

TEAM 2

Together

Teacher's Book with Digital Resources



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Pearson

Scope and sequence

Unit	Vocabulary	Grammar	Skills
5 Back to school	Alphabet Numbers (11-20)	This is a pen./These are pens. That is a pen./Those are pens.	
1 It's a happy day!	Daily routines Times of the day	I play/don't play. We have/don't have lunch. When do you go home? We go home in the afternoon.	Describing daily routines
2 Let's dress up!	Clothes Personal possessions	You're/They're wearing jeans. Our glasses are blue. Your keys are grey. Their phones are green.	Describing clothes
3 The activity centre	Activities Days of the week	He/She plays video games. He/She doesn't watch TV. Does he do karate on Saturday? Yes, he does./No, he doesn't.	Describing activities

Atomic's Learning Club: Language booster 1

4 I want to be a cook!	Jobs Transport	I want to be a pop star. He/She goes to work by bus.	Describing jobs and means of transport
5 Fun on the farm	Farm animals Farm activities	Is he/she/it flying? Yes, he/she/it is./No, he/she/it isn't. Are they brushing the horses? Yes, they are./No, they aren't.	Describing farm animals and activities
6 Out in the forest	Adjectives Camping objects	I haven't got a new book. He/She hasn't got a soft ball. Have you got a tent? Yes, I have./No, I haven't. Has he/she got a tent? Yes, he/she has./No, he/she hasn't.	Describing everyday objects

Atomic's Learning Club: Language booster 2

7 Look at the stars	Furniture Prepositions of place	There's a bookcase./There are bookcases. There isn't a chair./There aren't any beds.	Describing the house and furniture
8 Animals are fun!	Wild animals Food	Can penguins swim? Yes, they can. Can hippos jump? No, they can't. Is there a coconut? Yes, there is./No, there isn't. Are there any burgers? Yes, there are./No, there aren't.	Describing wild animals
9 Party at the park	Places in town Feelings	I/He/She was at the park. I/He/She wasn't at the bank. We/You/They were happy. We/You/They weren't sad.	Describing places in town and feelings

Atomic's Learning Club: Language booster 3

Festivals: Months and seasons, Calgary Stampede, Happy Thanksgiving!

Culture	English in action	Phonics	Get ready for...
	Asking for and spelling names How do you spell 'Anna'?		
Traditional breakfasts Project: A breakfast menu	Saying the time It's 8 o'clock.	a_e, i_e cake, plane kite, bike	Pre A1 Starters Reading and Writing Part 5
Big parades Project: A poster about a special day	Asking the price How much is this baseball cap?	o_e, u_e nose, phone cute, mule	Pre A1 Starters Reading and Writing Part 1 Speaking Part 2
Rugby fun Project: A book about your favourite sports	Talking about favourite activities I like playing football.	bl, pl blue, blond play, plane	Pre A1 Starters Reading and Writing Part 2 Speaking Part 2

Maths: How do we tell the time?

The yellow school bus Project: A graph about how you go to school	Buying tickets Four bus tickets, please.	br, dr, tr bread, dress, train	Pre A1 Starters Reading and Writing Part 1 Speaking Part 4
Having fun on the farm Project: A collage of a farm	Asking for clarification Sorry. Can you repeat that?	ch, sh chicken, beach sheep, fish	Pre A1 Starters Reading and Writing Part 3 Speaking Part 2
Making s'mores Project: A recipe book of popular camping food	Talking about possession Whose torch is this? It's mine.	th father, mother Thursday, toothpaste	Pre A1 Starters Reading and Writing Part 2 Speaking Part 3

Social Science: What can we see on a map?

Log cabins Project: A website about unusual houses	Talking about location Is it behind the sofa?	cl, fl, sl clock, flower, slide	Pre A1 Starters Reading and Writing Part 3
Helping the kangaroos Project: A brochure about an animal rescue centre	Talking about feelings I'm thirsty.	fr, gr, pr frog, green, prince	Pre A1 Starters Reading and Writing Part 4
Amazing cities Project: A poster about a city	Asking for directions Excuse me. Where's the bakery?	sm, sn, sp, st smile, snail, spider, storm	Pre A1 Starters Reading and Writing Part 1 Speaking Part 4

Natural Science: Are there simple machines around us?

Introduction

About Team Together

Learn Together! Succeed Together! *Team Together!*

Team Together is a fast-paced, 7-level primary English course that develops language alongside future-ready skills. Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Team Together* sets out a clear path for progress and prepares children for success in external examinations including PTE Young Learners and Cambridge English Qualifications.

Team Together takes students from level Pre A1 to B1 of the Common European Framework of Reference for Languages (CEFR).

For students

Throughout their Primary education students are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. *Team Together* follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

Team Together has been designed to create an enjoyable and engaging environment for effective learning. A full colour Pupil's Book and Activity Book are complemented with a wide range of multimedia and digital tools, such as videos, animations and digital content online which are certain to captivate students' attention.

For teachers


Team Together has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts and an ample supply of videos will help keep students engaged and motivated. Seamlessly integrated external exams preparation and a complete assessment package will help your students get results and prepare for future exams.

Team Together has also been created with busy teachers in mind. At-a-glance organisation of materials within the Teacher's Book will help you find all the necessary information such as answer keys and audioscripts, but it will also give you ideas on how to extend Pupil's Book activities and adapt them to your students' level.


Course features


Vocabulary

Each unit starts with an eye-catching visual presentation of the target vocabulary, which gets students' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context
- to revise previously learnt vocabulary (*Stopwatch* feature )
- to offer speaking practice for both everyday communication purposes as well as external exams preparation
- to set the scene for the story in the next lesson.

It is followed by engaging step-by-step practice, including a sticker activity. As well as being close to students' interests, vocabulary sets reflect external exams topic areas.

The *Think!*  feature at the start of the unit allows for quick revision of the lexical items that students are very likely to know from previous learning, which is a great confidence-booster.

The *Communicate*  activities effectively help students start using English in meaningful contexts from the very beginning.

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for a lot of additional vocabulary practice. Content from the main lessons is complemented by *Extra practice* sections at the end of each unit.

In addition, there is a Picture Dictionary at the end of the Activity Book which can also be used to consolidate the vocabulary of each unit.

Grammar

Grammar structures are taught in a clear, scaffolded, step-by-step approach in every unit. The new structures presentation is contextualised through the chant, the song and the story. Grammar boxes on the Pupil's Book page contain clear, student-friendly examples of the target structures and provide a reference point for students as they learn and practise.

The structures presented in the grammar boxes are also recorded and serve as a model for the correct pronunciation. Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in the *Extra practice* section at the end of each unit.

Stories

Team Together level 2 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They are also eager to help their families and the wider community.


Marie, the eldest of the children, is a self-made scientist and a discoverer who leads her new friends Lucy, Ben and Sam on their adventures. Always accompanied by Einstein the dog and Atomic the cat, the children find out where food comes from, what to do to keep fit, how to take care of animals and much more.

Each story has been built around a specific concept from common Social and Natural Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

Skills

In level 2 of *Team Together* the main focus is put on the listening and speaking skills, but students also practise reading and writing skills towards the end of each unit, further supported with the content of the Activity Book.

The speaking skill is practised through a variety of contexts:

- Lessons 1 and 3 end with a *Communicate*  activity where students can put the newly acquired contents into practice and personalise them.
- Lesson 4 contains a cut-out activity which provides a fun and motivating way to get students to speak in a less controlled manner.
- Lesson 6, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing students to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say and how to behave when playing with others.

Culture

Learning a foreign language includes exposure to vocabulary and grammar, but it isn't complete without information about the culture of countries where that language is spoken.

The *Culture* sections in *Team Together* are designed in such a way as to bring that information closer to students in a friendly manner. Focusing mostly on the UK and USA in levels 1 and 2, the scope of countries is then slowly expanded with each level, following students' learning in other subjects.

Learning Club: Language Booster and CLIL

After every three units of the Pupil's Book, there is a Learning Club section. This consists of a Language Booster Lesson and a CLIL lesson.


The Language Booster lesson consolidates and extends language and topics taught in the three preceding units.

The Language Booster has been written so that it can be done as a single lesson, or two lessons - one per page. In the Pupil's Book, the exercises are numbered continuously from the first page to the second, but in the Teacher's Book, the teacher's notes have been written to treat each page as a separate lesson to offer more support and flexibility for teachers. If you have time to cover both pages in a single lesson, you can omit the warmer activities on the second page of notes and then continue with the procedural notes for the exercises on the second page.

The CLIL sections in *Team Together* level 2 help students learn key concepts of English and Social and Natural Science in a more integrated manner.

In addition to this, each story in *Team Together* level 2 has been built around a key concept from common Social or Natural Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

External exams preparation

Team Together provides a lot of opportunities to get students acquainted with the format of external exams. Cambridge English Qualifications exam type tasks, marked with the  symbol, are seamlessly integrated in the core material, providing practice in an unthreatening manner.

The *Get ready for...* section at the end of each unit both in the Pupil's Book and Activity Book focuses specifically on exam practice.

Team Together fully prepares learners for Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers. As well as exam task type practice, all vocabulary and structures are covered in the series.

Further vocabulary practice is offered in the *Team Together* Vocabulary Booster books.


The series also exposes pupils to exam task types in the A2 Key for Schools and B1 Preliminary for Schools.

The assessment package also includes an exam-style test for those students who are preparing for the external exams. In addition, students can prepare for PTE Young Learners tests using the two books, *Top Tips and Practice for PTE Young Learners Firstwords & Springboard* and *Top Tips and Practice for PTE Young Learners Quickmarch and Breakthrough*.

See page 7 for more information.

21st century skills

One of the features of *Team Together* is the focus on 21st century skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Students need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication and collaboration. Many of the activities in *Team Together* serve both purposes – as students put new knowledge into practice, they also work on the development of the 21st century skills. These activities are easily identifiable with the following icons:

- | | | | |
|---|-------------------|---|---------------|
|  | Critical thinking |  | Communication |
|  | Problem-solving |  | Collaboration |
|  | Creativity | | |

Other 21st century skills covered in *Team Together* include:

Social and cultural awareness: Lesson 5 of each unit enables students to learn about other countries, and through a project, reflect on how their own country is similar or different.

Curiosity and Initiative: In the project work, students are encouraged to find information, make decisions and present their opinions.

Assessment for learning: see page 11 for more information.

Literacy, Numeracy, Scientific Literacy: These are covered through a wide range of topics covered in the series as well as through work on specific areas such as development of the reading and writing skills.

ICT Literacy: In the project work, students are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies.

Support for mixed-ability classes

Team Together supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

The photocopiable resources include extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their students.

Course components

Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Starter*), nine main units and three additional units related to festivals: *Months and Seasons*, *Calgary Stampede* and *Happy Thanksgiving*. Cut-out materials and stickers are also provided with the Pupil's Book.



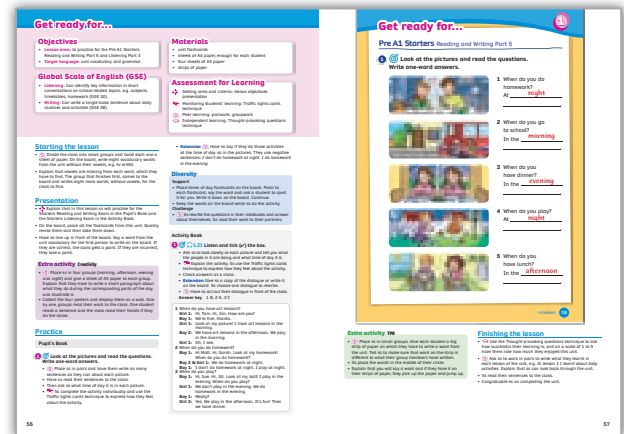
Teacher's Book

The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Finishing the lesson.

Additional ideas for Extension, TPR and 21st century skills activities as well as suggestions on how to support or challenge mixed-ability students are an excellent tool for busy teachers who may lack time for planning.

The Teacher's Book introduction includes recommended procedures for effective use of games, posters and stories and also contains tips on working with mixed-ability groups.



Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. It also contains an *Extra practice* section for further consolidation of vocabulary and grammar, a *Get ready for...* section for further external exams practice and a Picture dictionary with all the target vocabulary.



Class Audio

The Class Audio MP3s contain all the recordings for the Pupil's Book and Activity Book. They also contain karaoke versions of songs and chants, immediately after each main song or chant. 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. All audio for the series can be found online.

Flashcards and Word Cards

The Flashcards and Word Cards present vocabulary from each unit. They help students learn, remember, practise and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Games Bank, which contains extra games and activities.



Story Cards

The Story Cards are large, frame-by-frame versions of the cartoon stories in lesson 2 of each unit of the Pupil's Book. 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 17 of the Teacher's Book.



Tests

Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress students are making by using a test. There are nine Unit tests, three End-of-term tests and one End-of-year test. All these tests are available in two versions: Standard (A) and Challenge (B) so as to allow teachers more flexibility with mixed-ability classes.

There is also one Placement test and preparation test for the *Pre A1 Starters* exam.

The worksheets and audio are available online.

Photocopiable resources

The Photocopiable resources contains consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action, phonics, stories and songs. There are also communication games and worksheets to be used with the culture videos. They are all available online.

Presentation tool

The presentation tool offers teachers an interactive version of the Pupil's Book with integrated answers, audio, video and classroom tools. Teachers can navigate the material using the interactive lesson flow or traditional page view. The planning area gives a useful overview with both teacher's notes and activity previews.

The presentation tool is also available offline.

Online practice and pupil resources

Pupils can do games and extra practice online, with a digital 'gradebook' for teachers to monitor progress. There is also a Pupil's Book eBook and more.

Posters

The Posters designed for *Team Together* are a great visual aid for presenting or consolidating vocabulary.

The level-specific posters are created from the unit opener illustrations, and provide a lot of opportunities for revision and speaking practice.

The Classroom posters contain 5 posters that can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language, What day is it? and Common Irregular Verbs posters.

The 'How to work with posters' section on page 18 details a variety of suggestions of how the posters can be used.

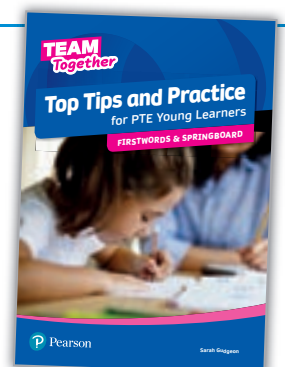


Vocabulary Booster

The three Vocabulary Boosters books can be used alongside the main *Team Together* components. Key vocabulary from Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers is presented and practised in a fun and engaging way in each book. These books can be used in general English classes and also to support those pupils wishing to go and to take these external exams. Teaching tips, answer keys and audio can be found online.

Top Tips and Practice for PTE Young Learners

To accompany *Team Together*, these two practice books offer strategies, guidance and practice papers for the PTE Young Learners tests, grouped together into tests for younger and older learners. Teaching tips, answer keys and audio can be found online.



Unit walkthrough

Think! activity to activate students' previous knowledge

Sticker activity to motivate students and make vocabulary learning more meaningful

Focus students' attention on more difficult language points

5 Fun on the farm

1 How many animals can you see?

2 Listen and stick. Then listen and say.

1 chicken 2 cow 3 donkey 4 duck 5 goat
6 horse 7 sheep 8 bird 9 bee 10 turkey

3 Find the animals in the picture on page 54.

4 Listen and chant.

Look at the bee. Look at the bee. Is it jumping? Is it jumping? No, it isn't. No, it isn't. Is it flying? Is it flying? Yes, it is!

Look at the boy. Look at the boy. Is he walking? Is he walking? No, he isn't. No, he isn't. Is he running? Is he running? Yes, he is!

5 Play a mime game.

Is he running?
Is he/she/it flying?
Yes, he/she/it is.
No, he/she/it isn't.

one horse - two horses
one sheep - two sheep

54 fifty-four

55 fifty-five

Chant to teach vocabulary and grammar in context

Stopwatch activity to revise vocabulary and language from previous units

Communicate activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

Before you read and **After you read** activities for clearly staged reading practice

Social or Natural Science topics embedded in every story

Story

1 Before you read How many goats and horses can you see?

2 Watch or listen and read.

Watch out, Marie!

1 Can we help you, Uncle Bob? Yes, thanks! Sam and Ben, feed the turkeys. Look, cows!

2 Lucy, feed the chickens, please. OK!

3 Where's Marie? Marie, feed the goats, please. She's running to the cows. Marie!

4 Sorry I'm late. That's OK, Marie. Please help me collect the eggs, kids. 5 Look at the goats. Are they running? Yes, they are. Watch out, Marie!

This is fun!

They're running after me!

What happens next?

56 fifty-six

Lesson 2

6 Look at Einstein! Is he playing with the goats? Yes, he is!

7 I'm very sorry. Don't worry about it!

And the eggs are safe.

8 Yum! These eggs are good. The milk is, too.

9 Come on, everyone! Breakfast is ready! Good! I'm hungry.

Everything is delicious on the farm. Atomic and Einstein like breakfast, too!

3 After you read Look at the story. Read and write.

Yes No is isn't

1 Is she feeding the ducks? _____ she _____

2 Is he feeding the turkeys? _____ he _____

3 Is she feeding the cows? _____ she _____

4 Is he having breakfast? _____ he _____

4 Act out the story.

5 Design an area for animals on a farm.

Values Pay attention

57 fifty-seven

Stories available in video format

Solve activities encourage curiosity and stimulate critical thinking

21st century skills activities in every lesson

Further work on values in the Activity Book

Song to teach vocabulary and grammar in context

Practice tasks in exam-like format help students prepare for external exams

Activities with cut-outs for freer speaking practice

Vocabulary and Grammar Lesson 3

1 Listen and say. Then listen and tick (✓) or cross (X).

collect the eggs milk the cows brush the horses fix the gate sweep the barn clean the cage

2 Listen and sing.

On the farm today
There's no time to play.
There's no time to play.
Are they milking the cows?
Yes, they are. Yes, they are.
They're sweeping the barn.

