

**NEW**

# English Adventure

## Teacher's Book

**LEVEL 1**

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# Scope and sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVISION
<b>Pre-coursebook period</b>	Expressions: a (blue) circle. Phrases: Hello! I'm (Eva). I'm (happy). And you? I'm (big/grey). It's a (ball). It's an (elephant). (I've got) a (big) (tummy). Who am I?	Hello everyone! How many (legs)? Number (six) is (sad). What colour is it? What's number (one)? What is this?	Numbers 1–10 Classroom commands: Sit down. Stand up. Listen. Look. Quiet please. Open/Close your books. Point to a (pencil). Face and body parts: ears, eyes, face, hair, mouth, nose; arms, body, feet, fingers, hands, head, legs, toes, tummy. Colours: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow. Animals: elephant, giraffe, hippo, leopard, lion, rhino, tiger, zebra; bird, cat, dog, duck, fish, hamster, horse, mouse, rabbit, tortoise. Toys: ball, boat, car, doll, kite, teddy bear, train, yo-yo. Shapes: circle, rectangle, square, triangle. Vocabulary: big/small, happy/sad, long/short, yes/no.
<b>Hello</b>	Phrases: I'm (Anna). This is (Tom). How old are you? I'm (eight). What's your name?	Say hello. Hello everyone. What's missing? It's (yellow). Point to number (six). What colour is it? Vocabulary: balloons. Classroom language	Colours: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow. Numbers 1–10 Vocabulary: Hello. Classroom commands
<b>1 My favourite things</b>	Favourite things: bat, bike, computer, computer game, robot, scooter, spaceship, TV, watch. Numbers 11–15 Phrases: Is it a (scooter)? It isn't a (scooter). It's a bike. Go, Pluto! Happy birthday! Look! What's (your) favourite thing?	A boy and a girl and their favourite things! Cut out. Do you like it? How many children? Is he happy? Is Minnie sad? What's (your) favourite thing? It's in picture (1). They're in space. What colour is (he)? What are these? What is it? What's on Pluto's head? Which is (robot)? Which number: 1 or 2? Who's / What's this? Who is the present for? Is it big? Vocabulary: things. Classroom language	Colours Numbers 1–10 Toys Vocabulary: big/small; cake. Phrases: Hello, I'm (Anna). What's your name? How old are you? I'm (nine). I like (robots). It's a (bike). It's (small/white). I've got (fifteen) (robots). Yes/No.
<b>2 My family</b>	Family members: aunt, baby (sister), big (brother), brother, cousin, dad, granddad, grandma, mum, sister, uncle. Vocabulary: family tree, twins. Phrases: Have you got a (sister)? I haven't got a (brother). I've got (two) (sisters). This is my family. Hello. Say 'cheese'. Sit down, please.	Queen Elinor, mum or aunt? Can you see (a cat)? Dear Friend. How many (brothers) (have you got)? How old is (she)? Is it a (cat)? Is there cheese? Look at me! Point to (his cousin). What colour (is) (her hair)? What's / Who's this? Where / Who are they? Who's in the family? Vocabulary: princess. Classroom language	Favourite things Colours Numbers 1–15 Vocabulary: animals, cat, dog, horse, rabbit; big, small, red hair. Phrases: How old are you? It isn't a (sister). It's a(n) (aunt). What's your favourite ...?
<b>3 My body and face</b>	Face and body: blond/dark hair, chin, neck, tail, teeth. Vocabulary: glasses, please, strong. Expressions: brush your hair/teeth, wash your hands/face. Phrases: Has he/she got (long legs)? He's / She's got (brown) (eyes). He/She hasn't got a (long) (tail). This is Goofy's house. Who's in the kitchen? You've got a grey face!	Are they big? Can you see ...? Computer game characters. Is it a (neck)? Touch your (nose). What colour are (his) eyes? What (animal) is it? What's this? Who is it? Who is this? Vocabulary: children, sports, people. Classroom language	Face and body Family members Favourite things Animals Vocabulary: long/short, big/small. Phrases: It's/It isn't Goofy.
<b>4 My room</b>	Household items: armchair, bath, bed, box, carpet, cupboard, curtain, floor, lamp, mirror. Prepositions of place: next to, on, under. Numbers 16–20 Phrases: Is the (cupboard) (next to) the (chair)? The (box) is in the (bedroom). Come here! Good boy. Where's Pluto?	How many (lamps)? Is (Pluto) happy? Is Pluto in the garden? It's big. Look at the (kitchen). Numbers! What colour is number (fourteen/ten/machair)? What is it? What's in the (bedroom)? What's this? Where are they? Where's (Jasmine/the pen)? Classroom language	Colours Numbers 1–15 Rooms: bathroom, bedroom, garden, kitchen, living room. Household items: chair, door, table, window. Preposition of place: in. Phrases: It's / It isn't in the (cupboard/ kitchen). It's (small/yellow). Where is the (green) (box)?

