

TEAM 3 Together

Teacher's Book with Digital Resources



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Pearson

Scope and sequence

Unit	Vocabulary	Grammar	Literacy
3 New neighbours	Countries and nationalities Hobbies Numbers (1-100)	Revision of <i>to be</i> and <i>like</i> I like/He likes swimming. Where are you from? I'm from Spain.	
1 New school	School subjects and places in school Adverbs of frequency and adverbial phrases	Present simple with dates and times We have Maths on Tuesdays at 11 o'clock. Present simple with adverbs of frequency She plays tennis twice a week.	Reading: a diary Writing: a description
2 Picnic time!	Food Containers	<i>There is/There are</i> with countable and uncountable nouns There's a lot of salad and a little lemonade. There aren't any cupcakes. Are there any apples? Yes, there are./No, there aren't.	Reading: a recipe Writing: a simple recipe
3 Along the river	Landscape Adjectives (1)	Comparatives and superlatives: short adjectives A mountain is higher than a hill. This is the deepest lake in the UK. Comparatives and superlatives: long adjectives Swimming is more exciting than walking. London is the most exciting city in the world.	Reading: a diary Writing: a fact file

Bo's Learning Club: Language booster 1

4 All about jobs	Jobs Rules	Present continuous He's cooking./They aren't playing cards. Are you wearing a green jacket? <i>must/mustn't</i> You must be quiet in class.	Reading: a careers website Writing: a report
5 Hobbies	Freetime activities Adverbs of manner	<i>can/can't</i> I can go sailing./I can't play board games. Can you sew? Yes, I can./No, I can't. Adverbs of manner She can dance well.	Reading: a leaflet Writing: filling in a form
6 Our town	Places in the local area Adjectives (2)	Past simple of <i>to be</i> She was at the zoo last week. Where were you yesterday morning? <i>There was/There were</i> There were expensive shops. Was there a café? Yes, there was./No, there wasn't.	Reading: an article Writing: a composition

Bo's Learning Club: Language booster 2

7 In Roman times	Historical finds Verbs	Past simple regular verbs The Romans lived in Britain./They didn't live in Australia. Did you visit the museum? Yes, I did./No, I didn't.	Reading: a diary Writing: a diary of a holiday
8 Let's celebrate!	Celebrations Ordinal numbers	Past simple irregular verbs I wore this dress at our wedding. We didn't see the ring again. Did you eat cake at your birthday party? Yes, I did./No, I didn't.	Reading: a news story Writing: an invitation to a party
9 Holiday time!	At the beach Holiday activities	<i>going to</i> I'm going to/not going to build a sandcastle. Are we going to take a bus tour? Yes, we are./No, we aren't.	Reading: a fiction story Writing: a postcard

Bo's Learning Club: Language booster 3

Festivals: New Year, World Friendship Day, World Book Day

Culture	English in action	Pronunciation	Get ready for...
Schools in the UK Project: a poster about a perfect school	Making arrangements Do you want to play football tomorrow morning?	/i:/ free, sea, me, key	A1 Movers Reading and Writing Part 6 Listening Part 2
Food around the world Project: a poster about special foods	Shopping for food Can I have six apples, please?	/aɪ/ my, five, buy, night, eyes	A1 Movers Reading and Writing Part 2 Speaking Part 3
National parks in the USA Project: a leaflet about a national park	Asking the way Excuse me, can you tell me the way to the park, please?	/eɪ/ train, play, game	A1 Movers Listening Part 1 Speaking Part 1

Natural Science: Can plants grow in water?

The most unusual jobs in Britain! Project: a job book	Calling the emergency services I need an ambulance, please.	/ŋ/ snowing, walking	A1 Movers Reading and Writing Part 1 Listening Part 4
Ball games around the world Project: a rules poster for a ball game	Talking about preferences I'd rather play chess.	/əʊ/ go, home, coat, snow	A1 Movers Reading and Writing Part 3
Historic buildings Project: a timeline poster of historic buildings	Making recommendations It was great. You should see it!	/u:/ zoo, you /ɜ:/ learn, bird	A1 Movers Reading and Writing Part 6 Reading and Writing Part 2

Social Science: Do all rivers go into the sea?

The Romans in Britain Project: a map of Roman places	Giving advice You should work carefully.	/ɔ:/ four, small, horse /ɑ:/ laughing, grass	A1 Movers Speaking Part 3 Speaking Part 4
Let's celebrate! Project: a festival leaflet	Explaining you've lost something I can't find my bag.	/aʊ/ mouse, how	A1 Movers Speaking Part 2 Speaking Part 4
Land of the midnight sun Project: a weekly planner for a summer holiday	Making plans for summer What are we going to do this summer?	/ŋ/ vs /nk/ surfing, think	A1 Movers Reading and Writing Part 3 Speaking Part 1

Social Science: What was town transport like 100 years ago?

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 an engaging step-by-step vocabulary presentation. 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* and *Vocabulary reference* sections at the end 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 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* and *Grammar reference* sections at the end of each unit.

Stories

Team Together level 3 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They call themselves The Discovery Team.

Lottie and Lois are sisters who make friends with their new neighbour, an Australian boy called Ash. Together, they form The Discovery Team and learn new things in each episode.


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

All four skills are practised throughout Level 3 of *Team Together*, with a dedicated skills section in lessons 7 and 8 of each unit.

Special focus has been put on writing: students are given a model text and scaffolded, step-by-step support to create their own pieces of writing. Further support is to be found in the Activity Book.

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate*  activity where students can put the newly acquired contents into practice and personalise them
- Lesson 4 contains an information gap 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 in a variety of situations, such as asking the way or calling the emergency services.

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 English-speaking 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 3 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 3 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 into 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, children 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 & 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 their 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 package includes extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their students. In addition, there are photocopiable worksheets to accompany the Reading and Listening tasks in the Skills lessons, which are available at two levels: support and challenge. They give the teacher an opportunity to work with mixed-ability students in the classroom and make the core material in the Pupil's Book more suitable to individual students.

There are also extra photocopiable resources at the back of the Teacher's Book which facilitate some of the teaching techniques, extra activity ideas and game ideas detailed in this introduction.

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: *New Year, World Friendship Day* and *World Book Day*.



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 *Vocabulary and Grammar reference* and a *Get ready for...* section for further external exams practice.



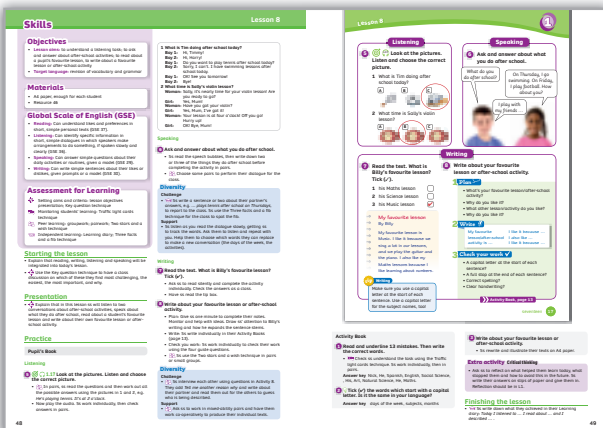
Teacher's Book

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.



Class Audio

The Class Audio MP3s have all the recordings for the Pupil's Book and Activity Book. They also contain karaoke versions of all the songs. 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.

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 for more flexibility with mixed-ability classes.

There is also one Placement Test and preparation test for the *A1 Movers* exam.

The worksheets and audio are available online.

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action and songs. There are also worksheets to be used with the culture videos as well as graded reading and listening skills worksheets to support mixed-ability classes. 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.

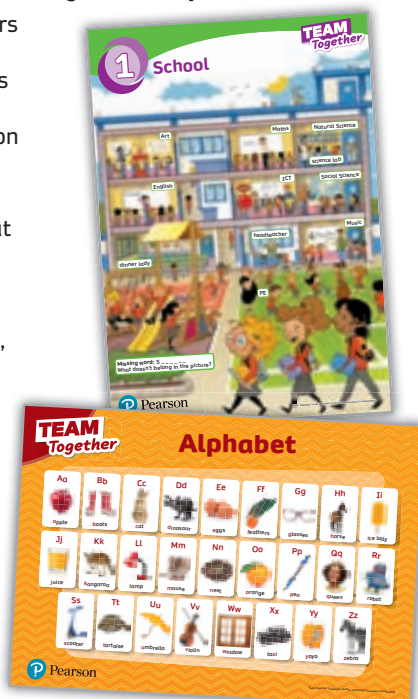
Posters

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 five posters that 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.