Are they brushing the donkeys?
Are they cleaning the cage?
No, they aren't. No, they aren't.
They're fixing the gate.
On the farm today
There's no time to play.
There's no time to play.

3 Look at Activity 2. Ask and answer.

Are they collecting the eggs?
No, they aren't.

Are they sweeping the barn?
Yes, they are. Your turn.

Are they brushing the horses?
Yes, they are. / No, they aren't.

Lesson 4

1 Listen and draw lines.

Bill Lucy May Kim Tom Alex Alice

2 Cut out. Then listen and play.

Ducks. Are they swimming?
No, they aren't.

Are they walking?
Yes, they are.

Communicate activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

Before you read and After you read activities for clearly staged reading practice

More content related to the topic available on Culture video

Focus on functional language from early levels

Lesson 5 **CULTURE** Having fun on the farm

Do you like animals? Do you like farms? In Britain, you can go to a farm for the weekend. It's fun for all the family!

You learn about food. You learn about chickens, too. Look, they're collecting eggs.

apple orchard

Look at this family. They're having a picnic. They're having fun outside on the farm!

picnic

You help on the farm. You take care of the animals. Look! She's brushing a goat.

1 Before you read Where do you go at the weekend to have fun?
2 Listen and read.
3 Find out more! Watch the video.
4 After you read Activity Book, page 55.

Project

Make a collage of a farm.

- Together, choose the animals.
- Find photos, draw pictures and make figures.
- Make your collage.
- Write. It's a day on the farm. Look at the ...
They're ...
- Present it to the class.

Lesson 6 **English in action** Asking for clarification

1 Listen and read.

Fix the gate, please.
Sorry. Can you repeat that?
Yes. Fix the gate, please.
OK! I can feed the ducks, too.
Thank you.

2 Act out the dialogue. Use different activities and animals.

collect the eggs clean the cage sweep the barn
cows turkeys horses

Phonics

3 Listen and say.

ch sh

chicken beach sheep fish

4 Listen. Can you hear a ch sound? Tick (✓) or cross (X).

1 2 3 4 5 6

5 Listen and say the tongue twister.

The chicken and the sheep see a fish at the beach.

Projects based on the principles of team work, to foster collaboration, creativity and initiative

Work on phonics, including sound discrimination activities and tongue twisters

Scaffolded activities to help students consolidate new language


Review section for consolidation

External exams practice section

Review Lesson 7

1 Look and write.

Yes No Is isn't



1 Is he walking?
he _____

2 Is she running?
she _____

3 Is it flying?
it _____

4 Is it swimming?
it _____

2 Listen and match.

1 Yes, they are.

2 No, they aren't.

3

4


3 Go to page 119.


62 sixty-two


Get ready for... 5


Pre A1 Starters Reading and Writing Part 3


1 Look at the pictures. Look at the letters. Write the words.


1  _____

2  _____

3  _____

4  _____

5  _____

6  _____

Pre A1 Starters Speaking Part 2

2 Ask and answer.

Number 1. What are they?
They're chickens.

63 sixty-three

Self-assessment activity: Progress Path



Progress path

Read and write. Then draw.

Unit 1: I can play the piano. I can play tennis. I can play video games. I can listen to music.

Unit 2: I can do karate. I can roller skate. I can skateboard. I can watch TV.

Unit 3: I can read books. I can play basketball. I can play tennis.

Unit 4: I can fix the gate. I can feed the sheep. I can thank you. I can repeat that.

Unit 5: I can listen to music. I can watch TV. I can play video games.

Unit 6: I can listen to music. I can watch TV. I can play video games.

Unit 7: I can listen to music. I can watch TV. I can play video games.

Unit 8: I can listen to music. I can watch TV. I can play video games.

Unit 9: I can listen to music. I can watch TV. I can play video games.

Starter Unit: I can listen to music. I can watch TV. I can play video games.

3 The activity centre




1 Look at Pupil's Book page 30. Read and write.

1 Who's wearing red trainers? _____






2 Who's wearing a dress? _____

3 How many baseball caps can you see? _____




2 Look, read and circle.

1   

play the piano do karate skateboard
play video games play tennis listen to music

4     

watch TV do karate play the piano play basketball
roller skate skateboard read books play tennis

8   

roller skate play tennis watch TV
skateboard listen to music play video games

28 twenty-eight

English in action Lesson 6

Asking for clarification

1 Listen and number.

Yes. Fix the gate, please.

OK! I can feed the sheep, too.



Fix the gate, please. 1



Thank you.



Sorry. Can you repeat that?



Phonics



2 Listen and write *ch* or *sh*. Then match.



a  1 shirt d 

b  2 air e 

c  3 jacken f 

d  4 fi g 

e  5 sheep h 


f  6 jacket i 

55 fifty-five

Get ready for... 6

Pre A1 Starters Listening Part 4

1 Listen and colour.



69 sixty-nine

Further practice in the Activity Book

Monitoring progress and exam readiness with *Team Together*

Team Together can be used for all general English courses. It can also be used to prepare pupils for external exams including Cambridge English Qualifications and PTE Young Learners. *Team Together* provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of student progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals whether these be general or exam related. *Team Together* is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

The table below indicates the correlation between the course and various international frameworks and tests.

	GSE	CEFR	PTE YL	English Benchmark	Cambridge English Qualifications
Starter	10–22	Pre A1			
Level 1	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
Level 2	20–32	A1	Springboard	Level 2	
Level 3	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Level 4	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	
Level 5	33–46	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Level 6	36–50	A2+/B1			A2 Key for Schools and B1 Preliminary for Schools

The Global Scale of English



The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into their progress. Teachers can use the Global Scale of English to match a student to the right course materials for their exact level and learning goals.

The badging above and on the back of your book shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to www.english.com/gse.

What is English Benchmark?

English Benchmark is a motivating English test for young learners aged 6–13, which proves students' English abilities to parents, monitors learning progress and ensures teaching targets the right skills. English Benchmark measures students' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include students' strengths, suggestions for improvement and recommended activities to improve their skills.

English Benchmark and *Team Together* make the perfect partners for your language and learning assessment. As your students learn with *Team Together*, you can use the English Benchmark tests to measure their progress. After students have taken their test, you will see recommendations of which lessons to teach next in order to focus on the areas that need improvement.

In order to show progress, learners should take the test at least once at the start and once at the end of the year. If possible, teachers could ask learners to take the test again half way through the year or at the end of each term to check they are on track.

Formative assessment / Assessment for learning

Assessment and evaluation are frequently used as interchangeable terms. However, assessment is focused on student learning, whereas evaluation is focused on learning programmes and any or all their components (objectives, syllabus, teaching and assessment methods, materials, etc.).

In the classroom, what clearly differentiates these two terms is the use made of the information and data obtained from assessment or from evaluation. If you use it to improve the teaching and learning process you are developing formative assessment, or assessment for learning. If you use it to grade or measure the quality of the learning, you are developing summative assessment. This means that the same assessment tools can be summative or formative depending on the type of information they provide and the use that is made of it.

Formative assessment, or assessment for learning, is “the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there” (Assessment Reform Group, 2008). This process requires alternative assessment tools likely to be shared by teachers and students which are used as an ongoing process, which are flexible and adapted to the individual needs of students and which guarantee that all the students engage in the learning process.

Here are some suggestions on how to use these types of tools to implement assessment for learning in your classroom.

Main strategies of formative assessment

The main stages of the formative assessment process are:

- 1 Setting the aims and criteria for success
- 2 Monitoring students' learning, including giving constructive feedback
- 3 Peer learning
- 4 Independent learning/long-term assessment

Setting aims and criteria

If you want your students to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance. At the beginning of each lesson, the teacher should tell the students what they are going to learn. This can be done by using key questions which are meant to inspire students' curiosity, interest and engagement.

Monitoring students' learning

This stage of assessment is used to achieve the following goals:

- to adjust ongoing teaching and learning
- to increase the level of interaction and provide for feedback loops during questioning
- to improve student achievement of intended outcomes.

Tools that can be used for monitoring students' learning are:

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that students can personalise with their names at the beginning of the school year. Pick them randomly to call on students for questions thus ensuring that all students have an active role and will produce a similar amount of language, because student talking time (STT) matters!

- **Mini-whiteboards**. Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Students write their answers individually and hold up the whiteboards and you get feedback from all your students at the same time!
- **Happy/sad face technique**. (also Yes/No, Stop/Go, True/False). Use this for critical thinking development and *yes/no* answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each student – or students can make their own. After practising a skill, ask students *how they feel they are doing*. Alternatively, students can show this on a scale from 1-5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers.
- **Traffic light cards**. Use them to check that students know what to do on a given task. Students show you green/yellow/red card, depending on their level of confidence.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer students the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

Other types of assessment tools you can use during instruction are those oriented towards helping you actively observe the different skills and competences that your students are developing while they are working in class.

- **Checklists**. These are very useful to assess different tasks or different stages of the same task at the same time. Taking note of your students' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms**. The teacher collects data on students' work by filling in observation forms or reading written assignments to adjust teaching procedures where necessary.
- **Video/audio recordings**. These are excellent tools to observe your students from a different perspective and analyse their strengths and weaknesses, behaviour and classroom relationships in depth. [Be aware that you may need parental permission to record children.]

Peer learning

Working together in pairs or groups gives students an opportunity to share knowledge and also learn from their classmates.

Tools that can be used for peer work and peer learning are:

- **Think-pair-share**. Students work on their own, then they discuss their ideas in pairs and finally they present their ideas to a group or the whole class.
- **Two stars and a wish**. Students say two positive things about the work of their partner and suggest one area for improvement.
- **Expert envoy**. This is a tool to use with mixed-ability classes. If you have students who are strong in some areas, you may choose them to be the 'experts' for their class or group and ask them to help their classmates.
- **Three facts and a fib**. Students write three true statements and one false statement about the topic of a lesson and share them with other students/pairs/groups to see if they can identify the false information. This technique can also be used in a summative evaluation at the end of a longer learning process, eg. a unit.

Checklists and video recordings can also be used as peer learning tools.

Independent learning and long-term formative assessment

Long-term formative assessment tools are used to improve the following areas of your assessment practice:

- for the students to develop critical thinking skills about their own performance
- to promote collaboration
- to improve student achievement of intended instructional outcomes.

Performance-based teaching and learning impacts strongly on the way we carry out assessment by helping students become autonomous and independent learners aware of the process by which they learn as well as their learning goals.

Some of the long-term assessment tools you can use in your classes are:

- **Summative and thought-provoking questions.** At the end of a lesson or a unit students are asked to reflect on their learning process and to try to self-assess their performance by answering the following questions: *What have I learnt? What do I need to work on? I can I'm (not) good at*
- **Portfolios.** Students are given the responsibility of selecting which pieces of work they produce should be placed in their portfolios to demonstrate how they are improving.
- **Checklists.** These are used to assess students' completion of a task. They are not rating scales and they only include Yes/No or ✓/✗ descriptors.
- **Projects.** Students present what they know through pictures and texts such as essays, research reports, or long-term projects.
- **Student Travel journals/Learning diaries.** Students create their own books in which they chart the journey of their learning.
- **Rubrics.** They can be used when evaluating student performance or work resulting from a performance task. For further details see below.

It is very important to remember that before this type of assessment is implemented in the classroom, a supportive classroom environment is created and students are given guidance on how to reflect upon and evaluate their own performance as well as that of their peers.

Using rubrics for assessment in CLIL

Rubrics can be very useful tools to help CLIL teachers fulfil the requirements of assessment practice in bilingual contexts. There are many reasons to use them, but these are the most important ones:

- firstly, because they suit the CLIL dual approach (content learning and language development);
- secondly, because they allow for performance-based assessment to provide qualitative feedback connected to the assessment criteria;
- thirdly, because they tell teachers, students and parents in advance what needs to be done to successfully perform the task;
- finally, because they give teachers and students a sense of direction and a context to share the learning goals from the beginning of the teaching and learning process.

Language should not be an invisible component in the bilingual classroom. Teachers in bilingual schools should be aware of the language proficiency of their students and systematically conduct language demands analyses of the content to provide appropriate scaffolding. Since not all students in the same class have the same language proficiency, effective assessment in CLIL should measure students' progress in the foreign language at different levels and along distinct learning paths. Rubrics are a tool that can help teachers achieve this goal of effective assessment of content, language and process in an integrated way.

Rubrics are scoring guides, which include several assessment criteria to evaluate student performance or work resulting from a performance task. In this sense, they are different from checklists because they are rating scales, which means that they not only contain a list of items to be checked but they also include a range of marks to assess how well each item has been performed. These rating scales can be holistic or analytic.

Holistic rubrics

All criteria are evaluated simultaneously at a unidimensional level because each level of the rubric (1, 2, 3) includes all the descriptors for the different criteria assessed (for content, language and delivery).

Holistic Rubric

Oral Presentations	The three descriptors are assessed at the same time.
Accomplished (Level 1): content, language and delivery	Stays on topic all the time and speaks clearly. Body language is appropriate.
Developing (Level 2): content, language and delivery	Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time.
Beginning (Level 3): content, language and delivery	It was hard to tell what the topic was. Often mumbles or cannot be understood. Body language is not appropriate most of the time.

Holistic rubrics provide an overall evaluation of quality, proficiency and understanding, thus the feedback is limited because the descriptors are not analysed in detail. This means that errors are tolerated, and no correct answer is expected. Also, the scoring process is faster.

Analytic rubrics

Each criterion is evaluated separately at a multidimensional level because each criterion of the rubric (to assess content, language and delivery) includes several descriptors at different levels of performance of the task.

Analytic rubric

Oral presentations Criteria/performance	Beginning (Level 3)	Developing (Level 2)	Accomplished (Level 1)
Content	Does not seem to understand the topic very well. It was hard to tell what the topic was.	Shows a good understanding of parts of the topic. Stays on topic some (50–89%) of the time.	Shows a full understanding of the topic. Stays on topic all (90–100%) of the time.
Language	Often mumbles or cannot be understood OR mispronounces more than five words.	Speaks clearly and distinctly most (75–94%) of the time. Mispronounces no more than five words.	Speaks clearly and distinctly all (95–100%) of the time and mispronounces no words.
Delivery	Slouches and/or does not look at people during the presentation.	Sometimes stands up straight and establishes eye contact.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.

Analytic rubrics provide detailed information from the defined performance levels. This means that a significant degree of feedback is provided. However, the scoring process is slower.

The use of each type of rubric will depend on the nature of the task and other factors such as the time available, the need for substantial feedback, the number of students, different language/competence levels in the group and the assessment goal: holistic rubrics should be used for overall scores and analytic ones when detailed feedback on each criterion is desired.

For your rubrics to be valid, reliable and fair, there must be a coherent connection between the learning goals and the task, the learning goals and the assessment criteria, and the descriptors with each assessment criterion.

Steps to make a rubric

Here are some steps to be followed when making rubrics to assess students in CLIL classrooms.

- First, begin by designing an authentic task likely to help students 1) learn the curricular content, 2) develop the necessary language to learn about that content, and 3) achieve the given learning goals and key competences at the students' level. e.g. Create a questionnaire for Months and Seasons.
- Next, define the criteria to assess student learning from this task. These assessment criteria will be the reference points to describe the acceptable level of performance of the task, e.g.
 - students know about the festival (their level of comprehension of the subject);
 - students are able to write questions about the festival (type of questions; tenses; number; etc.);
 - students are able to work in group to create a questionnaire (contributions; quality of work; time management; attitude; etc.)
- Use the CEFR charts or the Global Scale of English (english.com/GSE) to measure learner progress on the language proficiency scale and get your assessment criteria for language from their available descriptors. Using these scales as a reference is useful for understanding your students' levels of proficiency more precisely, to monitor students' progress in a more accurate way and to make more informed choices in selecting materials or assessments, e.g. Speaking: Can ask someone simple questions about their life and experiences, GSE 37/A2(+); Can summarise the key information in basic diagrams, e.g. bar charts, timelines, GSE 54/B1(+).
- Then use a cognitive taxonomy to identify the cognitive domain and skill that your tasks involve, e.g. interpret the information collected from the questionnaires involves applying knowledge. Then write differentiating descriptors as you move on the scale from lower order thinking skills (LOTs) to higher order thinking skills (HOTs), e.g. the information is used to create a graph but not clearly displayed; the information is used and displayed in a graph but there are some mistakes in the interpretation of data; the information is clearly displayed and interpreted.
- Once you have defined the assessment criteria and identified possible descriptors of performance, you can:
 - make a holistic rubric, then write descriptors incorporating all criteria in each descriptor.
 - create an analytic rubric, then write descriptors for each individual criterion.
- Check that the criteria and descriptors you have included in your rubric assess students' content, process and language learning at the right level.
- Finally, adapt the format of the rubric to the age and language proficiency of your students and plan carefully the structure of the rubric. You may wish to leave space at the bottom of the rubric to write comments, add signatures, stickers, parental feedback, etc.

After having used teacher-made rubrics for some time, students may feel ready to have an active role in this process and create their own rubrics and checklists as guidelines for goal setting. Train your students to do it and they will develop a very important key competence: learning to learn.