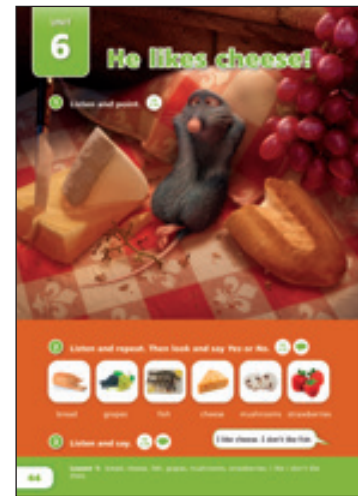
UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVISION
<b>5 I can jump!</b>	Actions: climb, dance, fly, jump, ride a bike/horse, run, sing, swim, walk. Animals: bear, elephant, emu, kangaroo, monkey, platypus, shark, snake, tiger. Vocabulary: airplane; beak, fins, wings; watch out. Phrases: Can you (fly)? (Yes,) I can (jump). (No,) I can't (ride a horse). It's got / It hasn't got (wings).	Has it got a (tail)? Have (children) got tails? I know. Has she got a dog? Look! The boy Mowgli and animals. Is Goofy under the airplane? Is it (big)? What are these? What colour is it? What/Who is it? What's this? Where is the panther? What's (number 1)? Who am I? He/She can (climb). Yes, I can. No, I can't. Vocabulary: jungle, panther; easy. Classroom language	Face and body parts Animals: bird, elephant, fish, giraffe, hippo, lion, rhino, zebra. Vocabulary from units 1–4 Vocabulary: boy, water. Phrases: Have you got a (bike)? I'm (big). It's a (bird).
<b>6 He likes cheese!</b>	Food: bread, cake, carrots, cereal, cheese, chocolate, fish, grapes, ice cream, mushrooms, onions, peas, salad, soup, strawberries, tomatoes. Vocabulary: breakfast, dinner, lunch. Phrases: Can I have three (onions), please? Can I have (pizza), please? He/She likes (ice cream). He/She doesn't like (salad). Here you are.	Look! A boy and a girl. Does (Donald) like (tomatoes)? Is Colette happy? How about you? What do you like for (breakfast)? What has (Minnie) got? What's for (lunch)? Who likes (onions)? Vocabulary: menu, omelette; rat; birthday party. Classroom language	Food: apple, banana, bread, cake, cakes, cheese, chicken, eggs, juice, meat, milk, oranges, pears, pizza, sandwiches, spaghetti, water. Phrases: Do you like (fish)? I like / don't like (fish).
<b>7 Our world</b>	Landscape elements: field, forest, island, lake, mountain, rainforest, river, sky, town. Means of transport: boat, bus, car, lorry, plane, tractor, train. Phrases: There's a (river). There are (three) (mountains). Jump on! Look out! Stop the train! This is fun!	