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

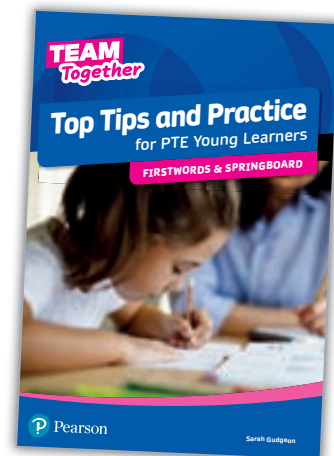


Vocabulary Booster

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 on and 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 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

Lesson 1

Think! activity to activate students' previous knowledge

Photographic vocabulary presentation

Stopwatch activity to revise vocabulary and language from previous units

Communicate activity for personalisation and speaking practice

Lesson 2

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

Social or Natural Science topics embedded in every story

Stories available in video format

Solve activities encourage curiosity and stimulate critical thinking

21st century skills activities in every lesson

Lesson 3-4

Grammar box with recorded phrases

Visual Vocabulary presentation

Song to teach vocabulary and grammar in context

Lesson 3 Grammar

1 Look back! Tick (✓) the sentence in this picture.

1 Bo, what are you doing?

2 I can fly!

3 Can you climb down?

2 Listen and repeat.

I can go sailing.
I can't play board games.
Can you sew? Yes, I can. / No, I can't.

3 Circle the correct word. Then answer the questions.

1 Can / Can't Lois climb well?

2 Can / Can't birds fly?

3 Why can / can't the baby bird get back to the nest?

4 What animal can / can't Bo see in the hole?

4 Who is it? Ask and answer.

	Paula	Kit	Nicola	Charlie
Is it a boy or a girl?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Can he skip?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Is it Kit?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Lesson 4 Vocabulary and Grammar

1 Listen, point and repeat.

well, body, loudly, quietly, carefully, quickly, slowly, easily

2 Listen and sing.

Mary can dance well. She can knit easily. She can skip very carefully. She can draw very quickly. Quickly, slowly, loudly, quietly, we all do things differently! I can write very well. I can draw very carefully. I can sew very quickly. I can sing very loudly. Quickly, slowly, loudly, quietly, we all do things differently!

3 Listen and repeat.

easy → easily, quick → quickly, good → well, I can't knit easily, I can't dress up quickly, I can write well.

4 In pairs, ask and answer.

1 What can you do well? I can play board games very well. How about you?
2 What can you do badly?
3 What can you do quietly?
4 What can you do slowly?

66 sixty-four

Grammar box for extra support and scaffolding, with recorded phrases

Communicate activity for personalisation and speaking practice

Information gap activities for freer grammar practice in the Activity Book

Lesson 5-6

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

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

Focus on functional language from early levels

Lesson 5 Ball games around the world

Baseball
Baseball is a very popular game in the USA and in Japan. You play baseball with a bat and a ball. You must hit the ball, then you run quickly around the diamond.

Cricket
Cricket is very popular in the UK, Australia, New Zealand, India and Pakistan. You play cricket with a bat and a very hard, fast ball. You must stand at a wicket. Then you hit the ball with the bat and run quickly to the other wicket.

Australian Rules Football
Australian Rules Football comes from Australia. You can run with the ball and you can kick it. It's a very exciting game! The players can jump very high!

Project
Make a rules poster for a ball game.
1 In groups, choose a sport.
2 Find or draw pictures of this sport.
3 Write about the sport. Answer these questions:
• What's the name of the sport?
• What can you do?
• What must you do?
• What mustn't you do?
4 Present your poster to the class.

Lesson 6 English in action

1 What hobbies can you see in the pictures? Which do you want to do?

2 Listen and point. What would Tina rather do?

3 Listen, read and check.

What shall we do, Tina?
Do you want to play a computer game?
Not really, I'd rather play chess.
I can't play chess very well. I'd rather go fishing!
Good idea!
OK, let's go fishing on the lake!

4 Plan your day.

What shall we do?
Do you want to play a computer game?
Not really, I'd rather play chess.

Do you want to ...?
Not really, I'd rather ...

Pronunciation

1 Listen and say the tongue twister.

Quickly, quickly, let's go home!
I haven't got my coat and it's starting to snow!
Oh no! Don't go so slowly!

66 sixty-six

More content related to the topic available on Culture video

Work on pronunciation through tongue twisters

Useful phrases at a glance

Model dialogue to help students learn new language in natural contexts

Lesson 7-8

Skills section for integrated skills practice

Recorded text

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

Scaffolded step-by-step instruction for the writing task

Lesson 7

Skills

Reading

1 Before you read Look at the pictures. Which activity do you want to try?

2 Listen and read.

Alton Leisure Centre

Give-it-a-go Day!

Do you want to find a new hobby or try a new sport? Come to our Give-it-a-go Day! We've got a lot of different sports and activities for you!

Climbing

Do you love climbing trees? Come and try our climbing wall! You can learn to climb safely and have lots of fun!

Races

We've got a lot of fun races, too! There are running races in the morning and afternoon.

Trampolining

Jump as high as you can on our amazing trampolines! With the safety harness on, you can jump very high or try some more exciting moves!

Arts and crafts

Do you love making things? Come and try your hand at lots of different arts and crafts! Would you rather learn knitting or sewing? Or would you rather learn painting or drawing?

When: Saturday 10th April, 10 o'clock to 4 o'clock
Where: Alton Leisure Centre
Cost: just £3 for all activities!

Fill in your form now!

3 After you read Answer the questions.

In which activity ...

- 1 can you use paint? *Arts and crafts*
- 2 can you jump very high?
- 3 can you use pencils?
- 4 can you wear something on your head?
- 5 can you wear a safety harness?

Lesson 8

Listening

4 Look at the pictures. Listen and choose the correct picture.

1 Who can run very quickly?

A Julia B. Sally C. Tibby

2 Who plays piano badly?

A Aron B. Jamie C. Mickey

Speaking

5 Make a plan with a partner about which activities you'd like to do at the Give-it-a-go Day.

What activity do you want to do?

I want to do trampolining.

Why?

Because you can jump high and it's exciting!

I'd rather ...

Writing

6 Read the form. Who is Andrew's emergency contact?

Alton Leisure Centre

First name: ANDREW
Surname: MARSHALL
Date of birth: 20/06
Address: 15 HIGH ALTON
Home phone number: 01234 567890
Emergency contact: ERIC MARSHALL
Relationship: FATHER
Emergency contact phone number: 01234 567890
Any allergies: YES - ALLERGIC TO BEE STINGS
Taking part in: TRAMPOLINING, CRAFTS, CLIMBING
Signature: Paul Marshall

7 Fill in your own form.

- 1 Plan
 - Who's your emergency contact?
 - What's his/her phone number?
 - Do you have any allergies?
- 2 Write
 - Create and fill in your form.
- 3 Check your work
 - A paragraph for each new idea?

Use capital letters when you fill in a form.

Activity Book, page 63

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

Model text in the writing section

Writing tip to help students deal with linking words, punctuation, etc.

Lesson 9 / Get ready for...

Review section for consolidation

External exams practice section

Lesson 9

Review

1 Test your partner. Give him/her ten seconds for each question. Use the pictures.

Can you name ...

- 2 craft activities?
- 2 outdoor activities?
- 3 indoor activities?

2 In pairs, say what people can or can't do.

	Cara	Jane	David	Jack
well	😊	😊	😊	😊
carefully	😊	😊	😊	😊
quietly	😊	😊	😊	😊
loudly	😊	😊	😊	😊
quickly	😊	😊	😊	😊

She can swim well. She can sing loudly. She can't talk quietly.

Yes! Cara!

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

- 1 Find a child dressed up as a firefighter. (1 point)
- 2 Who wants to go windsurfing in The activity day? (1 point)
- 3 What do you need to play cricket? (1 point)

Now think of three more questions to ask the other team.

Get ready for...

A1 Movers Reading and Writing Part 3

1 Read the story. Choose and write a word from the box.

Read the whole story before you write anything. Then read the list of words. Try all the words and choose the word that best fits.

jumps school family lake fishing swim

Rachel loves going (1) fishing. She goes fishing on Saturdays and Sundays, and sometimes she goes fishing after (2) _____. Sometimes her dad goes with her, sometimes her friend Fred goes with her, and sometimes she goes on her own. She goes to the (3) _____ near her house. It's very beautiful, with lots of trees and flowers around the lake. There are lots of fish in the lake. One day, Rachel is fishing quietly in the lake. There's a (4) _____ nearby: a mother, a little boy and a girl. The children are playing happily. Suddenly Rachel hears a different cry. The little boy is in the lake, and he can't (5) _____. Rachel (6) _____ in and brings him back to his mother. The family is happy that the little boy is OK. Well done, Rachel!

Now tick (✓) the best name for the story.

- 1 Rachel's hobby
- 2 Dad goes fishing
- 3 Rachel's day at the lake

Collaborative task for engaging and motivating revision; additional self-assessment activity: Progress path, after every three units.

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. Photocopiable cards can be found on page 282.
- **Traffic light cards**. Use them to check that students know what to do on a given task. Students show you a green/ yellow/red card, depending on their level of confidence. Photocopiable cards can be found on page 283.
- **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, e.g. 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 about a local festival or a national celebration.
- 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 groups 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.

... 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). 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.