How to work with projects

by Magdalena Custodio Espinar

One of the key factors affecting children's ability to learn cooperation and collaboration is the type of situations they face. In other words, students will not learn how to be a reliable team player if they aren't exposed to tasks that require team work. There are many ways to organise student interaction in class and the most popular ones are collaborative and cooperative work. These two interaction systems may seem interchangeable but there are some clear differences between them:

Collaborative work

- Group goal
- Learning takes place in a group
- The final product is co-constructed
- Roles/responsibilities are flexible and agreed
- The process is important

Cooperative work

- Individual goals within the group
- Learning is an individual process
- The final product consists of individual contributions
- Roles and responsibilities are usually pre-defined
- The final product is important

When working on projects, collaborative work is the preferred system, giving students an opportunity to share ideas, verbalise opinions and interact with other classmates. Thanks to this, a real communicative context is developed in the classroom during which students must listen to each other and reach an agreement to create a common product.

To apply successful project work in the classroom you should:

- Keep a flexible project schedule and involve students in project design when possible. Promote parent involvement.
- Prepare students by having them thinking about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Use negotiation strategies to help them understand the rationale for this type of work.
- Establish moments for feedback and specific products at the end of each work session to promote a sense of mission, e.g. record evidence of progress using field notes or observation templates. Keep records public so students have ownership of them by using rubrics or checklists.
- Avoid making decisions for students. It will take time for students to be able to develop time management skills and learning to learn competence. Promote this by providing them with support during the project, e.g. a time line with the work sessions; worksheets with instructions or steps to follow; a project goals checklist to tick, a webquest to develop critical thinking skills, etc.

- Assess the quality of projects by using professional work as a reference. Boost the quality of your students work by showing them good examples of other students' work. Develop scaffolding to help students reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of students that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance.

When deciding on how to group your students, you should consider your rationale so as to group students according to the right criterion. Here are some ideas to arrange your class for group and project work.

Grouping for leadership. If you have passive students who need someone monitoring and taking control of their active contribution in group work, pre-assign groups and make sure these students share groups with class leaders (those students who are more skilled or have more knowledge).

Random selection groups. If the task does not require specific students to be separate or together you can simply put the groups in alphabetical order, take their names from a bag or hat, use a pack of cards (group them based on having black or red cards, cards in a specific order, the same numbers ...) or word-family cards, synonym word cards, date of birth, etc.

Then, you can rotate some members to create new groups. Turn and talk (front row/back row) for a quick group task is also a possibility.

If you are familiar with your students interests, e.g. football teams, make cards with the names of the most popular players and use them to make the 'football teams'. You can do this with popular bands, TV series and cartoons of their interest.

Grouping by interest. Have your students complete a survey and group them based on their responses. You can also design the task according to different interests and give students the opportunity to join a group according to their personal interest or expectations of the task, e.g. in a presentation about their hometown, students interested in history can focus on historical buildings and students interested in sports can focus on stadiums and sports facilities.

How to work with mixed-ability groups

by Magdalena Custodio Espinar

Teaching and learning EFL or CLIL involves many different processes such as recording observations, presentation of ideas, argumentation, modelling constructions and explanations, arriving at conclusions, obtaining, evaluating and communicating information ... in English! This is a very rich and complex communicative context which requires both cognitive and language skills for learning to occur.

Students' engagement in the learning process can be increased significantly by analysing in advance the linguistic and cognitive demands of every task. This analysis will allow teachers to provide students with the necessary scaffolding to encourage them to actively participate in the lesson, regardless of the language level of that student.

Language scaffolding

In EFL and CLIL, language is used for learning and communicating. This means that it is necessary to scaffold the input (the language students receive), the intake (the information they process) and the output (the language they are able to produce after this information processing) to ensure an effective interaction. This scaffolding is very important because the interaction promotes the necessary feedback to connect the input received and the output produced in a meaningful way by students. This is called interlanguage development and it is a key factor of content learning and language development.

To identify the necessary scaffolding for our students we can conduct a language demands analysis. It consists of identifying and describing in advance different types of language involved in CLIL lessons and performance-based tasks: language of learning, language for learning and language through learning (Coyle, Hood, Marsh, 2010).

Language of learning refers to the language connected with the content being learnt. Students will learn it to access new knowledge, e.g. learning about sound: high/low pitch, tone, volume, etc.

Language for learning is the language necessary to perform the communicative functions of the learning context. If students need to compare the waves of the sound in a graph, do they know the comparative and superlative form of adjectives? If not, scaffolding is required to complete this task.

Language through learning refers to language learnt due to cognitive and academic development. Each pupil will develop this type of language during the learning process in close relation to their individual cognitive development by interacting with the resources (personal, digital, etc.) and completing the tasks.

Analysing the linguistic demands of the content and the task will allow teachers to provide students with suitable scaffolding strategies likely to promote interaction and feedback in the classroom. In the previous example the teacher can provide oral scaffolding by displaying visual aids such as word cards for the language of learning and the comparative and superlative structure on a poster to help students interact (compare the waves of the sound).

In addition, a cognitive taxonomy provides a hierarchy of thinking skills organised from lower order thinking skills (LOTS, e.g. identify) to higher order thinking skills (HOTs, e.g. compare). Bloom's revised taxonomy comprises six cognitive domains involving cognitive skills such as remembering, understanding, applying, analysing, evaluating and creating. Using a taxonomy will allow teachers to adapt the degree of difficulty of the activities they plan from a cognitive point of view by identifying the cognitive domain and skill they demand. It will also help them develop a 'continuum of practice' of always going from LOTS to HOTs, thus starting at students' present cognitive level (because, for example, you cannot apply if you do not first understand and remember).

Differentiated learning

Using a taxonomy to prepare your lessons can help them be more effective and flexible and, therefore, more likely to be learnt by all the students. Here are some examples of strategies to cope with mixed-ability students in the classroom.

- **Low level students are a majority.** Since a taxonomy is a hierarchy of cognitive skills we must try to extend children's thinking skills from LOTS to HOTs by practising first at lower levels (remembering and understanding) and progressively moving towards higher levels (applying, analysing, evaluating and creating). Therefore, if the average level of the class is very low, we will have to take this into account and provide them with more activities from the lower levels at the beginning and gradually include some of higher levels.
- **High level students are a majority.** If the average of the class is very high, you should try to provide them with more activities from the higher levels in order to ensure a motivating and challenging context.
- **Heterogeneous students.** Prepare activities at lower levels (remembering and understanding) for some children and activities at higher levels to work and practise the same content at the same time. For example, list the main stages of metamorphosis (LOT); find out and describe the main stages of metamorphosis (HOT).
- **Fast finishers.** All students work first on the same set of activities, then students who finish earlier can design their own activities at a higher level. You can teach them to use the taxonomy for this purpose.
- **Gifted students with a special curricular adaptation.** Prepare compulsory activities for all the children at lower levels and voluntary activities for 'those who want to go further'. This strategy will provide more students with the opportunity to do the higher order activities and will allow the teacher to include different activities for the class and for the gifted pupil in an easy and unforced manner. For example, prepare a set of activities from different levels about the properties of light, then offer the possibility to investigate what a shadow is, when it can be seen, why it changes length, etc. You can give students a book or website, etc. for them to find out about it.

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the children for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is best to speak English.

Stage 4 – Acting out

After having listened to the story a few times your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

Suggested exercises

Exercises with story cards

- Cover the numbers on the cards. Shuffle the cards, stick them to the board and ask pupils to arrange them in the correct order.
- Cover the numbers on the cards. Stick the cards to the board in the correct order. Ask pupils to close their eyes, then take away one card. The pupils are supposed to identify the missing card.
- Cover the numbers on the cards. Hide the cards in various places in the classroom. Ask pupils to find them and stick them to the board in the correct order.
- Show pupils a story card and read the corresponding lines. When reading, make intentional mistakes, e.g. say *red* instead of *yellow*. Pupils correct your mistakes.
- Distribute the story cards among a few pupils. Play the story recording. When a pupil hears the lines referring to his/her card, he/she should stand up and show it to the class.



Exercises without story cards

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favourite character.
- Talk to pupils about what the characters learnt.
- Ask the children about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.

How to work with posters

Posters can be a powerful and engaging tool for presenting or consolidating the language covered in the Pupil's Book.

In *Team Together* level 2 there are nine full-colour vocabulary posters featuring the main characters of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

The generic **Classroom posters** can be used with any level of the course.

The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.



Techniques of working with posters

Stick the poster to the wall in a visible place. In this way it will remind students of the material they have covered.

Predicting

In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the students a poster, give them its title. Tell students that in a moment they will see a poster with e.g. toys. Ask students to think about the vocabulary which may be presented in the poster. Encourage students to provide examples of particular words related to this thematic group. In the case of toys it will be: *a teddy, a doll, a ball, a kite*, etc. Then, stick the poster to the wall and check together how many words the students predicted correctly.

Asking questions

Point to the objects, persons, colours, etc. presented in the poster and ask questions: *What's this? What colour is it? How many (balls) can you see? Is it a (doll)?*, etc.

Finding and pointing

Ask individual children to come to the poster, find and point to appropriate objects, e.g.: *Point to the (red car)*, etc. You may also divide students into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Students may replace the teacher and give the commands.

Memory game

Set a specific time limit, e.g. 30 seconds. Tell students to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask children one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g.: *Is the (ball) (big)? What colour is the (kite)?* Students' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provided the biggest number of names of objects from the poster wins.

True or false?

Point to various objects in the poster and make true or false sentences related to them. For example, point to a lion and say *It's a zebra*. Students answer *No*.

Quiz

Tell students that you are thinking about a certain picture from the poster. The students' task is to guess which picture you mean. You may describe the object you have in mind for more advanced students, e.g.: *It's grey. It's small. It has got a tail. What is it?* Students: *(It's a bird.)*

Peeping through a keyhole

Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask students what they can see. Move the sheet on the poster so that each time children guess the name of another object.

Singing

Use a chant related to the subject of the poster and introduced in the Pupil's Book. Ask one or more students to come to the poster. Play the chant; the task of children standing by the poster is to point to the objects mentioned in the recording.

Placing words on the poster

If students can recognise written words, you may ask them to place appropriate word cards below the pictures in the poster. One by one, students come to the poster and place a card with the corresponding word in the appropriate place. Then you may ask all students to read the words aloud together.

Make your own poster

Students can create their own posters, based on a similar topic.

How to work with videos and animations

Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Students may watch the same videos many times and each time their perception of the material they watch is enhanced.

How is the video material presented?

In *Team Together* level 2 there are two types of video material for each unit: story animations and culture videos.

They contain the target vocabulary and grammar of the unit, though occasionally new words are introduced in culture videos, with a clear presentation of their meaning.

When to use the video material?

- You can use the story animations either as the presentation stage, or after you have listened to and read the version available in the Pupil's Books.
- Culture videos are to be used as an extension of the content presented in the Pupil's Books as they offer additional information about the topic covered in the lesson.

It is likely that during the first viewing students will not understand the entire text presented in the recording, but they will get the meaning of the pictures, sounds and the rhythm of the spoken language. They will remember some phrases, especially those which are often repeated.

You can also use the animations and the videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

What are the techniques of working with the video material?

- listening with the screen covered (*blind listening*)
- watching with the sound muted (*silent viewing*)

How to use the video material?

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene so that you can ask students questions about the things they see.
- Students complete the photocopiable worksheet corresponding to the recording.

Where can you find worksheets for the video material?

Worksheets for the video material are included in the photocopiable resources, which can be downloaded from the online resources.



Greeting the class

Hello. Hi!	How are you today?
Good morning/afternoon.	Is everyone here?
Come in.	Is anyone away today?
Sit down/Stand up, please.	Where is (Juan)?
What day is it today?	

Starting the lesson

Are you ready?	Give this/these out, please.
Let's begin/start.	Have you got a (pencil)?
Listen (to me).	Open your books at page (4).
Look (at me/at the board).	Turn to page (6).
Take out your books/ notebooks/coloured pencils.	Open the window/door. Close the window/door.

Managing the class

Be quiet, please.	Put your hands up/down.
Look at me/Listen to me.	Who's next?
Come to the front of the class.	Queue/Line up! Repeat after me.
Come to the board.	Wait a minute, please.
Come here, please.	Hurry up.

Words of praise

Well done!	Much better.	Great work!
Excellent!	Good job.	Good luck!
Fantastic!	Congratulations!	Thank you.
That's nice.	That's correct!	

During the lesson - instructions

Hold up your picture.	It's break time/lunch time.
Draw/Colour/Stick/Cut out ...	Wait a minute, please. Be careful.
Write the answer on the board/in your book.	Sorry, guess/try again.
Let's sing.	Next, please.
All together now.	Again, please.

During the lesson - questions

Are you ready?	May/Can I help you?
Do you understand?	Are you finished?
What do you think?	Who's finished?
Anything else?	What can you see?

Pair work/Group work

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.

Language used for playing games

It's my/your/his/her turn.	Roll the dice.
Whose turn is it?	Move your/my counter (3) spaces.
You're out.	Miss a turn.
Don't look.	Go back (2) spaces.
No cheating.	Roll again.
Turn around.	I've won!
Close your eyes.	You're the winner!
Pass the (ball, cup), etc.	
Wait outside.	

Useful phrases for the students

May/Can I go to the toilet?	I'm sorry.
I understand/I don't understand.	Can you help me? I'm ready.
Excuse me ...	I'm finished.

Ending the lesson

Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
Collect the stickers/cards/spinners/scissors, please.
The lesson is finished.
That's all for today.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Flashcard games

Which card is this?

Cut out a small square in the middle of an A4 sheet of white paper. Cover the flashcards with this sheet of paper in such a way that students can see only part of the picture in the cut-out hole. Ask students to guess what the cards present.

Observation

Show students a flashcard, but do it quickly. Then ask them: *What's this?* The students' task is to name the object presented in the card. If students fail to guess it the first time, show them the card again a little slower than before.

Guess and take it!

Hold up a flashcard. The student who is first to say the word presented in the card may take it. The student who collects the highest number of cards wins.

Echo

Make sure that students are familiar with the echo technique. Show students the flashcards and speak out relevant words. Ask students to repeat the words after you a few times quieter and quieter, like an echo.

Remember and say it!

Stick four or five cards to the board. Ask students to remember what they present. Then, remove the cards from the board and ask students to say the names. Repeat with other cards.

Remembering the order

Select four flashcards from the same topic and stick them to the board. Ask a few volunteers to look at the pictures and say the names of the objects presented. Then, ask students to remember the order in which the cards are placed on the board. Stick the cards face down on the board and ask students to say the words in the correct order.

What's missing?

Stick the flashcards on the board. Give students a few minutes to remember the order in which they are placed. Then, ask students to close their eyes and remove one of the cards. Ask them: *What's missing?* Students identify the missing card.

Snap!

Prepare flashcards from one vocabulary group. Say or write on the board one word from the group. Show students all cards from the group. When students see the card with the picture corresponding to the word, they call: *Snap!*

Which card have you got?

Select a few flashcards and give them to students. Ask them to pass the cards on in such a way that they cannot see what they show. At some point say *Stop*, and ask: *Who's got the (apple)?* The student who has the card you asked for says: *Me!*

Where is this card?

Stick the flashcards all over the classroom. Say the words and students point to appropriate cards.

Listen and pass it on!

Distribute the flashcards with selected words among students (e.g. one card per desk). Speak out sentences including the selected words and ask the students to pass appropriate cards to you.

Standing up

Hand over the cards from one set, e.g. with animals, to particular students. Say the names of the animals aloud. The task of the student holding the card presenting the animal you named is to stand up when he/she hears the name and to show the picture to the other students.

Raise your card

Distribute the cards among students. Tell students a short story in English. When a student hears the word depicted in his/her card, he/she raises it up.

Yes!/No!

Show students the flashcards and ask them to name the pictures together with you. Then, show students the cards in such a way that only they can see the pictures. Say a word in English. The students' task is to say aloud: *Yes!* if the picture shows the word you said. If the picture does not show the given word, students say *No!* Continue providing words until all the pictures are correctly named.

Numbers

Stick five flashcards on the board, e.g. with food. Ask one student to come to the board and to write numbers under appropriate pictures following your instructions, e.g.: *the (chicken) is number (one)*. Do the same with the four remaining cards. Then, ask particular students *What's number (three)?*

Charades

If it is possible, ask students to sit in a circle. Give one student the entire set of cards, e.g. from the unit *Food*. Play some music. Students pass the set on when they hear the music. Stop the recording. Then, the student who holds the set stands up, selects one card and mimes the word (e.g. if he/she had chosen a picture of a banana, he/she mimes peeling it and eating it). The task of the others is to guess the word. The card described is taken away and the game goes on.

Which is different?

Stick a set of five cards to the board: four from the same group and one from a different group. Ask students *Which is different?* the students' task is to find the odd card as quickly as possible.

Categories

Revise the vocabulary belonging to two topics, e.g. animals and food, using the flashcards. Show students the flashcards and check if they can provide correct names. Then, divide students into two groups and ask them to recall as many words belonging to one category as they remember. Award the team with one point for one correct answer.

Game with the bag

Put a few flashcards belonging to various categories in a nontransparent bag. Ask students to pick one card from the bag and name the item it presents. A student picks up cards and names pictures until he/she takes a picture he/she is not able to name. Count all the correctly named cards and award the student one point for each card. Put the cards in the bag again and repeat the game with another student. The winner is the student who scores the highest number of points.