Can he fly? Can you see (a tractor)? How many boats are there? Means of transport. What colour are they? What can Mickey see? What can you see in picture (2)? What colour is he? What does Mickey like? What's there? What's this? How many (rivers)? Has Goofy got strong arms? Point to the (mountains). Vocabulary/Expressions: landscape, postcard; transport, means of transport; map, the UK; point to. Classroom language	Places Numbers Unit 6 vocabulary Vocabulary: cow, wings. Phrases: He can fly! I like (trains). It's a (train).
<b>8 What's he wearing?</b>	Clothes: belt, cap, jacket, jeans, raincoat, scarf, shorts, socks, sun hat, tie, trainers, uniform, wellies. Vocabulary: rain, umbrella, Japan, Spain, Poland, Britain. Phrases: He's / She's wearing (a jacket). What are you wearing? Come on, Pluto. He's from (Britain).	He's wearing a (white T-shirt). Where's (he) from? Is (she) wearing (a raincoat)? Has Minnie got (a raincoat)? Put on / take off your (hat). What colour (is it)? What is she wearing? How many (dresses) can you see? Where's Pluto? Does Pluto like rain? Vocabulary: characters, fashion show, fancy dress party. Classroom language	Vocabulary and structures from units 1–7 Colours Clothes: boots, coat, dress, hat, shirt, shoes, skirt, sweater, trousers, T-shirt. Phrases: I'm wearing a (T-shirt). It's pink and yellow. Have you got (an umbrella)?
<b>Pancake Day</b>	Vocabulary: eat, mix, put in, toss; flour, lemon, pan, pancake, sugar; race	Do you like pancakes? Point to (a lemon). Toss the pancake. Classroom language	Food
<b>Easter</b>	Vocabulary: basket, bench, chocolate egg, nest, sweets.	How many (eggs) are there (in the nest)? Classroom language	Vocabulary: chick, flowers, lamb, rabbit. Prepositions of place: in, on, under, next to.
<b>May Day</b>	Vocabulary: crown, leaves, maypole, play, school, ribbons.	Vocabulary: special day. Classroom language	Colours Vocabulary: flowers. Phrases: I can (sing).
<b>Halloween</b>	Vocabulary: broomstick, mask, monster, nasty, spider, tasty, wizard. Phrases/Expressions: Boo! Trick or treat?	What's this? What colour is it? Classroom language	Face and body parts Colours Vocabulary: bat, cat, ghost, pumpkin, witch. Phrases: I'm wearing a (purple) (dress). It's a (witch).
<b>Christmas</b>	Vocabulary: candle, card, Father Christmas, reindeer, star.	Look! Hooray! Who's got a book? Classroom language	Family members Toys Vocabulary: present, tree.

