus on words for favourite things.
- Revise toys with Starter A & B flashcards (*ball, teddy bear, doll, boat, kite, train*).
- Introduce favourite things with the flashcards and draw a TV on the board. Hold up a flashcard and say the word. Have pupils repeat.

Pupil's Book, page 4

1 Listen and point.

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

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

- Check comprehension. T: *Point to WALL-E/EVE. What colour is he/she?* Pupils: *Yellow/white.* Continue with other items.

2 Listen and repeat. Then look and say Yes or No.

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

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

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

3 Listen and say.

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

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

- Play the CD again for pupils to say the missing words again.

TPR

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

Activity Book, page 2

1 Look and say. Then number.

- Pupils look at the picture, say the words and write the numbers in the boxes. Check answers. Say a word and pupils say the number.
- Answers: *bat – 5, computer game – 2, watch – 6, robot – 1, TV – 4, bike – 3.*

2 Read, look at Exercise 1 and tick (✓) or cross (X).

- Pupils look at the numbers, read the sentences and draw a tick or a cross. They say *Yes* for ticks and *No* for crosses.
- Answers: 1 – X, 2 – ✓, 3 – ✓, 4 – ✓, 5 – X, 6 – X.

Ending the lesson

- Play the "Observation" game with the flashcards (see Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

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

UNIT
1 My favourite things

1 Listen and point. (1.9)

2 Listen and repeat. Then look and say Yes or No. (1.10)

Yes No Yes No Yes No Yes

bat robot computer game TV watch bike

3 Listen and say. (1.11) It's a watch.

Lesson 1. bat, bike, computer game, robot, TV, watch, it's a (bike)

Lesson 2

Lesson aims: to learn more words for favourite things. To learn a song.

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

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

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

Materials: CD 1, flashcards with possessions.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the words for favourite things pupils have learned so far playing the "Yes!/No!" game (see: Resource Bank, page A21).
- Revise the toys (*ball, teddy bear, doll, boat, kite, train*) with drawings on the board. Have pupils guess what you are drawing before you complete the pictures.

Presentation

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

Pupil's Book, page 5

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

- Tell pupils to open their Pupil's Books at page 5. Hold up your book and point to the pictures. T: *Point to a (teddy bear)*. Pupils point to the correct pictures.

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

5 Listen and sing.

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

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

Lesson 2: computer, scooter, spaceship; It isn't a (scooter). Favourite things, it's a (robot)

- Tell pupils that they are going to listen to a recording about the children's favourite things. Ask them to point to the things they hear and then say what each child's favourite thing is. T: *Listen*. Play the CD. Stop after each child and pupils say their favourite thing.

What's your favourite thing?

1.12

A: Hmm... It isn't a computer. It isn't a teddy bear. Umm. My favourite toy is big and it's blue. It's a scooter.
B: My favourite thing isn't a robot. It isn't a watch. It isn't a bike. It's red and blue. It's small. It's a spaceship.

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

5 Listen and sing.

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

TPR

Assign a favourite thing from the song to each pupil. Then play the "Sing and respond" game with the song (see: Resource Bank, page A23).

Activity Book, page 3

3 Read, look and guess. Then write.

- Pupils read the sentences and guess what the favourite things are. They complete the sentences with words from the box. Check answers by reading out the sentences and having pupils say the missing word.
- Answers: 1 – *bike*, 2 – *watch*, 3 – *scooter*, 4 – *robot*, 5 – *computer*.

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

- Pupils look for the word they didn't use in Exercise 2. They draw a picture and complete the sentence. Pupils hold up their books for checking.
- Answer: *spaceship*.

Ending the lesson

- Remove the flashcards one at a time from the board. Hold them up one at a time and say: *It isn't a (spaceship). It's a ...* Pupils: *... (bike!)*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 71

1 Find and circle. Then write.

Pupils look at the pictures and find the words in the word search. Then they write them next to the corresponding numbers. Check answers by saying a number and having pupils say the word.

- Answers: 1 – *watch*, 2 – *computer game*, 3 – *robot*, 4 – *bat*, 5 – *scooter*, 6 – *spaceship*, 7 – *computer*, 8 – *teddy bear*.

Lesson aims: to learn new language.

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

Revision: colours; favourite things. *big, small; It's a (scooter). Yes/No.*

Materials: CD 1, flashcards with possessions, a small piece of paper for each pupil, sticky tape.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise all the favourite things using the flashcards. Then encourage pupils to play the "Echo" game (see: Resource Bank, page A21).
- Encourage pupils to sing the song they learned in the previous lesson (track 1,13) and do the actions.

Presentation

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

Pupil's Book, page 6

6 Listen and say Yes or No. Then check.

- Tell pupils to open their Pupil's Books at page 6. Explain in L1 that these are shadows of favourite things. Hold up your book, point to the shadow picture of the scooter and ask questions. T: *Is it a bike?* Pupils: *No*. T: *Is it a scooter?* Pupils: *Yes*. Continue with the other pictures.
- Tell pupils that they are going to listen to a recording. Tell them they should look at the shadow pictures and answer the questions *Yes* or *No*. T: *Listen*. Play the CD. Encourage pupils to answer and then they check if their answers were correct.

- 1 Is it a scooter? (...) Yes.
- 2 Is it a TV? (...) No. It's a computer.
- 3 Is it a bat? (...) Yes.
- 4 Is it a robot? (...) No. It's a spaceship.
- 5 Is it a watch? (...) Yes.

1.15

- Tell pupils to look at the coloured pictures of the favourite things. Tell them that you are going to describe one thing and that they should raise their hands to ask what the thing is. T: *It's (big). It's (green) and (brown).* Pupil: *Is it a (scooter)?* T: *Yes*.

7 Point, ask and answer.

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

TPR

Hand out a small piece of paper to each pupil. Play the "What does the picture present?" game with drawings of favourite things stuck on the pupils' backs (see: Resource Bank, page A23).

Activity Book, page 4

5 Trace. Then read and tick (✓) or cross (X).

- Pupils trace the pictures. Then they read the questions and put a tick (✓) or cross (X). They say *Yes* for a tick and *No* for a cross. Check answers by reading out the questions and having pupils answer.
- Answers: 1 - ✓, 2 - X, 3 - ✓, 4 - X.

6 Trace. Then write and answer Yes or No.



- Pupils trace the picture. Then they complete the questions and write answers. Check answers by having pairs ask and answer the questions.
- Answers: 2 - *Is it, No*; 3 - *Is it, No*; 4 - *Is it, No*; 5 - *Is it, Yes*.

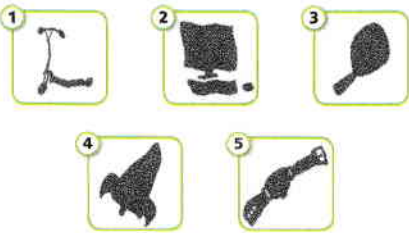
Ending the lesson

- Hold up the flashcards and ask *Is it a (scooter)?* and elicit answers from pupils. Ask questions for *Yes* and *No* answers.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.


Extra activity


Pair activity: Pupil 1 traces a favourite thing in the air. Pupil 2 asks *Is it a (scooter)?* Pupil 1 answers *Yes / No. It's a (bike)*. Pupils then swap roles.


6 Listen and say Yes or No. Then check.  



- 1 Is it a scooter? *Yes*
- 2 Is it a TV? *No*
- 3 Is it a bat? *Yes*
- 4 Is it a robot? *No*
- 5 Is it a watch? *Yes*



7 Point, ask and answer. 



LESSON 3 Is it a (scooter)? Favourite things