Countdown

Divide the class into small groups. Give each group several shuffled flashcards relating to different units (prepare copies of cards if you want each group to have the same set). Ask the groups to divide the cards into separate categories (e.g. colours, school objects, etc.). The winner is the group which completes the task first.

Easy or difficult?

Divide 20 flashcards into two groups: 'easy' (e.g. with vocabulary relating to the currently discussed unit) and 'difficult' (e.g. with vocabulary relating to previous units). Divide the class into two teams. Each team scores 5 points for each correctly given word from the 'difficult' group and 1 point for a word from the 'easy' group.



Flashcard and Word Card games

Match the cards

Stick word cards belonging to one group on the board in one column. Stick a shuffled set of corresponding flashcards in another column. Ask students to come to the board one by one and match the flashcards with the appropriate words.

Mime the word

Stick five or six word cards to the board in one row. Prepare the corresponding flashcards and ask certain students to come to the board and place the pictures under the appropriate word cards. When all cards are correctly matched, point to particular words and encourage students to read them together. Then, take off the flashcards. Ask one student to come to the board and point at the word to be mimed. Do the same with the other words.

Find a match

Prepare five flashcards and five corresponding word cards. Distribute them among students and then ask them to come to the front of the class. Explain to them that you will count to ten (or fifteen, if students know these numbers) aloud together with other students and during this time they have to find their match. When they find their partners, students stand up and raise their cards.

Bingo!

Ask students to prepare four or five word cards related to the topic you suggest. Raise the word cards, saying the name of the depicted object. The students' task is to mark in their sets the words which they saw in the pictures. The student who marks all the pictures calls *Bingo!* Then, ask the winner to read out the marked words. You may continue the game with the other students.

Music cards

Prepare a recording with music. Distribute shuffled flashcards and corresponding word cards among students. Play the recording. The students' task is to pass cards on from one to another. When you stop the music, the students holding word cards stand up and read the words aloud. The students with flashcards stand up upon hearing a word corresponding to their picture.

Draw the word

Place a set of word cards on the desk. Draw a box on the board. Ask a student to pick up the first card and draw the object mentioned in the card in the box on the board. Other students guess the word. When they guess the word, the student shows the word card to the class.

Games with a puppet/soft toy

Words and scenes

Using a soft toy, speak out a new word in English and ask students to perform a simple task, e.g. *Find something red. Stand up. Pick up a rubber. Point to Touch something etc.*

Questions

Using a soft toy, ask students simple questions, e.g. *What's your name? What colour is it? Have you got a pencil? Do you like cheese?*

Can I have ..., please?

Distribute flashcards to students. Ask them to name objects presented in the cards. Then, using a soft toy ask for particular cards: *Can I have the (bird), please?* The students' task is to give the appropriate card to the toy.

Pass the soft toy

If it is possible, ask students to sit in a circle. Play the recording of the song you want to revise and ask students to pass the soft toy to one another when they hear music. When you stop the recording, the task of the student holding the toy is to say a word or a line from the song. Start the recording again.

Games with songs and chants

Sing and respond

Provide a few students with one word they have to remember. (The words should come from the song or chant you want to revise.) Play the recording and ask students to stand up and sing and sit down when they hear their word.

Sing and stand in the correct order

Use the flashcards with objects appearing in the song you want to revise. Ask a few students to come to the board. Give them the cards. Explain to students that their task is to listen to the lyrics carefully and to stand in the order in which the words from their cards appear. The other students sing the song.

Performances

Select a few songs or chants for which you can prepare simple costumes or props. Teach students to show the content of the song or chant with gestures or mimics. Invite parents, teachers or students from other classes to a mini-performance.

TPR activities

What does the picture present?

Distribute small sheets of paper among students and ask them to draw on them one object from the covered material, e.g. food. Collect the papers and stick them to students' backs without revealing to them what the pictures present. The aim of the game is to stimulate students to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g. *Is it a (banana)?* Students may walk around the classroom or play in pairs.

Broken telephone

Divide students into two groups. Students stand in two rows. First students in each row should stay close to the teacher's desk. Put flashcards belonging to two categories, e.g. food and animals on the desk. Whisper one word from different categories (e.g. 1 – *bread*, 2 – *cat*) to the two last students in the rows. Say *Start!* Students whisper the word one to another to the first student in the row. The task of this student is to select the appropriate picture card from the pile lying on your desk and show it to you. A team scores one point for every correctly chosen card. Then the first student in a row goes to its end and the game goes on.

Alternative bingo

Ask each student to draw a picture presenting a word from a certain vocabulary group (e.g. animals). While students are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or bag. Ask students to stand up. Pick up one piece of paper at a time and read out the word. The students who drew the corresponding animal or object should sit down. Continue until you use all the pieces of paper.

How many of us are there?

Play a recording with lively music and ask students to move around the classroom in a particular way (jumping, walking, dancing). At some point stop the music and say a number between 2 and 5 in English. Students have to form groups composed of the appropriate number of people. Students who have not joined any group have to wait one turn. Continue the game. If students feel confident, say numbers between 6 and 10.

Catch and say it!

Ask students to stand in a big circle. Say a category of vocabulary (e.g. food) aloud and throw a soft ball to a selected student. The student has to say a word from the category you chose. If the student doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all students sit down.

Pass the ball

Ask students to sit in a circle. Choose a category of vocabulary. Give students a small soft ball and ask them to pass it from hand to hand. Every student who receives the ball has to say a word belonging to the chosen category – if he/she fails to do so, he/she drops out of the game.

The ball is burning

Students standing in a circle throw a ball or a soft toy to one another and name the colours. The ball or soft toy shouldn't be caught when somebody says *Black!* If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

Guessing game: pictures

Ask one student to slowly draw on the board a picture presenting a new word from the current lesson. Other students try to guess what the picture presents and say the appropriate word. The student who guesses the word first draws the next picture.

I name it and you point to it

Students sit in a circle. In the middle place a few flashcards belonging to one vocabulary group. Ask students to keep their hands behind their backs. Say a word presented on one of the cards placed in the middle of the circle. The students' task is to touch it as quickly as possible. You can divide the class into teams and award points to the group whose representative touched the card first. Students may also play this game in pairs or in small groups.

Simon says

Give students simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Simon says*, e.g. when you say *Simon says jump*, students can jump, but when you say only *Jump*, they cannot move (explain students that Simon is a king who gives them commands). The student who makes a mistake loses one point. Vary the speed of instructions – to make the game more interesting. Later you may ask students to give instructions. Instead of the name *Simon* you may use the word *teacher*, your name, or the name of a toy or puppet, if you use it.

Word Swat

Divide students into two teams. Ask them to stand in a line facing the board. Give the student at the front of each team a fly swat. Place words on randomly on the board. Say or describe a word. The student with the fly swat must run and swat the correct word/s. The student who completes the task first wins a point.

Team games

Picture charades

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Students draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point.

Funny race

Divide the class into two teams. Each of the teams stands in a row behind one chair, placing another chair a few metres away. One student of each team sits on the chair standing at the front of the row. Give each group different names of activities (*jump, clap, stamp, dance*, etc.). Students have to move from the chair they sit on to the other one belonging to their team while performing the activity. The student who follows the instruction correctly and sits on the second chair first, scores one point for his/her team.

Board race

Divide the class into two teams. On the board draw a long racetrack divided into a number of stages corresponding to the number of questions prepared. Use pieces of colourful paper or magnets as pawns (one for each team). Ask students questions, e.g. show them flashcards, story cards or objects located in the classroom and ask *What's this? How many?* The student who provides the correct answer scores one point for his/her team and may move the pawn to the next field. The team which reaches the finishing line with the highest score is the winner.

Answer and draw points

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly give them particular words and ask them to draw appropriate pictures on the board. If the picture depicts the word correctly, the student rolls the dice or spins the spinner and scores the indicated number of points for his/her team.

Parachute

Divide students into two teams. On the board draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters there are in the word. Students from both teams try to guess the word. For each incorrect answer erase one of the lines. Grant points to the teams when they provide a correct answer. When you erase all lines before the word is guessed, the team who answered last loses a point. In order to make the game more dramatic, draw a shark emerging from the sea below the parachutist.

Hanging the laundry

Cut out the shapes of some clothes from cardboard in various colours. On the board draw a line and stick the clothes there. You can also hang pieces of cardboard on a real washing line spread between two places in the classroom. Allow students to examine for a while the order in which the clothes are hung, then take them off the string. Ask students to draw clothes in their notebooks in the same order in which they saw them before. If there is no time to draw, ask students to give names of the clothes in the correct order. You may also divide the class into two teams and award points to the team which provides the correct answer first.

Repetition game

Divide the class into two teams. Invite one student from each team to the front of the class. Stick a few flashcards to the board and number them. Ask a student to provide the number of a picture on the board. Roll the dice or spin the spinner. The student has to repeat a given word the stated number of times. For correct performance of the task, the student scores for his/her team the number of points equal to the number on the die or spinner.

Team quiz

Show students a set of ten flashcards and ask them to name the objects presented. Raising each of the cards, ask *What is it?* The students' task is to name the picture: *It's (a boat)*. Stick the cards face down on the board. Behind the cards write numbers from 1 to 10. Divide students into two teams. Say the names of the objects on the back of the cards aloud. The students' task is to guess which number represents a specific picture. Reveal the card to which the students have pointed: if the answer is correct, the team scores 2 points. If the answer is incorrect, it's the turn of the other group to guess. The game continues until all cards are revealed.

Noughts and crosses

Divide the class into two teams: 'noughts' and 'crosses'. Draw the grid for noughts and crosses on the board. Place one card in each field of the grid, face down to the board. Ask a student from the first team to reveal one card. If the student can say the correct word, he/she may take the card and place the sign of his/her team in that field. Then the student from the other team does the same. The winner is the team which manages to put 3 signs in a row.

Listen and touch!

Divide the class into two teams. Stick a certain number of flashcards to the board. Ask one student from each team to stand in front of the board. Say one of the words presented on the cards on the board. The student who touches the correct card first scores one point for his/her team. Repeat with other students and cards.

Guess the name

Divide the class into two teams. Ask one student from each team to come to the front of the class and stand with their back towards you. Hold up a flashcard, count to three and say *Turn around*. The student who turns around first and says the correct word scores one point for his/her team. Repeat with other students and cards.

Classroom language

1 Listen. Point. Say.



Hold up your drawing.



Tidy up.



Put up your hand.



Put down your hand.



Take out your pencil.



Put away your pencil.

2 Say and do.

4 four

Objectives

- **Lesson aims:** to learn and practise classroom language
- **Target language:** *hold up your drawing, tidy up, put up your hand, put down your hand, take out your pencil, put away your pencil; pay attention, hand out the books, go to the board, ask a question, turn on the lights, turn off the lights*





Global Scale of English (GSE)

- **Listening:** Can follow short, basic classroom instructions, if supported by pictures or gestures (GSE 13).
- **Speaking:** Can give simple instructions to a classmate to complete a task (GSE 33).
- **Reading:** Can understand basic written instructions for classroom activities (e.g. 'Read and match') (GSE 23).

Materials

- strips of paper for each student
- three sheets of A4 paper for each student
- scissors, stapler


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Traffic lights cards technique; Lollipop stick technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique; portfolios

Starting the lesson

- Review the classroom language from Level 1: *look, listen, point, read, draw, write*. Show meaning with actions, e.g. *look* (gesture towards the eyes), *listen* (gesture towards the ears), *point* (point to the board), *read* (spread hands like a book), *draw* (draw a flower on the board), *write* (write A, B, C on the board).

Presentation

-  Explain that in this lesson ss will learn to understand and use more classroom language.


Practice

Pupil's Book

1 CL1 Listen. Point. Say.

- Give ss time to look at the pictures.
- Play the audio and ss listen and point. Play the audio again and ss say the phrases.
- Say one of the phrases, e.g. *Put up your hand*. Ask ss to point to the correct picture. Continue with all the pictures.
- **Extension** Write the first two words of each phrase on the board (Note: just use the first word for the phrase *tidy up*). Ask ss to say the complete phrase. Write, e.g. *Hold up ...* and ss say *your drawing. Hold up your drawing*. Continue with all the phrases.

2 Say and do.

- Say and do the actions using a pencil, a drawing and books on a shelf. Ss watch and point to the pictures.
- Tell ss to stand up. Say the actions and this time, ss listen and do the actions, too. Tell them to take out a pencil, hold up a drawing and tidy up by putting two or three books neatly on their desks.
-  In pairs, one student says the actions in a different order from the Pupil's Book and the other student does the actions.

Extra activity Critical thinking

- Say *Put up your hand. Put down your hand*. Ss do the actions. Then ask *Is it important to put up your hand to ask or answer a question?* Talk about or tell ss about the importance of taking turns and listening to others.

Diversity


Support

- Write the phrases on the board but with the words mixed up (e.g. *your/up/put/hand*). Ss say the correct order of the words without looking in their Pupil's Book.



Challenge

- Have ss replace words in the phrases. Say *We can say 'Hold up your drawing'*. Ask *What else can we hold up?* Ss give suggestions (e.g. *a book, a pencil, crayons*). Have ss do the same for *Take out* and *Put away*, thinking of words which can replace *pencil*.

3 CL2 Listen. Point. Say.

- Give ss time to look at the pictures.
- Play the audio and ss listen and point. Play the audio again and ss say the words.
- Say a number between 1 and 6, and have ss read out the phrase that corresponds to that number.
- **Extension**  Draw short dashes on the board to represent each phrase, e.g. _ _ _ _ _ _ _ _ _ _ (pay attention). Use the Lollipop stick technique to ask volunteers to say the phrase and come and write the letters on the board. Continue with all the phrases.

4 Say and do.

- Say a phrase and ss point to the correct picture. Continue with all the pictures.
-  Say a phrase again and this time choose a student to do the action. Use the Lollipop stick technique to pick ss.
- Explain to ss that they can mime the actions as follows: *pay attention* – watch/listen while you draw something on the board; *hand out books* – give some books to a neighbour; *go to the board* – walk on the spot; *ask a question* – say *What's this?*; *turn on the lights* – hand down; *turn off the lights* – hand up.
-  In pairs, one student reads half the phrase and the other completes it and does the action. They can use the actions above or invent their own.
- **Extension** Write on the board *Hand out ... Go to ... Turn on ... Turn off ...*. Have ss find these on the page and read out the complete sentence. Then ss work in pairs and think of other things they can *hand out*, *go to*, *turn on* and *turn off*. They share their ideas with the class. (Examples can include: *Hand out ... paper, pencils, crayons, drawings, pens*; *Go to ... the door, the window, the toy box, the playground*; *Turn on/off ... a computer, CD player, a tap in the bathroom.*)

Activity Book

1 Look and circle.

- Ask ss to look at the pictures. Read the first phrase and ask *Which picture – a or b?*
- Ss complete the rest of the activity individually. Check answers as a class.

Answer key 2b, 3a, 4b, 5a, 6a

2 Look and write.

- Ask volunteers to read the phrases in the box.
- Ss do the activity individually. They compare answers in pairs.


Answer key 2 Put up, 3 Put away, 4 Hold up

3 Look and write.

- Ss write the words to complete the instructions. Check as a class, having ss read and do the instructions.

Answer key 2 Ask, 3 Hand out, 4 Turn on, 5 Go, 6 Pay




4 Order and number.

- Ss look at the example. Tell ss that they need to order the words to make sentences. Read out the example and ask ss to point to the correct picture.
-  Use the Traffic lights cards technique to check ss know what to do.

Answer key 2 Go to the board. 3 Turn off the lights. 4 Hand out the books.

Pictures: 3, 4, 2, 1

Finishing the lesson

-  Hand out strips of paper to each student. They write one phrase on each strip. Put ss in groups. They put all their strips together. One group member picks and reads a strip and the others do the action. Continue with all the strips of paper.
- Hand out three sheets of A4 paper to each student. Ss fold the sheets of paper in half and staple them together to make a booklet. They write and draw the new Classroom language from pages 4 and 5. They write *Classroom language* on the front and *My name is ...*. Note: two phrases will go on the back cover together.
-  Place work in their portfolios.
-  Use the Summative questions technique to ask ss what they have learnt in today's lesson, what they liked about it and what they can do now.



3  Listen. Point. Say.



Pay attention.



Hand out the books.



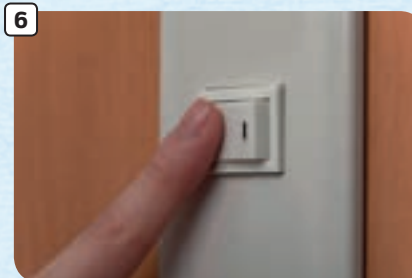
Go to the board.



Ask a question.



Turn on the lights.