# Introduction

*New English Adventure* is a primary school course. *New English Adventure Level 1* is the third level of the course, aimed at 8 to 9-year-olds who have already had some contact with English. *New English Adventure* offers full-colour Pupil's Books and Activity Books, as well as additional materials such as CDs, DVDs, flashcards, story cards and posters, which are adjusted to the abilities and interests of pupils. *New English Adventure* allows pupils to explore the fascinating world of the English language. Completion of the course guarantees good basic knowledge of English, confidence, enthusiasm, and above all, motivation to learn more.

## COURSE COMPONENTS

The *New English Adventure Level 1 PUPIL'S BOOK* familiarises pupils with the world of the English language using fascinating characters from Disney and Disney/Pixar studio films, which are well known to children. It is composed of an introductory unit (*Hello*), eight main units and five additional units related to festivals: *Pancake Day*, *Easter*, *May Day*, *Halloween* and *Christmas*. At the end of the Pupil's Book there are cut-out materials. There is also a DVD attached to each course book.



The *New English Adventure ACTIVITY BOOK* contains materials closely corresponding to the content of the Pupil's Book. Each page of the Activity Book corresponds to one page of the Pupil's Book. One of the innovations in the new edition of the course is the fact that there are listening exercises in the Activity Book. Another innovation is the section containing tasks for pupils with more developed reading and writing skills (*Extra Adventure*) placed at the end of the Activity Book. These exercises cover the material from the entire unit. Exercises in the Activity Book may be done during classes or may be treated as homework. **Only the listening tasks should always be performed during classes, as the relevant recordings are not available to pupils.** Additionally, the teacher is free to choose the way they carry out the tasks: as regards the majority of exercises with partly-coloured or black and white pictures; the teacher may decide whether pupils will only do the activity required by the rubric, or if they should also colour the picture in, e.g. if they complete the task early. At the end of the Activity Book there is also a Picture Dictionary. Additionally, there is a *Songs and Stories CD* attached to each Activity Book.



The **TEACHER'S BOOK** has a very clear layout and contains a lot of excellent extra materials. The first part offers general introduction, which outlines methodology issues related to teaching young learners. The introduction also contains character descriptions and plot summaries of the Disney and Disney/Pixar movies which the content of each unit is based on. What is more, it includes the Resource Bank, which provides an extremely helpful collection of extra games and activities, as well as ideas for working with posters, DVDs and stories. The main part of the Teacher's Book contains detailed lesson plans. The endmatter of the Teacher's Book consists of photocopiable materials. It contains worksheets consolidating the covered material from each main unit, the pre-coursebook period and lessons connected with festivals, as well as revision worksheets covering the material from two subsequent units. The section with photocopiable materials also contains worksheets for working with DVDs.



The **SONGS AND STORIES CD** with all chants, songs and stories is attached to the Activity Book. Thanks to that, pupils may revise and consolidate at home the words and phrases they have learned in class.



The **DVDs** provide very interesting and enjoyable materials for pupils, which help consolidate vocabulary, as well as add variety to classes. There is one DVD available for each level of *New English Adventure*. The 'How to use the DVD' section describes in detail the content of the DVD. Supplementary DVD worksheets for particular episodes are included in the section with photocopiable materials. Pupils can watch the same movie material at home using the DVD accompanying the Pupil's Book.



The **FLASHCARDS** accompanying the *New English Adventure* course present vocabulary from each unit. They help pupils learn, remember, practice and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Resource Bank, which contains extra games and activities.



The **AUDIO CD** set contains 3 CDs with all the recordings for the Pupil's Book and Activity Book. The CDs also contain karaoke versions of songs and chants, immediately following the particular song/chant. The CDs also include recordings for the stories in two versions: one involving actors (with authentic voices of Mickey Mouse, Minnie and Goofy) and a special EFL voice-over version. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book.



The **STORY CARDS** contain pictures from the cartoon stories in lesson 5 of each unit of the Pupil's Book. The main characters of these stories are Mickey Mouse, Minnie, Goofy and Pluto the Pup. On the back of each card there is a transcription of the appropriate part of the story recording and questions to be asked before and after listening. More information on how to use the story cards during classes is available on page A16 of the Teacher's Book.



The **POSTERS** designed for the *New English Adventure* course are a great visual aid for revising vocabulary. The 'How to use posters' section details the way they can be used.



**TESTS** Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress pupils are making by using a test. The tests are available in the Test Book at [www.pearsonelt.com.ar/newenglishadventure](http://www.pearsonelt.com.ar/newenglishadventure). The Test Book also contains a special comprehensive test to be carried out upon covering all the units of the Pupil's Book.

**ADDITIONAL ONLINE MATERIALS** On the website [www.pearsonelt.com/newenglishadventure](http://www.pearsonelt.com/newenglishadventure) there are additional online materials supporting the course.

We invite you to visit the [www.pearsonelt.com/primaryplace](http://www.pearsonelt.com/primaryplace) website, which offers primary teachers:

- free access to posters, methodology guidelines, photocopiable materials and other aids which are helpful while working with young learners,
- articles on the newest trends in teaching English in primary schools,
- the possibility of professional development through participation in online trainings.