Stage 2 – Listening to the story

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.

When answering, pupils additionally practise and consolidate the previously introduced language material.

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

- 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 pupils 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.
- Ask pupils to create their own story on the same theme, with themselves as the characters. A photocopyable blank storyboard can be found on page 284.

... 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 3 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 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 photocopyable worksheet corresponding to the recording.

Where can you find worksheets for the video material?

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

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 3 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 students 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)?* The 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 students 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.

Classroom language

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?

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.

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.	

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.

Word card games

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 pupil shows the word card to the class.

Games with songs

Sing and respond

Provide a few students with one word they have to remember. (The words should come from the song 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 self-made word cards 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 for which you can prepare simple costumes or props. Teach students to show the content of the song 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.

Alternative bingo

Ask each pupil 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.

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 to one another and name words from a vocabulary set. The ball shouldn't be caught when somebody says the 'forbidden' word (previously agreed), e.g. *lemonade* if the vocabulary set is food. 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. A set of ready-made picture charades cards can be found on page 285.

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 to 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.

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. A set of ready-made picture charades cards can be found on page 285.

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.

Shadowing

Students follow the audio they hear with its written form at the same time as moving their mouths (lips, tongue, etc.) and sub-vocalising. In this way, they are practising moving their mouths to make the right shape at the right speed, but are not making a noise; this is the silent version. This re-uses texts to work on pronunciation, but only when overall meaning has been understood. The technique can also be used with vocalisation, where students carry out shadowing the intonation and rhythm. I was first made aware of it in the early 1990s but it is having a renaissance as a useful strategy for young learners.

Ghost Writing

Students write letters or words in the air with their whole arm.

Backs to the board

Students work in two or three teams, with one student (the player) from each standing with their back to the board, facing their team members. The teacher writes a word, phrase or drawing which players are NOT allowed to look at. The teams need to find ways to make their player say the target expression/words correctly, and can use any way of doing this, e.g. defining, explaining, miming, giving clues (it's got seven letters, it starts with the letter before B, it sounds like X, etc.). If noise levels get too high, have students whisper instead, or pass the talking stick/microphone so only one team member speaks at a time.

Mill drill

The class work in two halves, where one has a question or statement that needs a response. The activity takes place with students mingling, walking (with a slip of paper on which they have written down a prompt) around to collect answers/responses, before changing roles.

Concentric circles

Students work in two circles to carry out a role play or Q & A or short exchange. The inner circle (standing or sitting) of students turn around to face the other students in the outer circle, who move around at the teacher's instruction. In this way they rehearse, repeat and practise the TL in a controlled way, with different partners.

Don't say it!

Students work in teams or pairs or as a whole class. The aim is to describe a word or phrase without naming it for another student or team or the class to name. The ready-made picture and word charades cards on pages 285 and 286 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 287, which also include words students have to avoid when describing the answer.

Charades

Students work in groups or as a whole class to mime out target vocabulary words or expressions for their team to identify. A set of ready-made charades cards can be found on page 286.

Picture Pair Dictation

Students describe and draw, using any picture from the book, or a drawing they have made (e.g. the furniture in their room). One describes, the other draws. They should work without being able to see the drawing or the picture (e.g. opposite or back to back). Afterwards, they compare and spot the differences. Students then change roles. Encourage communication in English with questions to check, e.g. *on the right or the left of ...?*

New neighbours

1 Watch or listen and read.

1

Look, a new family is moving in next door!

I think that boy likes playing football and tennis.

2 Great! I like football! But I don't like tennis.

He likes swimming, too! Is that his canoe? Maybe he likes canoeing.

3 Hi! I'm Ash! Well, my name's Ashok, but everyone calls me Ash. Are you my new neighbours?

4 I'm eight and Lottie's nine. How old are you? I'm nine.

Yes, we are! I'm Lottie, and this is my sister, Lois.

Where are you from? I'm from Melbourne, in Australia. I'm Australian!

5

What pieces of furniture can you see? Which room do they belong in?

Welcome to Barhaven, Ash!

4 four

What pieces of furniture can you see? **a sofa, an armchair, a chair, a lamp, a table**
Which room do they belong in? **dining room, living room**

Unit objectives

Talk about hobbies, where people are from and their nationality. Learn the numbers 1-100

Language

Vocabulary	Countries <i>Australia, France, Germany, Spain, the UK, the USA</i> Nationalities <i>American, Australian, British, French, German, Spanish</i> Hobbies <i>canoeing, going shopping, playing basketball, playing football, playing table tennis, playing tennis, reading, swimming</i>
Grammar	Revision of <i>to be</i> and <i>like</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–3)

Social and civic competences: learn to be creative (L. 1 and 2)

Cultural awareness and expression: raise awareness of cultural similarities and differences in age and origin (L. 1)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–3) using: previous knowledge (L. 1–3); following instructions (L. 1–3); personalisation of language learnt (L. 1–3)

21st Century Skills for Learning and Innovation

Critical thinking	Remembering information (L. 1 –3); Reflecting on learning (L. 1 and 2)
Creativity	Roleplay (L. 1); Storytelling (L. 1); Writing a riddle (L. 3)
Communication	Discussing a story (L. 1); Talking about yourself (L. 1 and 2); Discussing a riddle (L. 3)
Collaboration	Acting out (L. 1); Groupwork (L. 1–3); Pairwork (L. 1–3)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)

Countries and nationalities

Objectives

- **Lesson aims:** to talk about countries and nationalities
- **Target language:** *Australia/Australian, France/French, Germany/German, Spain/Spanish, UK/British, USA/American*





Materials

- sheet of A4 paper per pair
- sticky notes
- stopwatch/timer (real/on the Pearson English Portal)

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Listening:** Can understand main information when people introduce themselves (e.g. name, age and origin) (GSE 19).
- **Speaking:** Can talk about furniture and rooms using simple language (GSE 32). Can act out parts of a picture story using simple actions and words (GSE 30).


Assessment for Learning

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

Starting the lesson

- Introduce yourself. Say *Hello, everyone! I'm (name), I'm from ... in ...*
- Write *What's your name and where are you from? I'm (name), I'm from ... in ...* on the board.
- Have ss introduce themselves to their partner.



Presentation


-  Explain that in this lesson ss will meet some new children and will learn about countries and nationalities. On the board write *Where's s/he from ...? S/he's from ... S/he's ...*

Practice


Pupil's Book

1 S1 Watch or listen and read.

- Refer ss to page 4. Give ss time to look at the pictures.
-  Play the audio or the animation. Have them follow the dialogue silently using the Shadowing technique.
- Check comprehension. Ask *What's the boy's/girl's name(s)? How old is Ash/Lottie/Lois? Where's Ash from?*
-  Pick up the stopwatch. Explain to ss they will have to work within a time limit. Appoint a timekeeper and decide on a time.

-  Give one sheet of paper to each pair. They collaborate to draw a simple outline of a house and the furniture they see in the story, putting it in the correct room.
- Pairs name the furniture and compare with another pair.

Extra activity Communication

-  Challenge ss to retell the story to their partner.

2 Read and circle *True or False*.

- Have ss read 1-6. Ss find and circle the correct answers.
- Check answers as a class.

Diversity


Challenge

- Ss write two extra sentences for their characters on sticky notes to stick on the correct frame. They include them in their role play.

Support

- Ss choose one sentence from each frame to write out. Read the sentences slowly, with ss tracking the words. They can act out their sentences.

3 Act out the story.

-  Play the audio again. Then Ss act out the story in groups. Each student has a role.

4 S2 Listen, point and repeat.


- Have ss look at the world map. Ask them if they know, and what they know about, any of the countries named.
- Play the audio and have ss point and repeat the words as they hear them.

5 S3 Listen and number.

- Have ss listen and elicit the first answer to demonstrate the task.
- Ss find the correct picture and write the number.

Man: Hello, everyone! What's your name and where are you from?
Boy 1: I'm Jimmy. I'm from Australia. I'm Australian.
Man: How about you?
Girl 1: Hi, my name's Emily. I'm from the UK. I'm British.
Man: And you? Where are you from?
Girl 2: I'm Carla. I'm from the USA. I'm American.
Man: Hello! Where are you from?
Boy 2: Hi, my name's Pedro. I'm from Argentina. I'm Argentinian.
Man: How about you?
Girl 3: I'm Zeynep. I'm from Turkey. I'm Turkish.
Man: What's your name? Where are you from?
Boy 3: My name's Jin. I'm from China. I'm Chinese.

6 Choose a picture. Then ask and answer.

-  Elicit *Where's s/he from ...? S/he's from ... S/he's ...*. Demonstrate the task first, then have ss work in pairs.