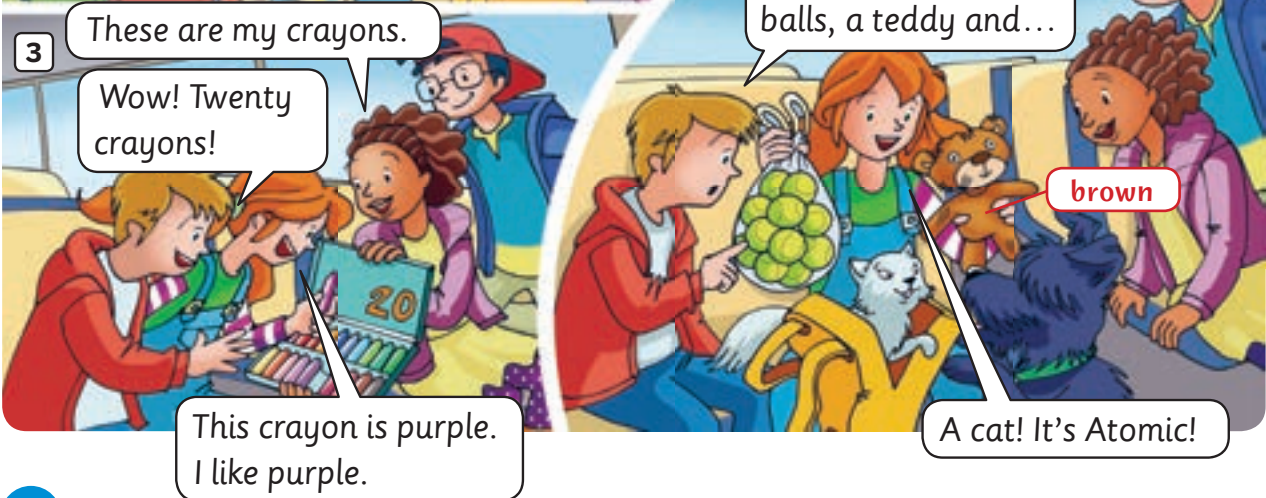
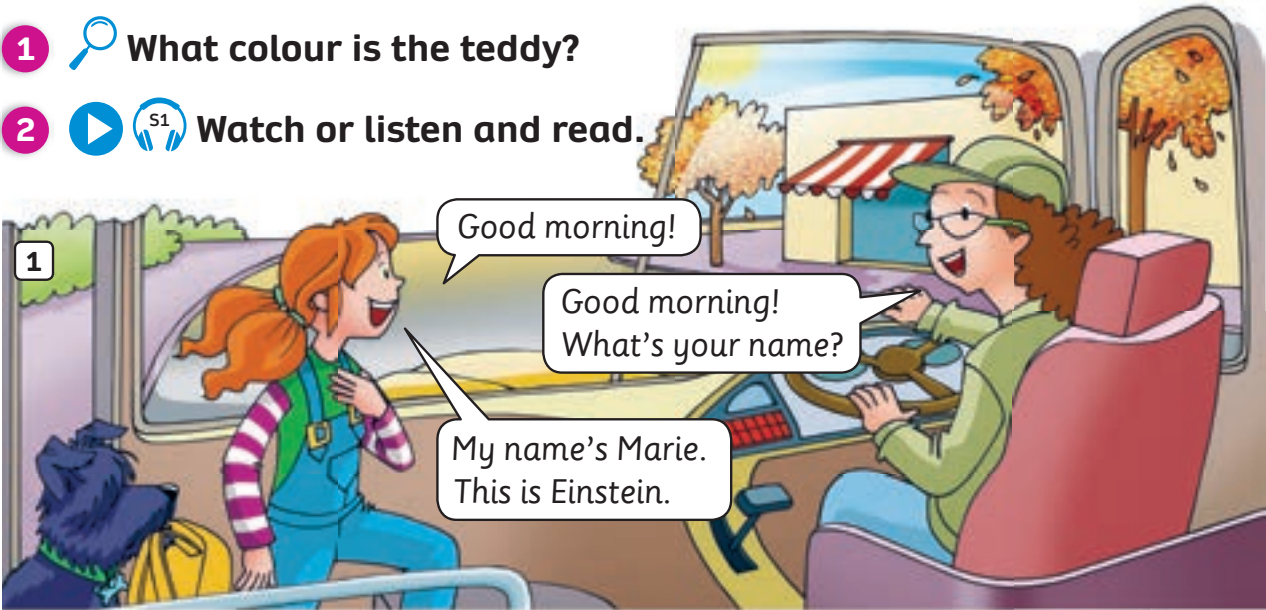
Turn off the lights.

4  Say and do.

Back to school

1 🔍 What colour is the teddy?

2 🎧 ^{S1} Watch or listen and read.



Objectives

- **Lesson aims:** to understand simple cartoon stories; to revise the alphabet; to ask for and spell names
- **Target language:** *Good morning. What's your name? My name's ...; How do you spell ...?*




Global Scale of English (GSE)

- **Reading:** Can recognise the letters of the alphabet in upper and lower case (GSE 10).
- **Listening:** Can understand the letters of the alphabet by their names. (GSE 10). Can understand the main information when people introduce themselves (GSE 17).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30). Can say the letters of the alphabet (GSE 10). Can introduce themselves using a basic phrase (GSE 11).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write the letters of the alphabet in lower case (GSE 10).


Materials

- unit flashcards, colour flashcards
- sheets of A4 paper, enough for each student
- six strips of paper per student
- 26 strips of paper, enough for each group
- a bag or a box

Assessment for Learning



-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring students' learning: Lollipop stick technique; True/False cards technique
-  Peer learning: pairwork; groupwork

Starting the lesson



-  **0.2 & 0.3** Have ss listen to a song you will always sing at the beginning of each lesson. Play the chant. Ss do the actions as they hear them.
- A karaoke version of the chant is available (track 0.3).

Shake. Shake. Shake
Clap. Clap. Clap.
It's time for English class.
Shake. Shake. Shake.
Clap. Clap. Clap.
Get ready, everyone!

Shake. Shake. Shake.
Clap. Clap. Clap.
It's time to have some fun.
Shake. Shake. Shake.
Clap. Clap. Clap.
Sit down, everyone!




-  Welcome ss to the first lesson. Using the Key question technique, ask ss why they think learning English is important and what kind of things they expect to learn.
- Give ss six strips of paper each. Have them write one favourite word on each.
-  Use the Lollipop stick technique to have ss come to the front of the class and say their words in sentences.

Presentation

-  Explain that in this lesson ss will revise things they learnt in Level 1.
- Place colour flashcards on the board. Point to each colour and say the word. Ss repeat after you.
-  Use the Lollipop stick technique to ask ss about the colour of things they are wearing, classroom objects, etc.







Practice

Pupil's Book

- 1  **What colour is the teddy?**
 - Ask ss to name the main characters.
 -  Using the Lollipop stick technique, ss describe the pictures.
 - Have ss find the teddy and say its colour.
 - **Extension**  In pairs, ss describe each character, what they are wearing, and what colour different items are.

Extra activity Critical thinking

- Ask ss to tell you what they like about the first day back at school.

- 2   **S1 Watch or listen and read.**
 - Play the audio or video for ss to read along to.
 -  Use the Lollipop stick technique to have ss tell you as many things as they can remember about the story.
 - **Extension**  Say a few statements about the story and use the True/False cards technique to elicit answers, e.g. *There are fourteen pens (False). There are twenty crayons (True). The crayon is pink (False).*
- 3  **Act out the story.**
 - Write the names of the characters in the story on slips of paper. Place strips in a bag.
 -  Place ss in small groups.
 - Bring a group to the front of the class and ask each member to draw a slip of paper to perform that role.

Diversity

Support

- Place ss in small groups, with a strong leader in each. The leader reads each sentence for the group members to repeat after them. Then members read sentences to the group. Monitor and gently correct any pronunciation mistakes.

Challenge

- In pairs, ss read a random sentence from the story for their partner to find in the text.

4 S2 & S3 Listen and chant.

- Place alphabet flashcards on the board. Go through each letter.
- Use the Lollipop stick technique to have ss say a letter and point to its corresponding card. Ask ss to say as many words as they can with that letter.
- Play the chant. Ss clap along to the song.
- A karaoke version of the chant is also available (track S3).

Extra activity TPR

- Ss write a letter on each side of a sheet of A4 paper.
- Place ss in a circle. When they hear their letter in the song they raise their paper and stomp their feet.

5 S4 Listen and read.

- Play the audio for ss to read along to.
- Place ss in pairs to read the dialogue.

6 Act out the dialogue. Use your names.

- Place ss in pairs and have them act out the dialogues.

Activity Book

1 Look and write.

- Ask ss to name the children in the picture. Check answers as a class.

Answer key Marie, Einstein, Lucy, Sam, Atomic

2 S5 Look and write. Then listen, sing and check.

- Ask ss to say the alphabet in unison.
- Check answers as a class.

Answer key h, l, p, t, x

Clap your hands and chant with me.
Say a chant of A, B, C!
A B C D E F G
H I J K L M N
O P Q R S T
U V W X Y Z
Clap your hands and chant with me.
Say a chant of A, B, C!

3 S6 Listen and write.

- Explain that ss will hear a name spelt for them to write.
- Ss check answers with their partner.

Answer key 2 Grace, 3 Nick, 4 Mark

1 Girl 1: Hello. What's your name?

Girl 2: My name's Alice.

Girl 1: How do you spell Alice?

Girl 2: A-l-i-c-e.

Girl 1: A-l-i-c-e?

Girl 2: That's right.

2 Boy 1: Hello. What's your name?

Girl 1: My name's Grace.

Boy 1: How do you spell Grace?

Girl 1: G-r-a-c-e.

Boy 1: G-r-a-c-e?

Girl 1: That's right.

3 Boy 1: Hello. What's your name?

Boy 2: My name's Nick.

Boy 1: How do you spell Nick?

Boy 2: N-i-c-k.

Boy 1: N-i-c-k?

Boy 2: That's right.

4 Girl 2: Hello. What's your name?

Boy 1: My name's Mark.


Girl 2: How do you spell Mark?

Boy 1: M-a-r-k.

Girl 2: M-a-r-k?

Boy 1: That's right.

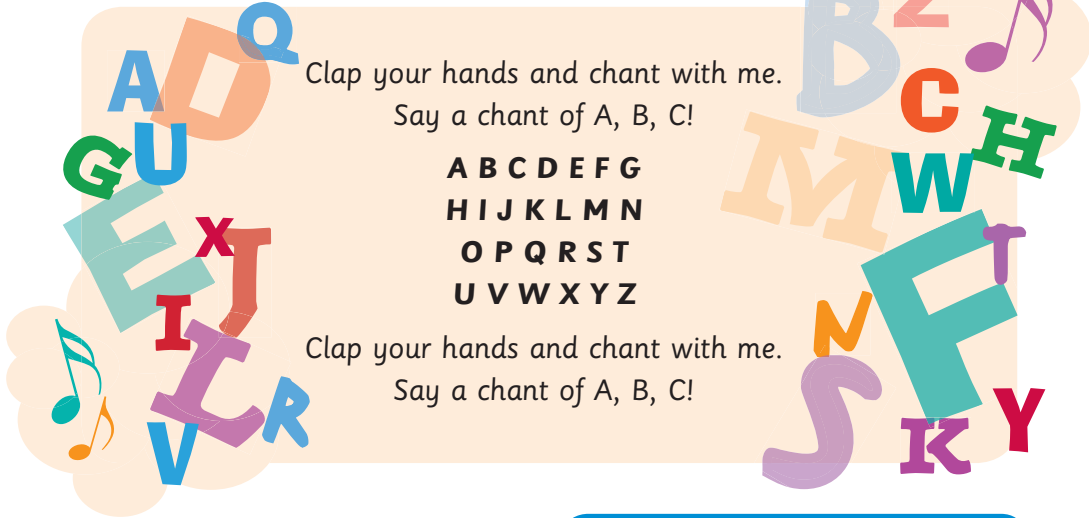
Finishing the lesson

- Place ss in small groups. Hand each group 26 strips of paper to write the letters of alphabet.
- Ss place the strips in the middle of the group and mix them up well.
- Ss put the strips in order as fast as they can.
- The group with the alphabet in order first wins.
-  **0.4 & 0.5** Have ss listen to a song you will always sing at the end of each lesson. Play the chant. Ss do the actions as they hear them.
- A karaoke version of the chant is available (track 0.5).

Shake. Shake. Shake.
Clap. Clap. Clap.
It's time to end the class.
Shake. Shake. Shake.
Clap. Clap. Clap.
Wave goodbye, everyone!
Wave goodbye, everyone!

3  Act out the story.

4   Listen and chant.



Clap your hands and chant with me.
Say a chant of A, B, C!

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

Clap your hands and chant with me.
Say a chant of A, B, C!

English in action
Asking for and spelling names

5  Listen and read.



- Hello. What's your name?
- My name's Anna.
- How do you spell Anna?
- A-n-n-a.
- A-n-n-a?
- That's right.

6  Act out the dialogue. Use your names.

Objectives

- **Lesson aims:** to identify and name classroom objects and toys
- **Target language:** *This is/These are, That is/Those are*





Global Scale of English (GSE)

- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24). Can get the gist of a simple song, if supported by gestures (GSE 21).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).


Materials

- sheets of A4 paper, enough for each student


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique
-  Peer learning: pairwork; groupwork
-  Independent learning: portfolios

Starting the lesson

- Have ss say as many classroom objects as they can. Write them on the board.
-  Place ss in small groups. Tell ss to gather as many of the classroom items written on the board as quickly as possible.
- Groups come to the front to show and name their items.


Presentation

-  Explain that in this lesson ss will revise classroom items and toys.
- Ask ss to say a few toys they play with. Write them on the board in the singular.
- Then, as a class, write the words in the plural form. Leave them on the board for the lesson.

Practice

Pupil's Book

1 S7 Listen and number.

- Have ss look and name the items in the activity.
- Ss complete the activity individually and check answers with their partners.
- **Extension**  In pairs, ss describe the items in the activity using *What's this?* and *What colour is it?*

Girl: Look at my toys.

1 Girl: I've got a kite. It's yellow and pink.

2 Girl: I've got a scooter. It's orange.

3 Girl: I've got a bike. It's grey and green. I like my toys.


Boy: Look at my school things.

4 Boy: I've got a pen. It's black.

5 Boy: I've got a rubber. It's pink and blue.

6 Boy: I've got a crayon. It's pink. I like my school things.

2 S8 & S9 Listen and point. Then listen and sing.


-  Use the Lollipop stick technique to have ss tell you what things they see in the picture.
- Ask ss to read the song and put in front of them a few items they have that are in the song.
- Ss sing the song as they raise their items.
- A karaoke version of the song is available (track S9).

Diversity



Support

- Read the lines slowly with the ss tracing the words.
- Play the audio and pause at the end of each line for ss to point at the classroom objects in the picture. Replay the audio as necessary.
- Monitor and gently correct any pronunciation mistakes.

Challenge

-  In small groups, ss write a new verse for the song to sing to the class. Tell ss they can also use the toys on the board.

3 Point and say.

- Ask ss to tell you the rule for *this/that, these/those*.
- Pick up a pen and say *This is a pen*. Then pick up two pens and say *These are pens*. Continue with *that* and *those*.
-  **S10** Draw ss' attention to the grammar box and the recorded model.
-  Place ss in pairs and have them complete the activity using their own classroom items.

Extra activity TPR

- Ask ss to form a circle and hold hands. Place a chair in the middle of the circle. Explain that when you say a sentence with *This is* or *These are*, ss run to the chair. When you say a sentence with *That is* or *Those are*, they run away from the chair. They must always hold hands.

Activity Book

1 S11 Listen, circle and match.

- Ask ss to look at the pictures and describe them using *this/that/these/those*.
- Ss complete the activity and check answers as a class.

Answer key 2 Those are, a; 3 That is, b;
4 These are, d

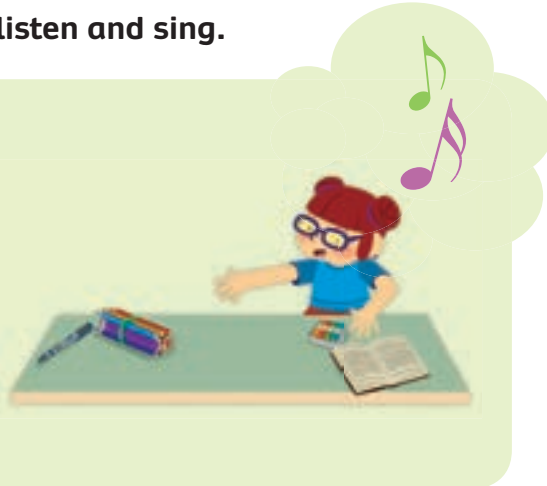
- 1 This is a pen.
- 2 Those are desks.
- 3 That is a ball.
- 4 These are teddies.

1 Listen and number.

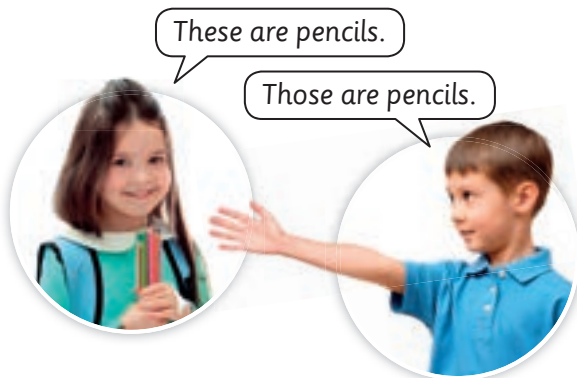


2 Listen and point. Then listen and sing.

My things are on the desk.
 Let's have a look.
 These are crayons.
 This is a book.
 Those are pencils.
 That is a pen.
 Come on, everyone.
 Let's sing it again!



3 Point and say.



s10

This is a pen. 	These are pens.
That is a pen. 	Those are pens.

8 eight

2 Look and write.

- Ss complete the activity individually. Check answers as a class.

Answer key 2 Those are, 3 These are, 4 This is, 5 Those are, 6 That is

Extra activity Fast finishers

- Have ss draw items and write sentences about them using *This is/These are* to show to the class. Place work in their portfolios.

Finishing the lesson

- In pairs, ss make a Grammar poster on a sheet of A4 paper, using today's grammar and their own classroom items.
- Make a classroom display.