You are welcome to contribute to [www.pearsonelt.com/primaryplace](http://www.pearsonelt.com/primaryplace) and to share your professional experience with educators from all over the world.

## COURSE METHODOLOGY

### 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](http://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.

## UNIT STRUCTURE

*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 shout out 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.

## WORKING WITH THE COMPONENTS OF THE COURSE

### FLASHCARDS

The set of flashcards for level 1 consists of 64 cards. The cards present vocabulary for each topic area. They may be used in multiple ways, e.g. for introducing or consolidating vocabulary, as well as in games. The teacher may also use flashcards with vocabulary from levels Starter A and Starter B.

#### Introducing new vocabulary

- Show pupils a card and repeat the word it presents two or three times. Take breaks between subsequent repetitions, do not cover your mouth, and speak loudly and clearly. Ask pupils to repeat the word after you three times. Do the same while teaching another word. Go back to the first word and check if pupils remember it. In this way you can introduce five or six new words in one lesson.
- Ideas for games and activities with flashcards are included in the Resource Bank on pages A21–A25.

### WORD CARDS

These are cards with words from each topic area, available on the [www.pearsonelt.com/newenglishadventure](http://www.pearsonelt.com/newenglishadventure) website. They may be used to introduce and consolidate new vocabulary and to practice basic reading (e.g. in an exercise where pupils match word cards with picture flashcards on the board). The teacher may also wish to prepare his/her own word cards.

### POSTERS

For every level of the *New English Adventure* course there is a set of four posters. They can be used for introducing and consolidating vocabulary. Detailed instructions and tips for working with posters can be found on page A17.

### DVD

Children understand certain situations and events on the basis of what they see. They will begin to understand the language only when they understand the situation. Each time when children watch a DVD clip, they understand and remember more. It is advisable to return to the already viewed episodes as often as possible. Detailed instructions and tips concerning working with DVDs can be found on page A20.

## TEACHING CHILDREN

- Teaching young learners can ensure huge language success, but it should be remembered that they learn in a different way than older pupils or adults. Children learn through understanding certain situations, and only later through understanding the meaning of particular words, phrases, sentences and then longer utterances. Such understanding results from their life experience, cognition through senses and extremely rich imagination. Primary school teachers should select methods and techniques of working with pupils so as to take advantage of children's natural needs, as well as the abilities and skills resulting from their age.
- Children are very sensitive little creatures, requiring support and praise. Do not spare smiles, patience, friendliness and help towards them. If you provide them with such support and encouragement, you can undoubtedly count on educational success.
- *New English Adventure* satisfies the linguistic needs of little children, as it offers stimulating and motivating context for introducing new vocabulary, as well as various forms of exercises and activities. Pupils have the opportunity to individualise their language. They speak about things they like and don't like in a simple way. They describe themselves, their toys, animals, favourite colours, etc. The teacher makes sure that pupils are able to realise how much they can already understand and that they can be aware of their language achievements.
- All these actions are supposed to encourage pupils to learn. It is also important that exercises and activities in *New English Adventure* are diversified and a lot of attention is paid to revision. It should be pointed out that the better you use the time during lessons, the more the learning will pay off.

## USING L1 IN THE CLASSROOM

- Most teachers use L1 and English while working with little children. This is actually helpful, because the teacher is able to understand pupils when they use their language, not being able to express their thoughts in English. It is not easy to begin teaching children a foreign language if it is used exclusively from the very beginning. As a result, some children may feel discouraged and frustrated because they are not able to understand the teacher. It is advisable to introduce certain elements of foreign language gradually, ultimately conducting lessons in English exclusively and resorting to L1 in exceptional situations.
- It is particularly important to use L1 to illustrate the context of a given situation. If pupils understand where the characters are or what situations are presented in the pictures, it will be much easier for them to understand the recording illustrating the exercise, and they are more likely to remember phrases from the story.
- It is not advisable, though, to use L1 if pupils are able to understand the foreign language. You should remember that children learn through understanding and actions. They derive knowledge from their own experience. They learn English through English. The Teacher's Book can be helpful here, as it specifies what should be said at particular point of the lesson.