Activity Book

1 Look and match.

- Ss complete the activity individually, then in pairs, using *Who's this?*

Answer key 2 c, 3 a

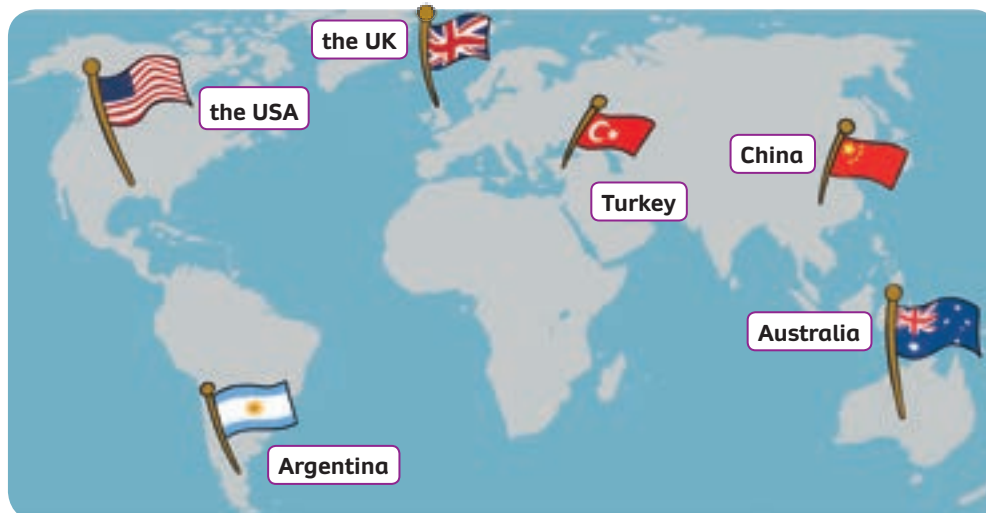


2 Read and circle *True* or *False*.

- 1 Lottie and Lois are sisters. True / False 4 Lottie likes tennis. True / False
 2 Ash lives next door. True / False 5 Lois is nine. True / False
 3 Lottie doesn't like football. True / False 6 Ash is Australian. True / False

3 Act out the story.

4 Listen, point and repeat.



5 Listen and number.



6 Choose a picture. Then ask and answer.

Where's she from?

She's from the UK. She's British.

five 5

2 Draw and describe yourself.

- Ss work individually, then check in pairs.

3 Look and write the countries.

- Ss work individually, then check in pairs.
- Using the Lollipop stick technique, have ss spell answers as you write them on the board.

Answer key 2 the UK, 3 Argentina, 4 Australia, 5 Turkey, 6 the USA

4 Look at Activity 3. Read and write the nationalities.

Answer key 2 American, 3 British, 4 Australian, 5 Turkish, 6 Argentinian

5 Write about your flag and your nationality.

- Ss work individually, then check in pairs.

Finishing the lesson

- Have ss work in pairs taking turns describing the pictures in 5 using *S/he's ...* (age) *S/he's from ...* (country/city) *S/he's ...* (nationality) for their partner to guess. Focus on correct usage of *s/he*.

Hobbies

Objectives

- **Lesson aims:** to talk about hobbies and to review *like*
- **Target language:** *animals, arts and crafts, building machines, canoeing, dancing, going shopping, listening to music, playing basketball, playing football, playing table tennis, playing tennis, reading, swimming*





Materials

- Enlarged copy of picture in 3, with items cut out



Global Scale of English (GSE)

- **Speaking:** Can describe someone's likes or dislikes in a simple way (GSE 29). Can express basic likes and dislikes in relation to familiar topics (GSE 29).
- **Listening:** Can understand simple expressions about likes and dislikes in short stories or dialogues (GSE 31).


Assessment for Learning

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

Starting the lesson



-  Have ss work in small groups to mime a hobby to guess.
-  Encourage ss to start a diary with questions about their learning and notes on challenges and successes.

Presentation

-  Explain that in this lesson ss will learn to talk about hobbies and freetime activities.



Practice

Pupil's Book

- 1  **Look at the picture on page 4 again. What does Ash like doing? Tick (✓).**
 - Ss point to Ash. Ss tick the correct pictures.
 -  Using the Thumbs up/down technique, ask *Did you find what Ash likes doing?*

Extra activity Critical thinking

- Have ss decide which three hobbies are the best/healthiest/most sociable and why.


- 2  **S4 Listen. What doesn't Ash like doing?**
 - Ss listen and point to the hobbies as they hear them.
 -  Ss listen again, using thumbs up for what Ash likes, and thumbs down for what he doesn't like.

- Lottie:** Do you like playing sports, Ash? You've got a lot of sports things in those boxes!
- Ash:** Yes, I do! I love playing sports. I like playing football and tennis. I play every day after school.
- Lottie:** Oh really? I like playing football! I like playing basketball, too. What else do you like doing?
- Ash:** I love water sports, like canoeing and swimming.
- Lottie:** I like swimming, too.
- Ash's dad:** Ash, come on! We need to go shopping!
- Ash:** That's something I don't like! I don't like going shopping with my dad!

- 3  **Look at Lois and Lottie's room. What do they like? Look at the table and tick (✓).**


- Check ss know which side of the room is Lois' and which is Lottie's.
- Ss tick the right name in the table.
- Elicit answers as a class. Have ss point to evidence.

- 4  **Tell your partner. What do you like doing? What don't you like doing?**


- On the board write *I like ... I don't like ... Me, too!*
-  Ss look at the table and picture in 3. Ask some ss what they like/don't like doing. Ss ask each other in pairs.

Diversity


Challenge

-  **True or False?** Ss write two false and one true statement about their hobbies for the class to guess the truth.

Support

-  Have ss work in mixed ability pairs and rehearse after drawing or writing their answers.

Extra activity TPR

-  Create 16 wordcards, one for each of the eight activities from 1, one card with a smiley for *like* and the other with a sad face for *don't like*. Split the class into two groups. Elicit volunteers to mime the activity.
- Elicit *He/She likes ... or He/She doesn't like ...* from the first student to raise their hand.

Activity Book


- 1 **Complete the crossword.**

- Ss work individually and check in pairs.


Answer key 2 FOOTBALL 3 TABLE TENNIS, 4 CANOEING, 5 BASKETBALL, 6 TENNIS, 7 READING, 8 SWIMMING

Diversity


Challenge

-  Ss play *Taboo* in small groups taking turns to describe/mime 1-8 without saying the hobby.
- Ss write the answers in the crossword.

Support

-  Have ss work in mixed ability pairs or trios. One says the number across/down and how many letters. The other s(s) match words and pictures, count the letters and write the answers.

- 2  **S5 Listen and match.**

-  Do 1 together. Have ss ask and answer about each picture in pairs, using *What does s/he like/not like?*

1 Look at the picture on page 4 again. What does Ash like doing? Tick (✓).

- | | | | |
|---|---|--|---|
| 1 <input checked="" type="checkbox"/>
canoeing | 2 <input type="checkbox"/>
reading | 3 <input type="checkbox"/>
playing table tennis | 4 <input checked="" type="checkbox"/>
playing football |
| 5 <input type="checkbox"/>
going shopping with his dad | 6 <input checked="" type="checkbox"/>
playing tennis | 7 <input type="checkbox"/>
playing basketball | 8 <input checked="" type="checkbox"/>
swimming |



2 Listen. What doesn't Ash like doing?
going shopping with his dad

3 Look at Lois and Lottie's room. What do they like? Look at the table and tick (✓).

Lottie's room = room of Lottie



	Lottie	Lois
1 animals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 arts and crafts	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 playing football	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 building machines	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6 listening to music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7 dancing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 swimming	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4 Tell your partner. What do you like doing?
What don't you like doing?

I like ...

Me, too!

I don't like ...

6 six

Answer key 1 ⊗ b; 2 ⊙ e, ⊗ a; 3 ⊙ f, ⊗ c; 4 ⊙ b, ⊗ d

- 1 Boy 1:** Hi, I'm Joe. I like playing tennis with my friends, but I don't like canoeing. I can't swim very well!
- 2 Girl 1:** Hi, my name's Maria. I like reading books, comics, poems ... everything! But I don't like going shopping. It's boring!
- 3 Boy 2:** Hello. I'm Theo. Something I like ... Yes, I like swimming, but I don't like playing basketball. I never play basketball!
- 4 Girl 2:** Hi, I'm Sasha. I like canoeing very much. It's fun! And something that I don't like ... Hmm ... I know! I don't like playing tennis.

3 Look at Activity 2 and complete the sentences. Then write about yourself.

- Ss work individually, then check in pairs.

Answer key 1 canoeing; 2 reading, like going shopping; 3 likes swimming, doesn't like playing basketball; 4 likes canoeing, She doesn't like playing tennis; 5 like (... ing), I don't like (... ing).

Finishing the lesson

- Ask ss to make a crossword for a friend to complete.
- Ask ss to reflect on what was easy and difficult today.

Numbers

Objectives

- **Lesson aims:** to ask and answer about numbers
- **Target language:** 1-100





Materials

- fly swats
- sheets of A4 paper, enough for each student
- counters or small pieces of paper for *Bingo!*


Global Scale of English (GSE)

- **Reading:** Can read cardinal numbers up to ten written as words (GSE 12). Can recognise cardinal numbers up to 100 written as words (GSE 23).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can use cardinal numbers up to 100 (GSE 28). Can recite a short, simple rhyme or chant (GSE 16).