Objectives

- **Lesson aims:** to revise numbers 11–20
- **Target language:** *How many ... can you see? I can see ...*

Global Scale of English (GSE)

- **Reading:** Can recognise ordinal numbers up to twenty written as words (GSE 22).
- **Listening:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short basic descriptions, if spoken slowly and clearly (GSE 19).
- **Speaking:** Can use cardinal numbers up to twenty (GSE 18). Can ask simple questions about numbers of objects using a basic phrase (GSE 27).
- **Writing:** Can write cardinal numbers up to twenty as words (GSE 27).

Materials

- number flashcards
- sheets of A4 paper, enough for each student
- twenty strips of paper for each student

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Ask ss to count to ten in unison.
- Tell ss you will say a number and they have to count from that number onwards, e.g. *Four ... five, six, etc.*
- Repeat asking ss to count backwards.

Presentation

- Place number flashcards on the board. Explain that in this lesson ss will revise the numbers 11–20.
- Point to each card, say the number and have ss repeat.
- Place ss in pairs. Say a number and together they have to show that number using their fingers.

Practice

Pupil's Book

1 S12 Listen and point. Then listen and say.

- Have ss look at the numbers and say them to their partners.
- **Extension** In pairs, ss say a number for their partners to point to.

Diversity

Support

- Place ss in small groups and give each group twenty strips of paper. Have ss write the numbers 11–20, numerical, on ten strips and then the numbers in written form on the other ten.
- Ss then match the numeric strips with the written strips and put them in order. They say the numbers as they do so. Then they read the numbers in order, chorally.

Challenge

- Ss make sentences using *I've got*, numbers and toys or classroom items. They read their sentences to the class.

2 S13 & S14 Listen and chant.

- Ask ss to quietly read the song.
- Play song for ss to chant. Explain that when they hear a number, they can clap their hands.
- A karaoke version of the chant is also available (track 1.19).

- **Extension** In small groups, ss write a verse of the chant with other items to sing to the class.
- Instruct, guide and assist as necessary.

Extra activity TPR

- Give ss a sheet of A4 paper and ask them to cut it in half. Have them write a number from 1–10 on one half and a number from 11–20 on the other half. Tell ss that when you say a number from 1–10, they have to clap their hands, but when you say a number from 11–20, they have to stomp their feet. Ss that make a mistake, lose two turns.

3 S15 Listen and write.

- On the board, write the numbers 11–20 and the question *How many ... can you see?*
- Explain that you will pick up an item and place it next to a number. They have to imagine that you have that amount of the item and answer.
- Ask ss to name the items. Explain that they will hear a number and write it.
- **Extension** In pairs, ss ask and answer about the items using *How many ... can you see?* and the number.

- 1 How many planes can you see? I can see twelve planes.
- 2 How many sharpeners can you see? I can see nineteen sharpeners.
- 3 How many teddies can you see? I can see fifteen teddies.
- 4 How many rulers can you see? I can see thirteen rulers.

Extra activity Collaborative work

- Give each pupil a number flashcard (1–20). If you have more than twenty ss in class, some numbers can be shared. If you have under twenty, stronger ss can have more than one number. Play the chant for ss to sing altogether. Each student say their number in turns as they listen to the song.

4 Look in the classroom. Ask and answer.

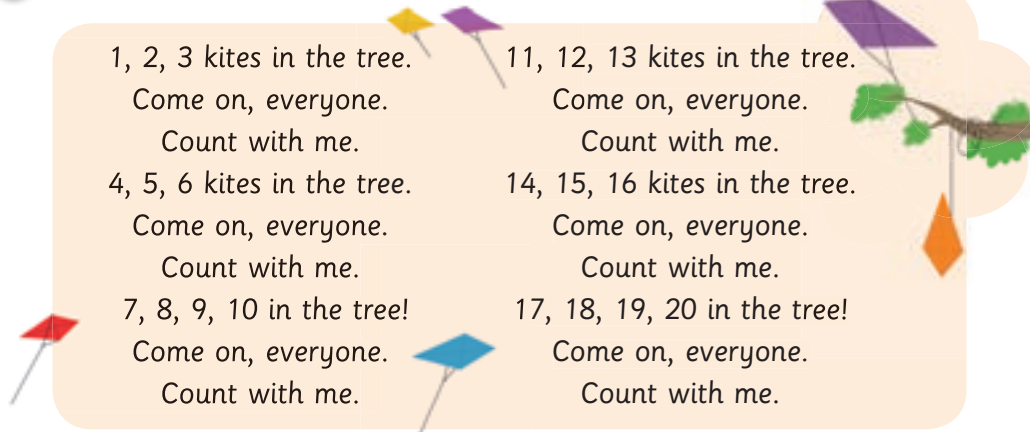
- Point to a desk and ask ss to tell you how many desks they can see in the class. Continue with more items.
- Using the Lollipop stick technique, have two ss read the dialogue. Ss complete the activity in pairs.

1  Listen and point. Then listen and say.




11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty
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2   Listen and chant.

<p>1, 2, 3 kites in the tree. Come on, everyone. Count with me.</p> <p>4, 5, 6 kites in the tree. Come on, everyone. Count with me.</p> <p>7, 8, 9, 10 in the tree! Come on, everyone. Count with me.</p>	<p>11, 12, 13 kites in the tree. Come on, everyone. Count with me.</p> <p>14, 15, 16 kites in the tree. Come on, everyone. Count with me.</p> <p>17, 18, 19, 20 in the tree! Come on, everyone. Count with me.</p>
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3  Listen and write.

			
1 <u>twelve</u>	2 <u>nineteen</u>	3 <u>fifteen</u>	4 <u>thirteen</u>

4  Look in the classroom. Ask and answer.

How many desks can you see?

I can see fifteen desks.



5  Go to page 118.

nine 9

5  Go to page 118. *Teacher's Book page 254*

- Refer ss to page 118 to answer the question.
- Check the answer (*thirteen*). They can now stick their star sticker.

Activity Book

1  S16 Listen and write. Then count and circle.

Answer key 2 eighteen, b; 3 sixteen, a; 4 fourteen, b


- 1 Twelve. I can see twelve pens.
- 2 Eighteen. I can see eighteen crayons.
- 3 Sixteen. I can see sixteen pencils.
- 4 Fourteen. I can see fourteen rubbers.

2 Count and write.

Answer key 2 fifteen, 3 thirteen, 4 eighteen

- Now tell ss to complete the Picture dictionary on page 110.

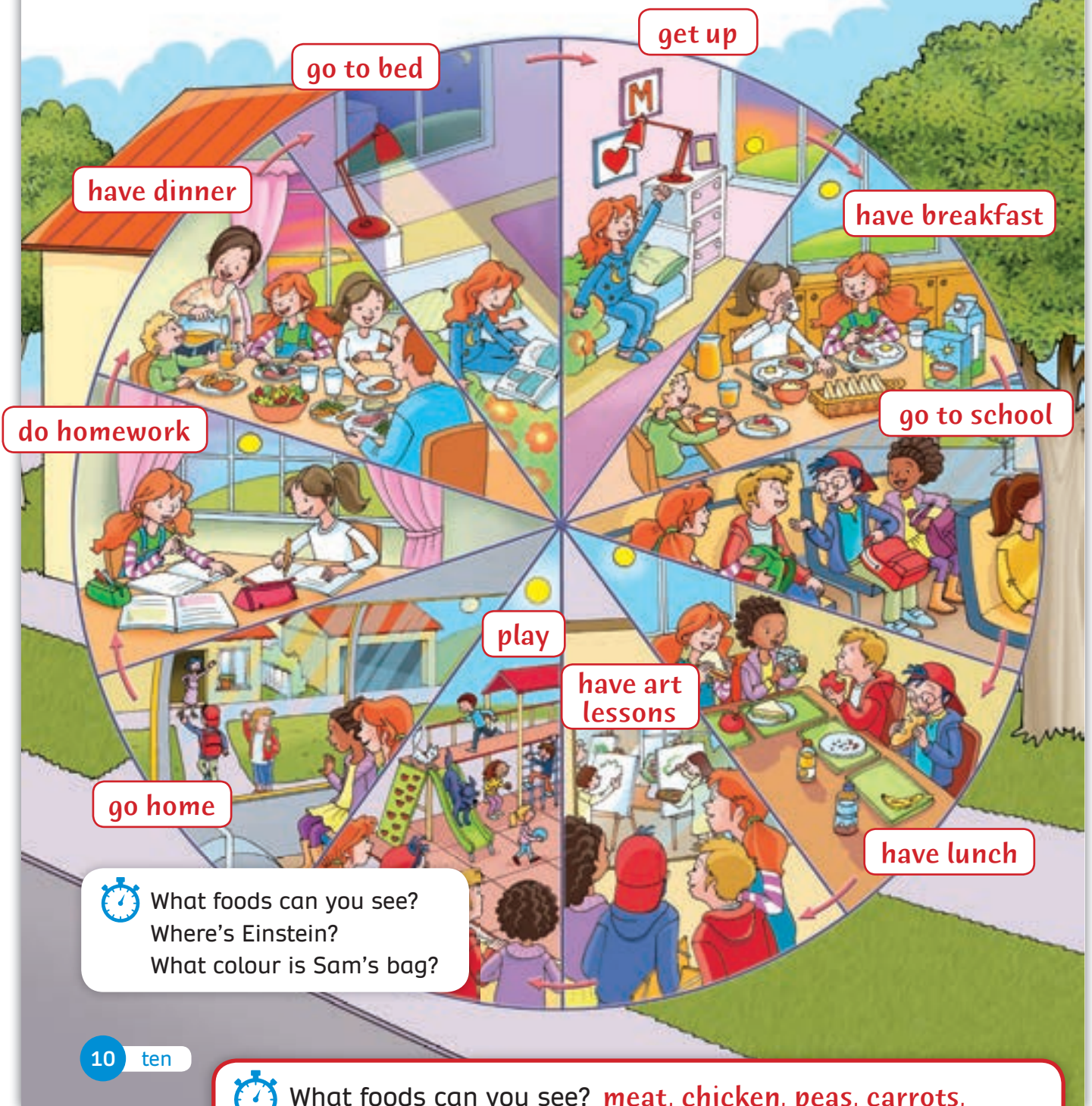
Finishing the lesson

-  Then using the Thought-provoking questions technique, ask ss how they feel about their learning, if they feel they are learning successfully, what they can work on to improve themselves and what they would like to learn next.

1

It's a happy day!

1  How many daily routines do you know?



What foods can you see?
Where's Einstein?
What colour is Sam's bag?

10 ten



What foods can you see? **meat, chicken, peas, carrots, potatoes, milk, eggs, bread, juice, water, banana and apples**
Where's Einstein? **He's in the playground.**
What colour is Sam's bag? **It's red.**

Unit objectives

to talk about daily routines and times of the day

Language

Vocabulary	Daily routines: <i>get up, have breakfast, go to school, have lunch, have art lessons, play, go home, do homework, have dinner, go to bed</i> Times of the day: <i>morning, afternoon, evening, night</i>
Grammar	<i>I play/don't play. We have/don't have lunch.</i> <i>When do you go home? We go home in the afternoon.</i>
Functions	<i>What time is it?</i>
Phonics	<i>a_e, i_e</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–7)

Mathematical, scientific and technological competences: use numbers to complete an activity about the time (L. 6)

Digital competence: use Pupil's Book eBook (L. 1–7)

Social and civic competences: learn to be creative (L. 2 and 5); learn to tell the time (L. 6)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge (L. 1–7); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 6)

Initiative and entrepreneurship: choose topic for the project (L. 5)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 2, 3, 4, 5 and 6); Finding information (L. 2, 3, 4 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–7)
Creativity	Draw a picture of a colourful animal (L. 2)
Communication	Talking about daily routines and times of the day (L. 1 and 3); Talking about routines (L. 4); Saying the time (L. 6); Cut-outs game (L. 4); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 5); Acting out (L. 2 and 6)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 18 and 118; Activity Book p. 15
- Picture dictionary: Activity Book p. 111
- Unit 1 Extra practice: Activity Book p. 16
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, CLIL
- Unit 1 Test

External exams

Pupil's Book

Pre A1 Starters Reading and Writing Part 5

Activity Book

Pre A1 Starters Listening Part 3

Objectives

- **Lesson aims:** to talk about daily routines
- **Target language:** *get up, have breakfast, go to school, have lunch, have art lessons, play, go home, do homework, have dinner, go to bed*
I play/don't play. We have/don't have lunch.

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write some familiar words (GSE 20). Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- colours and unit flashcards
- stopwatch
- sheets of A4 paper, enough for each student
- ten strips of paper per pair
- two fly swats
- Resources 1 and 19

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; portfolios

Starting the lesson

- Write the alphabet on the board and then say it chorally.
- Use the Lollipop stick technique to ask ss to say words that start with a letter of the alphabet that you point to.

Presentation

- Explain that in this lesson ss will learn about our daily activities.
- Ask ss to look at page 10 and say if their daily routine is similar to what they see.

Practice

Pupil's Book

- 1 **How many daily routines do you know?**
 - Ask ss to say any of the daily routines they see in the picture.
 - Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.

Extra activity Critical thinking

- Ask ss to think about their daily routine. Ask ss if they think a daily routine is good for them and why/why not?

- 2 **1.1 Listen and stick. Then listen and say.**
 - Place the flashcards on the board. Point to each picture and say the word. Ss repeat after you.
 - **Extension** Have ss stand up in their places. Say a word for ss to mime.
 - Place ss in small groups. Ss mime an action for their members to say what it is. Instruct and guide as necessary.

Girl: Good morning! I've got a busy day.
Boy: I've got a busy day, too.
Girl: I get up.
Boy: I have breakfast.
Girl: I go to school.
Boy: I have lunch.
Girl: I have art lessons.
Boy: I play.
Girl: I go home.

Boy: I do homework.
Girl: I have dinner.
Boy: I go to bed. Goodnight!

Now listen and say.

get up, have breakfast, go to school, have lunch, have art lessons, play, go home, do homework, have dinner, go to bed

Diversity

Support

- Place ss in pairs and give them ten strips of paper. Have ss write the new vocabulary and cut the strips in half after the words *get, go, have* and *do*. Play *Stays as is*. Ss then mix up the strips and form phrases again. Then they say them to their partners. Keep strips of paper for Activity 3.

Challenge

- Have ss write the new vocabulary on strips of paper. Ss mix them up and place them in the correct order.

Extra activity Fast finishers

- Have ss draw their daily routine on a sheet of A4 paper, as the wheel on page 10. Place them in their portfolios.

- 3 **Find the daily routines in the picture on page 10.**
 - In pairs, ss look for the daily routines and place the strips of paper from the support activity next to the correct picture on the wheel on page 10.
- 4 **1.2 & 1.3 Listen and chant.**
 - On the board, write *I go to school. I don't go to school.*
 - Tell ss that when we talk about daily routines we use the Present simple.
 - Play the chant and have them mime each routine.
 - A karaoke version of the chant is available (track 1.3).
 - **Extension** Place ss in small groups and have them rewrite the verses using their own daily activity. Groups come to the front of the class to perform the song.
- 5 **Think of your day. Is it the same or different?**
 - Have ss look at the picture on page 10 and tell you how it is similar to theirs. Then have ss tell you how it's different, using *don't*.
 - **1.4** Draw ss' attention to the grammar box and the recorded model.




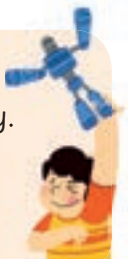
2 Listen and stick. Then listen and say.

  	 	 	 	 
get up	have breakfast	go to school	have lunch	have art lessons
 	 	 	 	 
play	go home	do homework	have dinner	go to bed

3 Find the daily routines in the picture on page 10.

 dinner  supper

4 Listen and chant.

   <p>It's a happy, happy day! I don't go to school today. I have breakfast and I play. It's a happy, happy day!</p>	<p>It's a happy, happy day! We don't have art lessons today. We have dinner and we play. It's a happy, happy day!</p> 
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5 Think of your day. Is it the same or different?

 <p>We have dinner.</p>	 <p>But we don't have art lessons.</p>	<p> I play/don't play.</p> <p>We have/don't have lunch.</p>
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• **Extension** Give ss a sheet of A4 paper and have them draw three things they do and one thing they don't do on a daily basis. Ss make sentences.

Activity Book

1 Look at Pupil's Book page 10. Read and write.

Answer key 1 Sam; 2 In the playground; 3 It's green.

2 Look and write.

Answer key 2 do homework, 3 have art lessons, 4 go to school, 5 have lunch, 6 go home, 7 play, 8 have breakfast, 9 get up, 10 have dinner

3 Follow and circle.

Answer key 2 I, don't have; 3 We, don't play; 4 We, have

4 Order and write.

Answer key 2 I go home.; 3 We don't get up.; 4 I don't have dinner.

Finishing the lesson

- Use the Summative questions technique to ask ss what they have learnt today.
- Have ss form two lines in front of the board and give each leader a fly swat. Have ss play the *Word Swat* game with lesson flashcards.



- 1 **Before you read** What colour are the crayons?
- 2 **Watch or listen and read.**

Einstein is colourful!

1 Look! These are paintbrushes. We have art lessons. Oh, right. You don't go to school today. Bye!

2 Where are Ben and Sam? They play tennis and have lunch in the park today. Hi, Marie! Hello, Lucy!

3 When do you have tennis lessons? We have tennis lessons in the morning. We have an art lesson now. Let's hurry!

4 Hello, everyone! Hello, Ms. Apples. The paints are on the table.

5 Yay! Atomic is on the table, too! Atomic, no! Look out, Einstein!

What happens next?