- If pupils ask you questions in L1, try to answer them in English, using simple English phrases. Speak in a friendly voice and you will undoubtedly encourage pupils to use English. Do not pretend that you do not understand when a pupil uses L1. Smiling, help him/her to express his/her thoughts and ask him/her to repeat after you the needed phrase in English.
- Remember that when you talk to children in English, at the same time you should use gestures and mimics, point to appropriate pictures or touch surrounding objects. In the beginning pupils guess the meanings of given words through visual stimuli and voice tone. Only later they will begin to understand what you say to them.

## CLASSROOM LANGUAGE

### Greetings

*Good morning/afternoon.  
Hello!/Hi!  
How are you today?*

### Starting the lesson

*Let's start.  
Listen (to me).  
Look (at me/at the board).  
Open your books at page (4).*

### Managing the class

*Be quiet, please.  
Put your hands up/down.  
Repeat after me.*

### Instructions

*Draw/Colour/Stick/Cut out ...  
Let's sing.  
Show me/the class your (picture).*

### Questions

*Are you ready?  
Have you got a ...?  
How many ...?  
What can you see?  
What colour is ...?  
What's/Who's this?*

### Words of praise

*Excellent!/Fantastic!/Great work!/Well done!  
Good job./That's correct!/That's nice.*

### Pair work/Group work

*Find a partner.  
Make a circle.  
Ask/Show/Tell your partner/friend/group.  
Work in pairs/groups.  
Work with your partner/friend/group.*

### Playing games

*Close your eyes.  
It's my/your/his/her turn.  
Pass the (ball, cup) etc.  
You're the winner!*

### Ending the lesson

*Close your books.  
Collect the stickers/cards/spinners/scissors, please.  
Put that in the (rubbish) bin, please.  
Tidy up, please.*

### Saying goodbye

*It's break time/lunch time.  
That's all for today.  
See you tomorrow.  
Goodbye!  
Have a nice weekend/holiday.*

### Useful phrases for the pupils

*(Excuse me,) Can I go to the toilet?  
I (don't) understand.  
I'm sorry.  
Can you help me?  
I'm ready.*

## PLANNING THE LESSONS

### BUILDING UP MOTIVATION

It is extremely important to maintain involvement and motivation of young learners during each lesson. When pupils are motivated, they learn faster and in a more active way. It is also very important from the point of view of the teacher, who, if pupils are interested in the classes, struggles with fewer cases of difficult behaviour and discipline problems.

**Below you will find a few ideas which will help you keep pupils motivated:**

- Make the classroom a friendly and exciting place for learning. A happy and friendly atmosphere will have a stimulating effect on the pupils' creativity and their eagerness to learn and participate in classes.
- Primary pupils eagerly and easily engage in all activities, both emotionally and physically. They are not able to observe certain situations passively. Therefore, it is worth it to make pupils contribute to the course of lesson. For example, while listening to a story, pupils can learn about the adventures of their favourite character. They can also do physical exercises and activities, e.g. act out stories, short scenes or dialogues. Pupils also like to talk about themselves, their preferences and experience, and their knowledge of the world surrounding them. *New English Adventure* provides tasks that will enable them to do so. You may also invite pupils to invent their own games and activities and if they can be played in the classroom, carry them out.
- Success is the best motivating factor, so try to make each pupil feel like a winner and reward verbally correct answers, as well as good conduct.
- Mistakes must be corrected, but you should do this in such a way so as not to affect pupils' motivation negatively. Try to find out a positive, delicate way to correct mistakes. Avoid using words such as: *No* or *That's wrong*. Instead, say: *Good try! Try again!* Suggest the correct answer to the pupil and when he/she repeats it correctly, praise him/her, saying: *That's right. Well done.*