Assessment for Learning

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

Starting the lesson

-  Have ss work in three or four teams, with one student from each at the board, facing the class.
- Write up one of the numbers from page 7 and play *Backs to the board* (hands up version) asking teams to give clues as sums, e.g. *twenty and (or plus) five is (or equals)...*


Presentation

-  Explain that in this lesson ss will learn (or revise) how to count from 1 to 100.


Practice

Pupil's Book

1 Look at page 4. Can you find any numbers in the picture?


-  Ss work in pairs.
- Check answers as a class.

2 S6 Listen, point and repeat.

- Point at each number and say it in English. Have ss repeat after you.
-  Using the Lollipop stick technique, bring two ss to the front of the class and give them a fly swat. Tell ss they will play a game.
- Explain that you will say a number and the first student to swat the word on the board wins.
- Continue for a few rounds.

Man: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty

3 S7 & S8 Listen and chant.


- Have ss stand up and use their hands/fingers to represent the numbers they hear, by moving them up and down and pushing the air as they listen to the chant.
-  S7 When ss feel confident, play the karaoke version. Ask ss to sing and move their hands and fingers as they chant.

4 S9 Listen and write the number.

- On the board write a *plus*, a *minus* and an *equals* symbol.
- Model 1 and do it together on the board.

- 1 What number is it? Thirty plus five minus seven equals ...
- 2 What number is it? Sixty minus fifteen plus three equals ...
- 3 What number is it? Forty-four plus six minus five plus twenty equals ...
- 4 One hundred minus thirty plus seven equals ...

5 Write three more riddles for your partner. Ask and answer.

-  Have ss work in pairs. Make sure ss swap roles.

Extra activity TPR

- Have ss form two lines facing the board. Hand the ss at the front of the line the fly swat. Explain that ss will now do the activity as a game.
- The first student to swat the number hands the fly swat to the next student and goes back to their seat.
- The team cannot move if their leader hasn't found the correct number. The team that has all its players sitting down first wins.


Activity Book

1 Match the numbers.

- Ss work individually and then check in pairs.


Answer key 67 sixty-seven, 26 twenty-six, 99 ninety-nine, 82 eighty-two, 35 thirty-five

2 Write the missing numbers in words. Then write your own sequence.

- Display 1 on the board. Ask ss to tell you what sequence they see (*counting up in 10s*).
- Ss work individually or in pairs.
-  Have ss ask and answer about 1-6 in pairs/fours (*counting up/down in...*).


Answer key 2 twenty-six, 3 fifteen, 4 eighty-nine, 5 fifty-three

3 Write the numbers in words.

-  Have ss complete the activity in pairs, taking turns to dictate the correct spellings.

Answer key 2 twelve, 3 twenty-nine, 4 sixty-three, 5 one hundred, 6 seventy-seven

4 Follow and solve the riddles. Write the numbers in words.

-  Have ss complete the activity in pairs, taking turns to dictate the correct spellings.

Answer key nineteen, forty, thirty-three



1 Look at page 4. Can you find any numbers in the picture? 47, 21, 25

2 Listen, point and repeat.

10 ten	20 twenty	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty
90 ninety	100 one hundred		

21 twenty-one	22 twenty-two	23 twenty-three
24 twenty-four	25 twenty-five	26 twenty-six
27 twenty-seven	28 twenty-eight	29 twenty-nine
	30 thirty	

3 Listen and chant.

4 Let's count from one to ten!
One, two, three, four, five, six, seven, eight, nine, ten!

15 Let's count from eleven to twenty!
Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty!

8 Let's count in tens!
Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred!

26 Let's count from twenty to thirty!
Twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty!

4 Listen and write the number.

plus minus equals

What number is it?
Thirty plus five minus seven equals ...

- 1 twenty-eight
- 2 forty-eight
- 3 sixty-five
- 4 seventy-seven

5 Write three more riddles for your partner. Ask and answer.

seven **7**

Extra activity Communication

- Draw a blank template on the board for ss to copy, with three rows and three columns.
- Have ss work in small groups to fill a bingo board with different numbers from 1–10 in words or numbers.
- When a number is called out, it can be covered with small paper squares. When a line of three is made (across or down), ss stand up and say *LINE!* When the whole nine squares are covered, ss stand up and shout *BINGO!*

Finishing the lesson

- Give each student half a sheet of A4 paper. Ask ss to create their own riddles for the other ss to complete. Ss then ask and answer about their riddle.

1

New school

- 1  How many lessons can you see? **eight**
How many school words do you know?



What doesn't belong in the picture? How many hobbies can you find?

8

eight



What doesn't belong in the picture? **the dog**
How many hobbies can you find? **football, tennis, playing music, playing in the park, reading**

Unit objectives

Talk about school subjects, people and places in school

Language

Vocabulary	School subjects, people and places in school <i>Art, dinner lady, English, headteacher, ICT, Maths, Music, Natural Science, PE, science lab, Social Science, Spanish</i> Adverbs of frequency <i>always, at the weekend, every day, never, often, once a week, sometimes, three times a week, twice a week</i>
Grammar	Present simple with dates and time Adverbs of frequency
Functions	Making arrangements <i>Do you want to play football tomorrow morning?</i>
Pronunciation	/iç/

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–9)

Mathematical, science and technological competences: order to complete a task (L. 2, 6 and 9)

Digital competence: use eText Basic (L. 1–9)

Social and civic competences: learn to be creative (L. 1–4); learn to talk about school subjects you like and dislike (L. 1–5 and 9)

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. 1–9); use previous knowledge (L. 1); follow instructions (L. 1–9); personalisation of language learnt (L. 4, 5, 7–9)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 8); Problem solving (L. 8); Logical thinking (L. 1); Defining and describing (L. 3, 4 and 6); Finding information (L. 1, 2, 3, 4, 5, 6, 7 and 9); Planning (L. 6); Reflecting on learning (L. 1–9)
Creativity	Create a list of crazy activities (L. 4)
Communication	Describing likes, dislikes and differences (L. 1, 4, 5 and 6); Writing and answering questions (L. 3); Comparing (L. 5); Challenge game (L. 9); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 18; Activity Book p. 14
- Unit 1 Extra practice: Activity Book p. 15
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL
- Unit 1 Test

External exams

Pupil's Book

A1 Movers Reading and Writing Part 6 and Listening Part 2

Activity Book

A1 Movers Reading and Writing Part 4

Vocabulary

Objectives

- **Lesson aims:** to talk about school subjects, people and places in school
- **Target language:** *Art, dinner lady, English, headteacher, ICT, Maths, Music, Natural Science, PE, science lab, Social Science, Spanish*





Materials

- small pieces of paper
- some large sheets of poster paper
- Resource 1A

Global Scale of English (GSE)

- **Speaking:** Can ask and answer simple questions to express basic likes and dislikes in relation to school subjects (GSE 29). Can repeat single words if spoken slowly and clearly (GSE 18). Can talk about school subjects using simple language (GSE 34).
- **Writing:** Can write simple basic sentences about other people's likes (GSE 31).


Assessment for Learning

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

Starting the lesson






- Draw a place or person in the school on the board. Have ss guess where or who it is.





Presentation

-  Explain that in this lesson ss will learn to talk about subjects, people and places in school.


Practice

Pupil's Book

- 1  **How many lessons can you see? How many school words do you know?**
 - Refer ss to page 8.
 - Check answers as a class. Have ss point to the correct part of the picture.
 -  Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together. Ss answer the questions in pairs and compare with a different partner. Check answers as a class.
- 2  **1.1 Listen, point and repeat.**
 -  Have ss listen and point silently first as a race in pairs.
 - Ss listen again individually, then point and repeat.
 -  Ss test each other in turns by pointing at the pictures to elicit the right answer.

- 3  **Look for the words from Activity 2 in the picture on page 8. Write the missing word.**
 -  Ss work in pairs to complete the activity. Ask for feedback, using the Lollipop stick technique.
 - Ask a student to write the missing word on the board to check as a class.
- 4  **Sort the words from Activity 2. What other words can you think of? Add them to the table.**
 - Ss copy the table into their notebooks and work individually.
 -  Ask ss to check each other's work for correct spelling.
 - Ask ss to spell their words and add these to the board, correcting where needed.

Extra activity Fast finishers

-  In small groups, ss copy out the key vocabulary onto small pieces of paper, one word on each, so they have a set per group.
- Have ss add other words related to school (other subjects, places, people, etc.).
- Have ss swap sets. Then they group the pieces of papers to make as many categories as they can. The group with the most categories wins.

- 5  **Ask two partners. Write a sentence about each partner.**
 - Practise the pronunciation and polite intonation of the questions as a class.
 -  Ss complete the activity, stand and ask two or more ss as a mill drill, or in small groups in concentric circles.