12 twelve yellow, orange, red, brown, blue, green and purple

What happens next?
Einstein gets covered in paint.



3 **After you read** Look at the story. Read and circle.



- 1 We have don't have art lessons.
- 2 You go don't go to school.
- 3 We have don't have tennis lessons.

4 Act out the story.

5 Draw a picture of a colourful animal.

Values

See beauty in everything

Objectives

- **Lesson aims:** to understand simple cartoon stories
- **Target language:** daily activities; *We have art lessons. We have tennis lessons in the morning.*





Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35). Can understand the order in which events happen (GSE 41).
- **Speaking:** Can describe objects in a basic way (GSE 25). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Lesson 1 flashcards
- sheets of A4 paper, enough for each student
- Unit 1 story cards
- Resource 55



Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring students' learning: Thumbs up/down technique
-  Peer learning: pairwork; groupwork; Think-pair-share technique
-  Independent learning: Summative questions technique

Starting the lesson

- Place ss in small groups and have them play a game of charades where they mime the new vocabulary for their group members to guess.


Presentation

-  Using the Key question technique, ask ss if they read stories and if so what kind. Ask ss if they can remember any of the stories from Level 1.
-  Explain that in this lesson ss will read a story about an art lesson.
- On the board write *Einstein is colourful*. Ask ss what they think will happen in the story.




Practice

Pupil's Book

1 Before you read What colour are the crayons?

- Ask ss to say as many colours as they remember.
- Have ss look at all the pictures of the story. Ask where the story is set.
- Ask ss to find what colour the crayons are.
- **Extension**  Ask ss to think about what kind of things they would draw in an art class.

2 1.5 Watch or listen and read.


- Have ss read or listen to the story. Ask them what happens in it.
-  Play the video or audio again and pause at frame 5. In pairs, ss discuss the question in the box.
-  Using the Thumbs up/down technique, say different statements about the story, e.g. *The children have an English lesson (down). Atomic and Einstein make a mess (up).*
- **Extension** Use the story cards to ask about the story.
-  Refer ss to the question box again. Ask if their guesses were correct.

3 After you read Look at the story. Read and circle.

- Ask ss what lesson the children in the story have and what other activities they do.
- Ss do the activity individually and check with their partners.

Diversity

Support

-  Divide the class into two groups. Explain that you will read the story aloud and one group has to repeat after you the first five frames and then the other group, the next five frames. As ss repeat, they trace the words in their books.


Challenge

- Ss rewrite one frame using different vocabulary, and draw it on a sheet of A4 paper to present to the class. Make a classroom display.

Extra activity TPR

- Explain that you will read the story but may make mistakes as you read. The mistake could be a colour, number, activity, name, etc.
- When ss hear the mistake they have to clap their hands and say *STOP!* A volunteer corrects you.

4 Act out the story.

-  Divide ss into small groups. Tell them to choose their roles and practise them.
- **Extension** Give each group a sheet of A4 paper to draw different objects from the story to use as props, e.g. paintbrushes, tennis racket, flowers, Atomic and Einstein.
- Have the groups perform in front of the class.

5 Draw a picture of a colourful animal.

- Ask ss what colours Einstein has on him.
- Have ss complete the activity using their favourite colours.

Values

- Ask ss why it is important to see the beauty in everything around us.

Extra activity Creativity

- Ask ss how art can help them express themselves. Use pictures from Activity 5 to create a class exhibition at school. Ss draw or design their own frame and a label with their name and the picture title to place under the picture.

Activity Book

1 After you read Remember the story. Read and circle.

- Ask ss to tell you as much as they can about the story.

Answer key 2 False, 3 True, 4 False, 5 True, 6 True

2 Values Look and tick (✓) or cross (✗).

- Ss complete the activity individually.
- **Extension** Ask ss to explain how the boy in picture 1 is feeling and why.

Answer key 1 ✗, 2 ✓, 3 ✓

3 Look and colour.

- Use the Think-pair-share technique to discuss if ss liked the story.

Finishing the lesson

- Explain to ss that you will read sentences from the story backwards for them to find which frame they are from. Say, *today school to go don't You. right, Oh. (Frame 1).*
- After a few sentences, have ss play in pairs.
- Use the Summative questions technique to have ss discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions. When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

Stage 4 – Acting out

After having listened to the story a few times your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

For more ideas, see page 17.

CLIL Link

In Unit 1, the story is based around the concept of matter and colour from the Natural Science curriculum.

Marie and her friends are having an art lesson when Atomic and Einstein spill the paints over the floor, causing the paint to mix.

To explore this concept further, you can use Resource 91.

Objectives

- **Lesson aims:** to learn times of the day
- **Target language:** *morning, afternoon, evening, night*
When do you go home? We go home in the afternoon.

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- unit flashcards
- sheets of A4 paper, enough for each student
- Resources 2, 20, 37 and 46

Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Traffic lights cards technique; Lollipop stick technique
- 👥 Peer learning: pairwork; groupwork; Think-pair-share technique
- 🎓 Independent learning: Summative questions technique

Starting the lesson

- Place Lesson 1 flashcards on the board.
- 🗨️ Use the Lollipop stick technique to have ss spell a word you point to.
- As you write, intentionally make a mistake for the ss to correct you.

Presentation

- 🎯 Explain that in this lesson ss will learn words that show the different times of day.
- Place the lesson flashcards on the board. Go through each word and have ss repeat after you.
- Ask ss to tell you what time of day it is now.
- 👥 Place ss in pairs. One student points to a word for the other to say it.

Practice

Pupil's Book

1 🎧 1.6 Listen and say. Then listen and point.

- Say a time of day for ss to point to in their Pupil's Books.
- Play the first part of the audio. Ss repeat the items as they hear them.
- **Extension** 👥 In pairs, ss talk about the things they do during the times of day presented in the activity.

morning, afternoon, evening, night

Now listen and point.

This is my day.
I go to school in the morning.
I do homework in the afternoon.
I have art lessons in the evening.
I play at night.
Wow! A busy day!

Diversity

Support

- Write the frame sentences on the board *I go to ... in the morning; I do ... in the afternoon; I have ... in the evening. I play ...*. Ask volunteers to read the sentences and give some examples for those sentences.

2 🎧 1.7 & 1.8 Listen and sing.

- Place the lesson flashcards on the board. Ask ss to tell you what the times of the day are.
- Play song for ss to sing. Explain that when they hear a time of the day, they stamp their feet.
- A karaoke version of the song is available (track 1.8).

Extra activity TPR

- 👥 Divide the class into four groups. Name each group *morning, afternoon, evening* and *night*. Say an activity. If it can be done in their time of the day, that group stands up.
- Explain that some activities can be done during different parts of the day.

3 🗨️ Ask and answer.

- 🎧 1.9 Draw ss' attention to the grammar box and the recorded model.
- On the board, write *When do you ...? I ... in the morning/afternoon/evening/night*.
- 🗨️ Explain that we place the time of day at the end of the sentence when we answer. Use the Traffic lights cards technique to check understanding.
- **Extension** Refer ss to the song. Ss find examples of *When do you ...?* and times of day.
- Give ss a sheet of A4 paper and ask them to make a poster showing what they do at different times of the day.
- Ss use the sheet of paper to complete the activity in pairs.

Extra activity Collaborative work

- 👥 Divide the class into two groups. One group sings the questions in the song, and the other sings the answers. Use the karaoke version of the song.

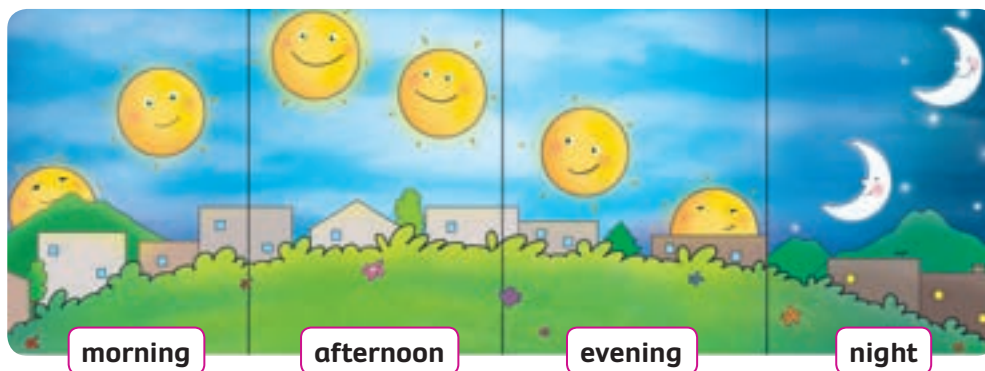
Activity Book

1 Look and circle.

- Ask ss to describe the pictures.
- Ss complete the activity and check answers as a class.

Answer key 2 b, 3 b, 4 a

1  Listen and say. Then listen and point.



2   Listen and sing.

When do you have breakfast,
have breakfast, have breakfast?
When do you have breakfast?
We have breakfast in the morning.

When do you have lunch,
have lunch, have lunch?
When do you have lunch?
We have lunch in the afternoon.

When do you have dinner,
have dinner, have dinner?
When do you have dinner?
We have dinner in the evening.

When do you go to bed,
go to bed, go to bed?
When do you go to bed?
We go to bed at night.

3  Ask and answer.

When do you go to school?



We go to school in the morning.




1.9

When do you go home?


We go home in the afternoon.

2 Look, read and write.

- Ss complete the activity individually.
-  Using the Think-pair-share technique, ss check answers with their partners and read the sentences.
- Now tell ss to go to the Extra practice on page 16 and do the activities. See notes in Lesson 7.

Answer key 2 We have art lessons in the afternoon.; 3 We go to school in the morning.; 4 We do our homework in the evening.

Finishing the lesson

-  Use the Summative questions technique to ask ss how confident they feel talking about their day. Ask if they think their English is improving.
- Ask ss to write four favourite sentences from today's lesson to read to the class.

Objectives

- **Lesson aims:** to play a game about daily routines
- **Target language:** revision of all taught words and grammar





Global Scale of English (GSE)

- **Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can describe their daily routines in a simple way (GSE 30).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- unit flashcards
- sheets of A4 paper, enough for each student
- two fly swats
- scissors


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique
-  Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
-  Independent learning: Summative questions technique

Starting the lesson

- With flashcards, do a quick review of unit vocabulary.
- Bring six ss to the front of the class and hand them a flashcard each. Have each student tell you when they do the activities they are holding. Repeat using different ss at the front.

Presentation


-  Explain that in this lesson ss will do an activity about their daily programme.
- Ask ss to say the days of the week and write them on the board as they do so. Ask ss what day it is today.
- Have ss tell you what activities they do on each day.

Practice

Pupil's Book

Diversity



Support

- Before ss start the activity, on the board write *What do you do on Mondays?*
- Tell ss that they will hear the expression *What do you do on Mondays?* in the audio. Tell ss that when we put an *s* at the end of the day, it means every.
-  Use the Lollipop stick technique to ask ss what they do on Mondays. Extend to ask what they do on other days.

Challenge

- Ss write a short dialogue using the question *What do you do on Mondays/Tuesdays?*

1 1.10 Read the questions. Then listen and complete the answers.

- This task is based on **Pre A1 Starters Listening Part 2**.
- Refer ss to each picture and have ss tell you what activities they see. Write them on the board.
- Ask ss when they think the activities are done.
-  Explain the activity. Use the Traffic lights cards technique to check ss understand it.
- Ask ss what they think the answers will be.
- Play the audio twice, pausing for ss to write answers.
-  Ss check each other's work.
- **Extension** Ask ss if they think they should do a lot of activities before or after school.

Man: So, Amy and Suzie. Tell us about your Mondays.

Girl 1: We're busy on Mondays!

Man: What do you do on Mondays?

Girl 2: We go to school, we play tennis, we do homework, we play ...

Girl 1: See! We're very busy!

Man: Yes! When do you do all that?

Girl 1: Well, we go to school in the morning.

Man: OK.

Girl 2: And we play tennis in the morning, too.

Man: You play tennis in the morning?

Girl 1: Yes. We love tennis!

Man: And what do you do in the afternoon?

Girl 2: We don't play in the afternoon. We do homework.

Man: In the afternoon?




Girl 2: Yes.

Man: And what do you do at night?


Girl 1: We play with our toys.

Girl 2: It's fun!


2 1.11 Cut out. Then listen and play.

-  Place ss in pairs and play the audio. Ask two volunteers to read the dialogue aloud.
-  Ask ss to look at their cubes and using the Lollipop stick technique, have random ss describe a side.
-  Use the Expert envoy technique to help ss who haven't understood the game.

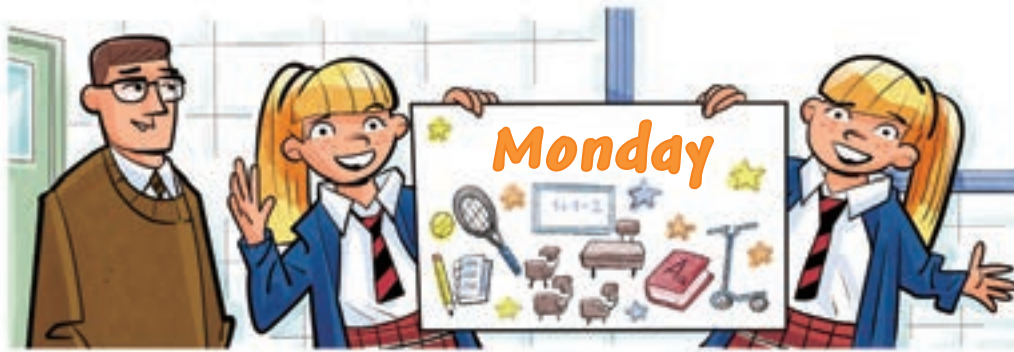
Extra activity Communication

- Give ss a photocopy of the audioscript (Track 1.10) with the girls' responses missing.
-  Place ss in pairs and have them complete the audio using their own ideas.
- Ss then come to the front and act out their dialogue.

Extra activity TPR

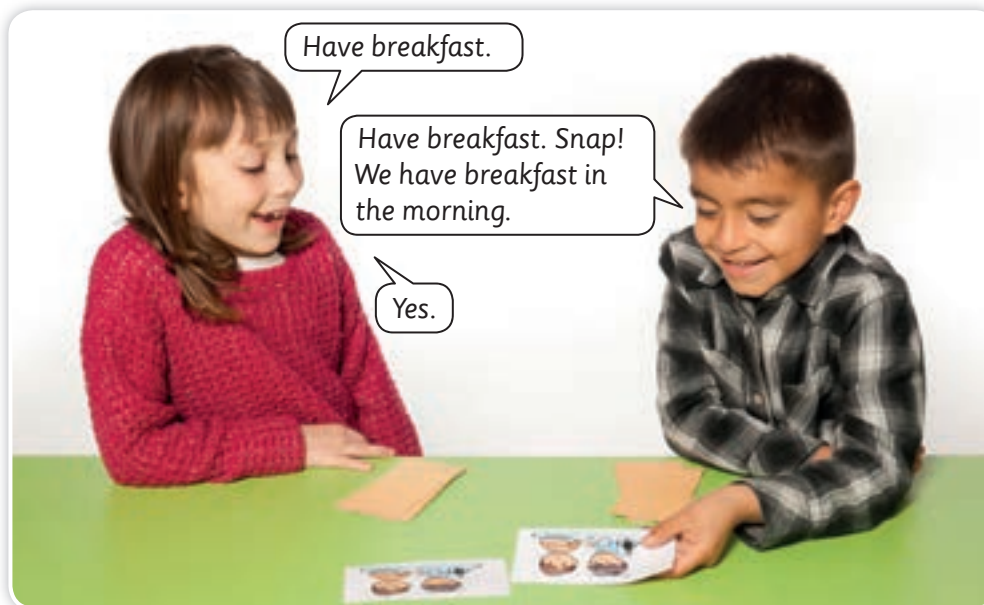
- On the board write twenty new words the ss have been taught so far.
-  Divide the class into two teams and have them form two lines at the back of the room. Give each leader a fly swat and have ss play the *Word Swat* game.

- 1 1.10 Read the questions. Then listen and complete the answers.



- 1 When do you go to school? We go to school in the morning.
- 2 When do you play tennis? We play tennis in the morning.
- 3 When do you do homework? We do homework in the afternoon.
- 4 When do you play? We play at night.

- 2 1.11 Cut out. Then listen and play.



fifteen 15

Activity Book

1 Read and write.

Answer key 2 We have art lessons in the morning.;
3 We go to bed at night.; 4 We do our homework in the afternoon.

2 Write and draw.

- Ask ss to say as many new words from the unit as they can. Write them on the board.
- Explain that ss have to write about their day.
- Ss show their work to their peers and use the Two stars and a wish technique to comment on each other's work. They read their sentences to each other.

Finishing the lesson

- Using the Summative questions technique, have ss reflect on the lesson and how well they have done in it. Encourage them to say what they have managed to do, where they had difficulty and what they were really good at. Have a classroom discussion where ss exchange tips on how to improve in vocabulary. If necessary, use L1.

Objectives

- **Lesson aims:** to learn about traditional breakfasts from different countries; to make a breakfast menu for a café
- **Target language:** *toast, tea, porridge, cereal, pickles, soup*





Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify key information in short, simple factual texts (GSE 34).
- **Listening:** Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear (GSE 31). Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can talk about habits or daily routines in a simple way, given prompts or a model (GSE 32).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).