Diversity


Challenge

- Ss write an extra question and sentence.


Support

- Have ss write down their questions.

Extra activity Critical thinking

-  Have ss work together in small groups to create a bar chart, a pie chart or another graphic representation of everyone's answers to represent the most/least popular subjects in the class. Draw and colour these on poster paper. Ask groups to present their posters to the class, describing what they show.

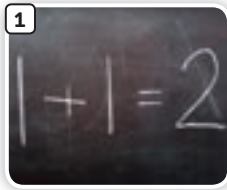
Activity Book

- 1  **Look at Pupil's Book page 8 and complete the sentences.**
 - Ss work individually and check in pairs.

Answer key 1 football, tennis; 2 playing, slide; 3 science lab
- 2 **Complete the crossword.**

Answer key 2 MATHS, 3 SCIENCE LAB, 4 SOCIAL SCIENCE, 5 DINNER LADY, 6 ICT, 7 ENGLISH, 8 NATURAL SCIENCE, 9 MUSIC, 10 SPANISH, 11 PE, 12 ART

2 Listen, point and repeat.



Maths



Natural Science



Spanish



English



Social Science



PE



ICT



Art



Music



science lab



headteacher



dinner lady

3 Look for the words from Activity 2 in the picture on page 8. Write the missing word. **Spanish**

4 Sort the words from Activity 2. What other words can you think of? Add them to the table.

School subjects	People	Places	Things
<i>Maths</i>	headteacher dinner lady	science lab	
Social Science, Natural Science, Spanish, English, PE, ICT, Art, Music			

5 Ask two partners. Write a sentence about each partner.

What subjects do you like? What's your favourite subject?

I like Maths and ICT, but Music is my favourite subject.

- Natalia likes Maths and ICT.*
- Her favourite subject is Music.*

3 Look at Pupil's Book page 8 and write the words.

- Ss work individually and check answers as a class.
- Answer key** 2 PE, 3 Social Science, 4 Maths, 5 ICT, 6 Natural Science
- Check ss understand the *I'm learning* box and give each a sheet of A4 paper.
- Ask ss to work individually to write their own definitions.
- Ss create their own blank crossword for a partner to complete.

Finishing the lesson

- Tell ss to close their books and give them one minute to remember the 12 new words. Ask them to write them down.
- Ask *How many words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly? What can you do to remember them?*



- 1 **Before you read** How many school words can you find in the story?
- 2 ^{1,2} Watch or listen and read.

1 Don't worry. You're in my class, so I can show you around. Let's go to the school office first. Lessons start in 10 minutes.

Yes, it is. But I'm really nervous!

It's great that we're at the same school!

See you later!

2 That's the science lab. We have Science at 10 o'clock on Mondays and Wednesdays. Science is my favourite subject!

3 This is the canteen. We always have lunch in here. The dinner ladies are really nice.

This is our headteacher, Mr Morgan.

4 Welcome to Parkside, Ash!

5 That's the Music room. We have Music there once a week. It's great.

6 Everybody, this is Ash. He's from Australia and it's his first day today at Parkside Primary School.

10 ten

text - school, class, school office, lessons, science lab, Science, subject, canteen, dinner ladies, headteacher, Music room, Music, Primary school
 images - books, pupils, pen, pencil, paper, PE, book-bags, school, classroom, teacher(s), dinner lady, headteacher, school building, canteen



3 What's the problem with Bo? Go to page 131 to find out.
Bo is magnetic.



4 **After you read** Number the sentences in the correct order.

- | | | | |
|----------------------------------|---|------------------------------|---|
| a There's a loud noise. | 5 | b Ash meets his new class. | 4 |
| c Lottie shows Ash the school. | 2 | d Everyone meets Bo. | 6 |
| e The children arrive at school. | 1 | f Ash meets the headteacher. | 3 |

5 Look at Activity 4 again and retell the story.

The children arrive at school. Then ...

6 Act out the story.

Story

Objectives

- **Lesson aims:** to listen, read and act out a story about a new school
- **Target language:** revision of school subjects





Materials

- one or two strong magnets
- magnetic classroom objects
- A3 paper, one per group of four
- coloured, crayons or pencils, enough for groups of four
- True/False response cards
- Resource 73


Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Speaking:** Can briefly say what they think will happen next in a simple story or play (GSE 42). Can retell a familiar story, given prompts or a model (GSE 37). Can act out parts of a picture story using simple actions and words (GSE 30).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique; Traffic light cards technique; True/False response cards technique
-  Peer learning: groupwork; pairwork; Think-pair-share technique
-  Independent learning: Portfolio; Summative questions technique

Starting the lesson

-  Play *Taboo!* Ss describe or mime a school subject, place or person for other ss to guess.

Presentation

-  Explain that in this lesson ss will read and talk about the first day at a new school, and revise vocabulary from the last lesson.

Practice

Pupil's Book


1 Before you read How many school words can you find in the story?

- Ss work individually and check in pairs.
- Check answers as a class by having ss point to the correct part of the picture.

2 1.2 Watch or listen and read.

- Play the audio or the animation.
- Check comprehension. Ask *Why can Lottie, not Lois, show Ash around? (They are in the same class.) What is going on in the ICT room? (Bo is malfunctioning.)*

Extra activity Communication

-  Using the True/False response cards technique, ss write true and false statements about the story. The class then responds to these.


3 What's the problem with Bo? Go to page 131 to find out.

- Ask ss to guess as a class. Ss find the answer. Demonstrate with a real magnet and teach the words *magnet (n)/magnetic (adj)*.


4 After you read Number the sentences in the correct order.

- Have ss write the sentences in their notebook in the correct order, then check in pairs. Write the key on the board.

5 Look at Activity 4 again and retell the story.

-  Ask ss to work in small groups and stand or sit in circles around the classroom.
- Ss have one copy of the Pupil's Book and take it in turns to retell the story. They pass around a pencil (or 'story-stick') so that only the person holding it can speak.

6 Act out the story.

-  Divide ss into groups. Allocate a role to each student (Mr Morgan, teacher, Ash, Lottie, Lois, Bo, two or three other ss).
- Working in different parts of the room, using one book to help, ss act out the story silently (like an old silent film). Ask them to do it at a slow speed, then faster.
- When ss are comfortable with the actions, include the dialogue.

Diversity

Challenge

- Ss imagine and create the next scene in a cartoon format.

Support


- Ss draw and cut out speech bubbles, write their lines in different ones, and glue each to lollipop sticks, writing the number on the back. These ss might have non-speaking roles and hold up the speech bubbles in the silent film the other ss act out (above).

Extra activity Critical thinking

- Ss design their own AI robots on paper to present. Ask *What super science powers do they have?*


Activity Book

1 After you read Look, read and complete.

-  Use the Traffic light cards technique to check ss understand what to do.

Answer key 2 teacher, 3 ICT, 4 Bo

2 Read the story again. Tick (✓) the rooms which Lottie shows to Ash.


- Have ss do the activity individually.
-  Ask ss to answer, using the Lollipop stick technique, while other ss hold up traffic lights cards to express their agreement or doubt (orange=? I'm not sure, red=✗ I think that's wrong, green=✓ I think that's right).

Answer key canteen, headteacher's office, Music room

3  **Complete the sentences. Can you remember the flag? Where is Ash from?**


- Ss complete individually and check answers in pairs.
Answer key Australia, Australian

4 **Values Read and tick (✓). How do you help new friends?**


-  Use the Think-pair-share technique to decide which are helpful and why.

Answer key 1, 4

Extra activity Collaborative work

-  Ss work together in small groups with a sheet of A3 paper and coloured pens for each.
- Ss create a poster to show both helpful (kind) and unhelpful (hurtful) behaviours (e.g. bullying, or excluding other pupils, not sharing, etc.). Ss participate in a gallery walk.

Finishing the lesson

-  Ask ss what they remember from the story and what they have learned.

How to work with stories

Stage 1 - Before listening to the story

First, talk to ss about the characters appearing in the story and about the places in which they appear. Ask ss what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise all ideas, but do not correct them and do not explain too much. (In a moment ss will listen to the recording and check if they were right). Focus more on what occurred in the story than on the language itself. First, ss will understand the story as a whole, then they will remember the vocabulary used in the story.

Stage 2 - Listening to the story

At this stage remember to encourage ss to compare their previous ideas with what actually happened in the story. Play the recorded story and ask ss 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 ss a few questions about it to make sure that they understood what happened. When answering, ss additionally practise and consolidate the previously introduced language material.

Stage 4 - Acting out

After having listened to the story a few times your ss should be ready to act it out. Ss 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 ss to repeat them each time.

Next, you may divide ss 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, ss quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

Suggested exercises

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

CLIL Link

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

It is Ash's first day at Parkside. The teacher is introducing him to his new classmates when a loud noise comes from the ICT classroom, where Lois is having class. She is fine, but she has created a robot, Bo. Bo has a magnet inside and is attracting all the metallic items that are inside the classroom.

To explore the concept of magnetism further, you can use Resource 73.

Grammar

Objectives

- **Lesson aims:** to talk about school lessons with days and times
- **Target language:** Present simple *to have + on (day) Mondays, Tuesdays, Wednesdays, Thursdays, Fridays / at (1 o'clock)*; prepositions of time: *on, at*; revision of school subjects

Materials

- Sheets of A4 paper, enough for each pair of students
- Resource 10A

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can understand the information in a simple school timetable giving days and times of classes (GSE 27).
- **Listening:** Can recognise basic time words (e.g. days, months) in simple phrases or sentences (GSE 25).
- **Speaking:** Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar) (GSE 31). Can answer simple questions about their daily activities or routines, given a model (GSE 29).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light cards technique
- Peer learning: groupwork; pairwork; Think-pair-share technique
- Independent learning: Summative questions technique

Starting the lesson

- Have ss draw a school subject and hold their drawings up for the other ss to guess.

Presentation

- Explain that in this lesson ss will learn to talk about when they study which school subjects.

Practice

Pupil's Book

1 Look back! Tick (✓) the sentence in this picture.

- Ss look at pages 10 and 11 to find the answer.
- Ss answer the question individually and check with a partner.
- Check answers as a class by having ss point to the correct part of the picture.
- **Extension** Ask ss to look at pages 10 and 11. Read out sentences with the target language and prepositions of time in them in random order, and ask ss to find them in the story.

Extra activity Critical thinking

- Ss decide which is the most important for their future, Music, ICT or Natural Science, and say why.

2 1.3 Listen and repeat.

- Write the sentences from the grammar box on the board.
- Ask two different ss to go to the board and underline the verbs in the sentences and mark them +, - or ?.
- Play the audio. Ask ss to listen and move their hands in the air to show the intonation.

3 Read Lottie's timetable and circle.

- Check ss know what the subjects and times are with a memory quiz. Give them one minute to memorise the table. Then ask the questions from 3.
- Ss write the correct sentences on a piece of paper.
- Ask a student to write their sentences on the board to check as a class.

4 Think of two more questions about the timetable. Then ask and answer with your partner.

- Check ss understand with the Traffic light cards technique.
- Ss work in pairs to prepare, write and practise their questions.
- Have ss ask and answer in groups.

5 Answer the questions.

- Ss work in pairs, with a pen as a microphone, acting as TV/radio reporters.

6 Student A: Activity Book, page 123.

Student B: Activity Book, page 127.

- Assign ss Student A or Student B and ask them to find the correct page in their AB, and sit either back to back or face to face.
- Ss work together to complete the timetable and fill in the missing lessons with information they find out by asking and answering questions, e.g. *When do we have ...? We have ... on ... at ...*

Diversity

Challenge

- Ss design and create a Friday timetable to present to the class.

Support

- Ask ss to work in small groups to write their questions.

Extra activity TPR

- In groups, ss design a different *Bingo!* Monday timetable, using the one in 3 as a template.
- In turns, ss read out times and subjects. If they have the same subject at the same time, they stand up and shout 'Bingo!'

Activity Book

1 1.4 Listen and tick (✓).

- Ss play *I Spy* with the pictures in small groups, *I spy with my little eye something beginning with c! Is it a computer/clock ...?*
- Have ss do the activity individually and check answers in pairs.

Answer key Pauline: ICT, 01:00; Emma: Wednesday, Maths, 10:30

Girl 1: Hello. I'm Pauline. Today is Tuesday. I don't like Tuesdays because I have Spanish in the morning. I love Fridays! Yes, Friday is my

1 Look back! Tick (✓) the sentence in this picture.

- 1 We have Music on Tuesdays at 2 o'clock.
- 2 Lois has ICT today at 9 o'clock.
- 3 We have Science at 10 o'clock on Mondays and Wednesdays.



2 Listen and repeat.

I have Science at 11 o'clock.
 Ann doesn't have PE on Wednesdays.
 When do we have Maths?
 We have Maths on Tuesdays at 11 o'clock.

3 Read Lottie's timetable and circle.

Monday	
9-10	Maths
10-11	break
11-12	Natural Science
12-1	lunch
1-2	PE
2-2.30	break
2.30-3.30	English
4.30	swimming lesson

- 1 What time does Lottie have Maths on Mondays?
She has Maths at 11 o'clock / 9 o'clock.
- 2 What does she do at half past two?
She goes home / has English.
- 3 What does she do at half past four on Mondays?
She goes home / swimming.

4 Think of two more questions about the timetable. Then ask and answer with your partner.

When does she have ...?

5 Answer the questions.

- 1 When do you have Natural Science?
- 2 When do you have Music?
- 3 What do you do after school on Mondays?
- 4 What do you do after school on Fridays?



What do you do after school on Mondays?



I have a tennis lesson. What about you?

6 Student A: Activity Book, page 123. Student B: Activity Book, page 127.

12 twelve

favourite day at school because I have my favourite subject, ICT. It's at one o'clock and then we go home!

Girl 2: Hi! I'm Emma. I love going to school, but I don't like Thursdays! My favourite day is Wednesday! And I love Maths. I have it on Wednesday after English, at half past ten.

2 Look. Is it Pauline's or Emma's timetable?

- Ss work individually, then check in pairs.

Answer key Pauline's

3 Look at the timetable in Activity 2. Answer the questions.

- Ss complete in pairs, then discuss as a class.

Answer key 1 9.00 a.m., Wednesday, 1.00 p.m.; 2 11.30 a.m.; 3 at 12.00 noon; 4 Natural Science on Tuesday and Friday at 10.30 a.m.; 5 has PE on Tuesday and Friday at 11.30 a.m.

Extra activity Communication

- Work with ss to write the class timetable on the board. Pairs write down four or five questions like those in 3. Ss ask and answer their questions with another pair.

Finishing the lesson

- Ss reflect on what they found easy and difficult today.

Vocabulary and Grammar

Objectives

- **Lesson aims:** to talk about daily and weekly routines
- **Target language:** *always, at the weekend, every day, never, often, once a week, three times a week, twice a week*





Materials

- slips of paper
- Traffic light cards
- pieces of A4 paper, enough for each student
- Resources 1B, 10B, 19 and 28


Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a basic song from memory (GSE 22). Can answer simple questions about habits and routines (GSE 30).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Traffic light cards technique
-  Peer learning: groupwork; pairwork; Think-pair-share technique
-  Independent learning: Summative questions technique

Starting the lesson

- Play *Charades*. Have ss write or draw their favourite thing to do before or after school on a slip of paper. Set a strict time limit of one minute thinking/drawing time.
-  Ss work in small groups. Each group collects their slips of paper, and ss randomly choose a slip to mime the activity for the rest of the group to guess.



Presentation

-  Explain that in this lesson ss will learn to talk about how often they do activities.

Practice

Pupil's Book

1 1.5 Listen, point and repeat.


- Check ss know what the items mean with a quick-fire translation team game.
-  Ask ss to hold up Traffic light cards to peer check (orange =? I'm not sure, red = ✓ I think that's wrong, green = ✗ I think that's right).
- Ss complete the activity, pointing and repeating.
-  Ss practise again in pairs saying expressions at random for partners to point to.

2 1.6 & 1.7 Listen and sing.



- Ask *Who's singing? How do you know?* Ask ss to look at pronouns used: *she* (Ruby, the girl) and *I* (the boy).
- Play audio 1.6. Ss listen and see if they were correct (*The boy is singing about Ruby, who is too busy to play with him.*).

- Play the karaoke version of the song. Ss point at themselves when they hear *I*, shake their heads, frown and point away from themselves when they hear *she*, and waggle their finger/hand to show being cross.

Extra activity TPR

-  In two teams (one half represents Ruby, and the other, the boy), ss mime the activities of the child they represent in the song as they sing along. The two teams do different things at different times. To make it more challenging, teams should stay seated until their action comes up, then they stand and mime before sitting down quickly.


3 1.8 Listen and repeat.

-  Ask ss to look at the words coloured red and green. Use the Think-pair-share technique for ss to say what they represent. Red = what they do (verbs in Present simple), green = how often (frequency adverbs/adverbial phrases).
-  In pairs, ss choose - one is red (the verbs) and one is green (the frequency adverbs). As they listen and repeat, they raise a hand when they hear their colour.

Extra activity Critical thinking

- Ss decide on some activities that make a healthy, balanced, work/life week for a pupil of their age, a teenager and a pensioner and explain why.

4 In pairs, ask and answer.

-  Ss work in pairs with a pen as a microphone as TV/radio reporters.

Diversity


Challenge

- Ask ss to write sentences to report the answers.


Support

- First, model and ask ss to repeat the questions with the correct pronunciation. Elicit example answers from the class and write these on the board.

5 Write a list of crazy activities. Then ask and answer.

-  Ss work individually to make a list in their notebooks, then work in pairs to complete the activity.

Extra activity TPR

-  In groups, ss mime their crazy activities in turn for the others to guess. They choose the craziest one to perform for the whole class.