Materials

- sheets of A4 paper, enough for each student


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique
-  Peer learning: pairwork; groupwork
-  Independent learning: portfolios; Three facts and a fib; Thought-provoking questions technique

Starting the lesson

-  Divide students into pairs. Give ss two minutes to write down as many words related to food as they can. Check as a class and write all the words on the board.
- Point to each food word and say *Raise your hands if you like ...*


Presentation

-  Explain that in this lesson ss will learn about traditional breakfasts from different countries. Ask ss if they know anything about breakfasts in other countries. Explain that cafés and hotels usually have traditional breakfasts.
- Ss look at the four pictures on page 16. Say *Let's read the words ... tea, toast, porridge, cereal, pickles, soup*. Ask ss which breakfast they like most.



Practice

Pupil's Book


1 Before you read What do you have for breakfast?

-  Ask ss what they eat for breakfast. Alternatively, ask *Do you eat toast for breakfast? Do you eat cereal for breakfast? Do you drink milk? Do you drink tea?* Use the Lollipop stick technique to make sure a variety of ss are asked.

2 1.12 Listen and read.

- Ask ss to look at the pictures. Say the words in bold and ss point and repeat.
- Play the audio and ss listen and follow in their Pupil's Books. Play the audio again and ss read along with the audio.
-  Use the Lollipop stick technique to have a few ss read the text aloud.
- Ask ss to describe what they can see in each picture and if they like it, e.g. *I can see toast. I like toast. I can see porridge. I don't like porridge.*
- **Extension**  Ask ss to work in pairs and say any new things they have learnt about the breakfasts, e.g. *Some people in Japan eat fish for breakfast.*

3 Find out more! Watch the video.

-  Have ss use the Three facts and a fib technique to test each other's understanding of the video.
- Ask ss what food was in the video and if they liked it or not. Encourage ss to say, e.g. *I like ... I don't like ...*

Extra activity Critical thinking


- Ask *What is a healthy breakfast?* Write *Healthy* and *Unhealthy* on the board and add ss' suggestions. In pairs, ss compare their breakfast and discuss if they are healthy.

Diversity

Support

- Read each text aloud. Then read the sentences separately and ask ss to repeat each line after you.

Challenge

-  Ss work in pairs and invent an unusual breakfast. Ask ss to share their ideas with the class.

Activity Book

1 Look and write.

- Ask ss to read the words in the box.
- Ss complete the activity then check answers in pairs.

Answer key 2 tea, 3 toast, 4 porridge, 5 pickles, 6 soup

2 After you read Read and circle.

-
- Ss complete the activity individually. Check answers as a class. Ask ss to read the complete sentences.

Answer key 1 milk, 2 South Africa, 3 Japan, 4 fish

Extra activity TPR

- Say things about the texts on page 16 of the Pupil's Book. If they are true, ss clap. If they aren't true, they stamp their feet. Say, e.g. *People in the UK have fish for breakfast. (False) People in Japan have rice. (True)*

Traditional breakfasts

Breakfasts are different around the world.



toast

In the UK, some people have toast and tea.

tea



porridge

People have this for breakfast in South Africa. It is corn porridge with sugar and milk.



Children often have cereal, milk and juice.

cereal

Some people in Japan eat a big breakfast. They have fish, pickles and vegetables. They have rice and soup, too.



pickles

soup

Which breakfast do you like?

- 1 Before you read** What do you have for breakfast?
- 2 1.12 Listen and read.**
- 3 Find out more! Watch the video.**
- 4 After you read** Activity Book, page 13.

This is a popular breakfast in Turkey. We have cheese, olives, bread, tomatoes, cucumber and tea.

Project

Make a breakfast menu for your café.

- 1 Together, think of a name for your café.
- 2 Choose the foods that are on the menu.
- 3 Find photos or draw pictures.
- 4 Write. *This is ... We have ...*
- 5 Make a breakfast menu.
- 6 Present it to the class.



Project

Make a breakfast menu for your café.

- Explain to ss that they are going to make a menu for breakfast in their country.
- Give each student a sheet of A4 paper. Using the Lollipop stick technique, choose a student to read through the instructions.
- Brainstorm the names of different foods they think they will use. Write them on the board.
- Tell ss they can use the ideas from the board to write a few sentences about their breakfast menu.
- Have ss present their work to the class.
- Make a classroom display.

Extra activity Fast finishers

- For ss who finish their menus early, ask them to practise presenting their menus in pairs. They talk about the food they have included and say why they like it.

Finishing the lesson

- Do a dictation of new words learnt. Ss correct each other's work in pairs.
- Use the Thought-provoking questions technique to ask ss what kinds of things they have learnt.

Next lesson Have ss bring in a small notebook for phonics for the next lesson.

Objectives

- **Lesson aims:** to learn how to say the time; to learn phonics
- **Target language:** *What time is it?*

Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can identify key information in short conversations on school-related topics, e.g. subjects, timetables, homework (GSE 32). Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters and other types of playful language (GSE 27).

Materials

- sheets of A4 paper, enough for each student
- two strips of paper for each student
- straw puppets
- a clock
- phonic notebooks for each student
- Resources 73 and 82

Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Stop/Go technique; Lollipop stick technique
- 👥 Peer learning: pairwork; groupwork
- 🎓 Independent Learning: Summative questions technique

Starting the lesson

- Give ss a sheet of A4 paper each. Have ss write ten words they have learnt in this unit.
- Say all the new words from this unit in random order. Each time ss hear a word on their list, they cross it off. The first person to cross off all their words calls out *Bingo!*

Presentation

- 🗨️ Explain that in this lesson ss will learn how to ask and tell the time.
- On the board write *What time is it?* Explain that this is the term we use to ask the time.
- Show ss the clock. Point to numbers 1–12 and elicit the words. Then place hands to show three o'clock and ask *What time is it?* Continue with a few more different times.

Extra activity Collaborative work

- 👥 Place ss in small groups and give them a sheet of paper. Ask ss to write seven different times of the day on it.
- Have ss say the time and what activity they do at that time.

Practice

Pupil's Book

1 🗨️ 1.13 Listen and read.

- Ask ss to look at the picture and describe it. Ask ss why they think the children in the picture are running.
- Play the audio once for ss to read and listen to.
- Play the audio again for ss to repeat chorally.
- Place ss in pairs to read the dialogue to each other.
- **Extension** Have a class discussion on why we can sometimes be late for school. Ask ss to think about why it's impolite to be late.

2 🗨️ Act out the dialogue. Use different events and times.

- 🗨️ Using the Stop/Go technique, have ss tell you if they are ready to proceed with the activity.
- Explain that ss can use straw puppets if they like.
- 🗨️ Using the Lollipop stick technique, invite ss to come to the front of the class and act out the dialogue.

Diversity

Support

- Give ss the dialogue written on strips and placed on the table in different order. Explain that you will play the dialogue and pause at each sentence. Ss have to find the strip of paper and say the sentence.

Challenge

- Ss memorise the dialogue and say it to the class as they mime to it.

Phonics

3 🗨️ 1.14 Listen and say.

- On the board, write *a_e* and *i_e*. Say the phonic sounds and have ss repeat after you.
- Elicit other words with these sounds. Write them.
- 👥 Play the audio for ss to listen and say. Then have ss say the phonic sounds and words to their partners.

4 🗨️ 1.15 Listen and write *a_e* or *i_e*.

- Have ss look at the words and guess what they might be. Ss check answers with partners after listening to the audio.
- 🎓 Have ss take out their phonics notebooks. Ss write the phonics they have learnt today in them and make sentences.

1 name, name, 2 tape, tape, 3 kite, kite, 4 lake, lake, 5 ride, ride, 6 fine, fine

5 🗨️ 1.16 Listen and say the tongue twister.

- Ask ss to read the tongue twister and find and say words with the phonics in today's lesson.
- **Extension** 👥 Have ss work in pairs to write another tongue twister with words from the lesson's phonics that aren't in the activity.
- Ss practise the tongue twister and say it to the class.

Activity Book

1 🗨️ 1.17 Listen and write.

Answer key seven, no, dinner

1 1.13 Listen and read.



- What time is it?
- It's **eight** o'clock.
- Oh, no!
- What's wrong?
- We're late for **school**.
- Let's hurry!

2 Act out the dialogue. Use different **events** and **times**.

- lunch party art lessons one three six

Phonics

3 1.14 Listen and say.



4 1.15 Listen and write **a_e** or **i_e**.

- 1 n a m e 2 t a p e 3 k i t e
 4 l a k e 5 r i d e 6 f i n e

5 1.16 Listen and say the tongue twister.

Jake's got a bike, a cake, a kite and a plane.



2 1.18 Listen. Colour the long **a** words **blue** and the long **i** words **red**.

Answer key blue: 2, 3, 5; red: 4, 6

- 1 five, five; 2 snake, snake; 3 tape, tape; 4 slide, slide;
 5 cake, cake; 6 kite, kite

3 1.19 Are the sounds the same? Listen and tick (✓) or cross (X).

Answer key 2 ✓, 3 ✓, 4 X, 5 ✓, 6 X

- 1 ride, race; 2 hide, hike; 3 lake, late; 4 kite, Kate;
 5 game, gate; 6 bake, bike

Extra activity **Fast finishers**

- Have ss write the most number of words with the sounds long **a** and **i** in the form of a crossword.

Finishing the lesson

- Use the Summative questions technique to ask ss to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice.

Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar





Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31).
- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- sheets of A4 paper, enough for each student
- your own stickers, gold stars or stamps



Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique; Thumbs up/down technique
-  Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
-  Independent learning: Summative questions technique; portfolios

Starting the lesson

- Separate the class into four corners – *morning, afternoon, evening and night*.
- Say an activity and ask ss to run to the correct corner.

Presentation


-  Explain to ss that in this lesson they will review the grammar and vocabulary they have learnt in the unit.
- On the board, write *We have lunch. But we don't have art lessons.*
- In their notebooks, ss write two sentences of their own using the same structure.
-  Have ss read the sentences to their partners using the Lollipop stick technique.

Diversity

Support

- Give ss time to look through the unit before starting the review and query anything they haven't understood.



Challenge

-  Ss make sentences with all the vocabulary items from the unit to read to the class. Place work in their portfolios.


Practice

Pupil's Book

1 Look, write and circle.

- Ask ss to read the words in the box and think about which pictures they match.
-  Use the Lollipop stick technique to ask ss to read item phrases.
-  Place ss in pairs and have them read the sentences to their partners.
- **Extension** Ask ss to write the negative sentences with the other options, e.g. *I get up, but I don't go to bed.*

2 1.20 Listen and match.

- Have ss guess what the answers may be.
- **Extension**  In pairs, ss ask and answer the questions for themselves.



- 1 When do you do homework? I do homework in the morning.
- 2 When do you have art lessons? We have art lessons in the afternoon.
- 3 When do you play? We play at night.
- 4 When do you go home? I go home in the evening.

3 Go to page 118. *Teacher's Book page 254*

- Refer ss to page 118 and have them answer the question.
- Check the answer (*breakfast*) and tell ss they can now stick their star sticker.



Activity Book

1 Read and write.


-  Use the Expert envoy technique to have stronger ss help weaker ss through all the activities.
-  Use the Lollipop stick technique and ask ss to read the words in the box aloud.
- Ss raise their hands to show you their work. Praise neat handwriting.

Answer key go to school, afternoon, Sue, do homework, play

2 Write and draw.

- Explain to ss they have to complete the paragraph about themselves and then draw a picture.
-  Ss use the Thumbs up/down technique to express how they feel about the activity.
- Tell ss that they can refer to Activity 1 for help.
-  Ss show their work to their partners, and using the Two stars and a wish technique, assess each other's work.
- Now tell ss to complete the Picture dictionary on page 111.

Extra activity Critical thinking

-  Use the Summative questions technique to ask ss how many gold stars/stickers/stamps they would give them on a scale of 1 to 3, 3 being the best. Give ss the amount of stickers/stamps/stars they ask for to place on page 15 in their Activity Book.

Extra practice

1 Look, read and number.

Answer key 2 f, 3 d, 4 a, 5 e, 6 c

1 Look, write and circle.

I We



1 I get up go to bed.



2 We have breakfast have dinner



3 I go to school go home.



4 We have lunch play.

2 Listen and match.

- | | |
|---------------------------------|---------------------|
| 1 When do you do homework? | a In the evening. |
| 2 When do you have art lessons? | b In the afternoon. |
| 3 When do you play? | c In the morning. |
| 4 When do you go home? | d At night. |

3 Go to page 118.

18 eighteen

2 Look and write.

- Ask ss to look at the pictures and say what the people in each picture are doing and what time of day it is.
- Ss check answers with their partners. Praise neat handwriting.

Answer key 2 in the morning, 3 in the evening, 4 in the afternoon

Extra activity Fast finishers

- Give ss a sheet of A4 paper and have them make an Extra practice test with answer key. Keep them and hand them to other fast finishers to complete.

Finishing the lesson

- Place ss in small groups and have them make a word cloud of all the new words they have learnt in the unit on a sheet of A4 paper. Have ss illustrate their work.
- Using the Summative questions technique, ask ss if they are happy with their progress so far. Then ask if this unit has helped them learn how to express themselves better in English.

Next lesson Unit 1 Test

Get ready for...

Objectives

- **Lesson aims:** to practice for the Pre A1 Starters Reading and Writing Part 5 and Listening Part 3
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Listening:** Can identify key information in short conversations on school-related topics, e.g. subjects, timetables, homework (GSE 32).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- unit flashcards
- sheets of A4 paper, enough for each student
- four sheets of A3 paper
- strips of paper

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Divide the class into small groups and hand each one a sheet of paper. On the board, write eight vocabulary words from the unit without their vowels, e.g. *hv brkfst*.
- Explain that vowels are missing from each word, which they have to find. The group that finishes first, comes to the board and writes eight more words, without vowels, for the class to find.

Presentation

- Explain that in this lesson ss will practise for the Starters Reading and Writing Exam in the Pupil's Book and the Starters Listening Exam in the Activity Book.
- On the board, place all the flashcards from this unit. Quickly revise them and then take them down.
- Have ss line up in front of the board. Say a word from the unit vocabulary for the first person to write on the board. If they are correct, the class gets a point. If they are incorrect, they lose a point.

Extra activity Creativity

- Place ss in four groups (*morning, afternoon, evening and night*) and give a sheet of A3 paper to each group. Explain that they have to write a short paragraph about what they do during the corresponding parts of the day and illustrate it.
- Collect the four posters and display them on a wall. One by one, groups read their work to the class. One student reads a sentence and the class raise their hands if they do the same.

Practice

Pupil's Book

1 Look at the pictures and read the questions. Write one-word answers.

- Place ss in pairs and have them write as many sentences as they can about each picture.
- Have ss read their sentences to the class.
- Then ask ss what time of day it is in each picture.
- Ss complete the activity individually and use the Traffic lights cards technique to express how they feel about the activity.

- **Extension** Have ss say if they do those activities at the time of day as in the pictures. They use negative sentences: *I don't do homework at night. I do homework in the evening.*

Diversity

Support

- Place times of day flashcards on the board. Point to each flashcard, say the word and ask a student to spell it for you. Write it down on the board. Continue.
- Keep the words on the board while ss do the activity.

Challenge

- Ss rewrite the questions in their notebooks and answer about themselves. Ss read their work to their partners.

Activity Book

1 1.21 Listen and tick (✓) the box.

- Ask ss to look closely at each picture and tell you what the people in it are doing and what time of day it is.
- Explain the activity. Ss use the Traffic lights cards technique to express how they feel about the activity.
- Check answers as a class.
- **Extension** Give ss a copy of the dialogue or write it on the board. Ss choose one dialogue to rewrite.
- Have ss act out their dialogue in front of the class.

Answer key 1 B, 2 A, 3 C

1 When do you have art lessons?

Girl 1: Hi, Tom. Hi, Jim. How are you?

Boy 1: We're fine, thanks.

Girl 1: Look at my picture! I have art lessons in the morning.

Boy 2: We have art lessons in the afternoon. We play in the morning.

Girl 1: Oh, I see.

2 When do you do homework?

Boy 1: Hi Matt. Hi, Sarah. Look at my homework! When do you do homework?

Boy 2 & Girl 1: We do homework at night.

Boy 1: I don't do homework at night. I play at night.

3 When do you play?


Boy 1: Hi, Sue. Hi, Jill. Look at my ball! I play in the evening. When do you play?

Girl 1: We don't play in the evening. We do homework in the evening.

Boy 1: Really?

Girl 2: Yes. We play in the afternoon. It's fun! Then we have dinner.

Pre A1 Starters Reading and Writing Part 5

- 1  Look at the pictures and read the questions.
Write one-word answers.



- 1 When do you do homework?
At night



- 2 When do you go to school?
In the morning



- 3 When do you have dinner?
In the evening




- 4 When do you play?
At night





- 5 When do you have lunch?
In the afternoon

Extra activity TPR

-  Place ss in small groups. Give each student a big strip of paper on which they have to write a word from the unit. Tell ss to make sure that word on the strip is different to what their group members have written.
- Ss place the words in the middle of their circle.
- Explain that you will say a word and if they have it on their strips of paper, they pick up the paper and jump up.

Finishing the lesson

-  Use the Thought-provoking questions technique to ask how successful their learning is, and on a scale of 1 to 5 have them rate how much they enjoyed this unit.
-  Ask ss to work in pairs to write what they learnt in each lesson of the unit, e.g. *In lesson 1 I learnt about daily activities*. Explain that ss can look back through the unit.
- Ss read their sentences to the class.
- Congratulate ss on completing the unit.