Activity Book

1 Find and write the words.

- Ss circle the letters to separate the words, then write them in the correct place.
- Ss work individually and check in pairs.

Answer key always, often, never

2 Read and match


- Ss work individually, then check in pairs.

Answer key 2 a, 3 b, 4 c, 5 d

1 Listen, point and repeat.

always		M T W Th F S Su ✓ ✓ ✓ ✓ ✓ ✓ ✓	every day	M T W Th F S Su ✓	once a week
often		M T W Th F S Su ✓ ✓ ✓ ✓ ✓	twice a week	M T W Th F S Su ✓	three times a week
sometimes		M T W Th F S Su ✓ ✓ ✓	at the weekend	M T W Th F S Su ✓ ✓	
never					

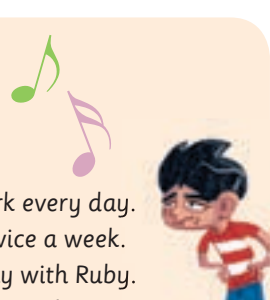
2 Listen and sing.



Ruby is so busy! Ruby is so busy!
I want to play with Ruby
But she's always so busy!

She plays tennis twice a week.
She plays the piano every day.
She goes swimming three times a week
And she never comes out to play!

Ruby is so busy ...



I do my homework every day.
I play football twice a week.
I have time to play with Ruby.
But she's always so busy!

Ruby is so busy ...

3 Listen and repeat.

I do my homework every day.

Ruby plays tennis twice a week.

She is always busy.

She always eats fish for lunch.

4 In pairs, ask and answer.

- 1 What do you do every day?
- 2 What do you do twice a week?
- 3 What do you never do?
- 4 What do you often do?
- 5 What do you always do?

I do my homework every day.

5 Write a list of crazy activities. Then ask and answer.

Every day: play for Manchester United
Three times a week: walk the tiger
Twice a week: swim to the Moon

What do you do every day?

I play for Manchester United every day!

3 Look at the diary and complete the sentences with the words from the box.

- Ss work in pairs, then check with another pair.
- Answer key** 2 always, 3 once a week, 4 sometimes, 5 twice a week

4 Write about yourself.

- Have ss complete the activity individually.
- Ask ss to share their work by swapping books and reading silently.
- Have ss report a similarity and a difference to another pair or the whole class.

Extra activity Fast finishers

- Ask ss to write their sentences on a sheet of paper and add small drawings and a border to illustrate their writing. Display these and ask the other ss to guess who wrote each.

Finishing the lesson

- Write *Today I have learnt ...* on the board and have ss complete the sentence in their notebooks.

Culture

Objectives

- **Lesson aims:** to learn about schools in the UK
- **Target language:** revision of vocabulary and grammar; *boarding school, book bags, building, forest school, primary school, uniform*





Materials

- A3 paper, coloured crayons, pens or pencils, enough for several groups
- UK map
- stopwatch (real/on the Pearson English Portal)
- Traffic light cards
- Resource 55

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 33).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Traffic light cards technique
-  Peer learning: groupwork; pairwork; Two stars and a wish technique
-  Independent learning: Summative questions technique; Three facts and a fib technique

Starting the lesson

- Draw a Venn diagram on the board. Label one side *same* and the other *different*. Refer ss to page 14. Ss look at the pictures only and suggest the differences and similarities they can see to their school. Help with vocabulary and note responses.

Presentation

-  Explain that in this lesson ss will learn about schools in the UK and draw a poster of their perfect school.
- Display a map of the UK. Ask ss if they can point to the different parts of the UK (England, Northern Ireland, Scotland and Wales) and any cities.

Culture notes

- In the UK pupils usually wear uniforms. The idea is to make all pupils feel equal, and not display inequality (e.g. those whose parents can't afford expensive clothes are not exposed).

Practice

Pupil's Book


1 Before you read How is a British school different from your school?

- Ss make one or two questions they want to know about schools in the UK, e.g. *What time does school start/finish?*

2 1.9 Listen and read.

- Ss find out answers to their questions if they are in the text.


Extra activity 21st Century Skills

-  Ss work in pairs using a child-friendly search engine (e.g. Kiddle, Swiggle, Kidrex, Safesearch Kids) to find answers to their questions in 1 that weren't in the text. Write the questions in the search engine. Use *primary schools UK* as key words with their questions. Ask ss to point out which results are ads (look for ad icons), and how these are different from the search results. Ask ss if the information listed in search engine results is necessarily true (*no*) and discuss why not (*paid content, incorrect information, lack of fact checking, etc.*).

3 After you read Activity Book, page 10.

- Ss turn to page 10 in the AB.

4 What's different from your school? Find three things. Then tell your partner.


-  Ss discuss in pairs. Encourage class feedback and discussion.
- **Extension** Internet search key words: *forest school UK, boarding school UK, primary school uniform UK*

Find out more! Watch the video.

- Tell ss they are going to watch a video and to watch carefully.

Diversity

Challenge





-  Ss write three facts and a fib about what's the same for their school. Present these to the class to spot the truths and the fib.

Support

- Ask ss to write down their questions, then check with their partner.

Project

Make a poster about your perfect school.

-  Divide ss into groups of six. Give each group a piece of A3 paper and coloured crayons, pens or pencils.
- Have ss choose from the following roles before they start: timekeeper, team organiser/boss, artist, language expert, journalist, reporter.
-  Check ss understand their role, first with the Traffic light cards technique. Then ask questions, e.g. *Who makes sure you complete in time? (timekeeper) Who makes sure everyone knows what to do, and helps the whole team keep on track? (organiser) Who makes the images and decides where they go? (artist) Who writes the words, and decides where they go? (journalist) Who checks the language with the teacher/language assistant? (language expert) Who presents our work? (reporter).*
- Ss make their poster.
- Ensure the reporter rehearses the class poster presentation with their group.
-  Use the Two stars and a wish technique for groups to give feedback about a peer.
-  Have ss copy and complete *I worked very well/quite well/not so well in this group as a (their role), because ...*

Schools in the UK

This is a primary school in the UK. The building is old.



The school day in the UK usually starts at 9 o'clock and finishes at about 3 o'clock.



Most British children wear school uniforms. At this school, the uniform is a red jumper, a white shirt and a grey skirt or trousers.

British children use book bags. Every day they take books home in their book bags. They read the books after school.



Some schools have an outdoor lesson once a week. This lesson is called Forest School. These children are building with sticks in their Forest School lesson.



Fun fact

At some schools, children sleep at school on weekdays, and go home at the weekend or only for holidays! This is called a boarding school.

1 **Before you read** How is a British school different from your school?

2 Listen and read.

3 **After you read**
▶ Activity Book, page 10.

4 What's different from your school? Find three things. Then tell your partner.

In British schools they finish at 3 o'clock. In my school ...

Find out more! Watch the video.

14 fourteen

Project

Make a poster about your perfect school.

- In groups, choose a name for your school.
- Write about your school:
 - Is the school building old or modern?
 - What time does the school day start and finish?
 - Do you wear a uniform?
 - Have you got a book bag?
- Draw your perfect school.
- Present your poster to the class.



Activity Book

1 Read and complete the puzzles with the words from the box.

Answer key 1 primary, uniform; 2 boarding, day; 3 Forest, building

2 After you read Match the sentence halves.

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

3 Complete. Then compare in pairs.

- Have ss write the reason why it is their favourite day.

Finishing the lesson

- Write One interesting thing in this lesson for me ... on the board and have ss complete the sentence in their notebooks. They read out their ideas to the class.

English in action

Objectives

- **Lesson aims:** to learn how to make arrangements
- **Target language:** *Do you want to (play football tomorrow morning)? Sorry, I can't. Sorry, I'm not free. What about (Monday)? Let's meet at ...*





Materials

- coloured pencils
- Resource 64


Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can make simple arrangements to meet or do something (GSE 36). Can say simple tongue-twisters and other types of playful language (GSE 27).


Assessment for Learning

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

Starting the lesson




- Write the Starter and U1 language on the board jumbled up.
-  Ss form three lines in front of the board. Say a category (e.g. *subjects, numbers*).
- The first person in each of the three lines must find a word and swat it. The fastest student wins and sits down. The winners are the first line to sit down.

Presentation

-  Explain that in this lesson ss will learn how to plan to meet up.
- Have ss tell you why and when they might arrange to meet up with their friends.

Practice

Pupil's Book

- 1  Which isn't a school subject? Put a cross (x).
 -  Refer ss to page 15. Have ss work in pairs and give a reason for their answer.
- 2  1.10 Listen. Where do the boys arrange to meet?
 - Play the audio with books closed. Ss raise their hands to offer answers. Do not confirm answers yet.


3 1.11 Listen, read and check.

- Play the audio again. Ss listen and read. Confirm the answer to 2.
- Draw ss' attention to the *Say it!* box. Read out the sentences and have ss repeat as a class. Explain meanings if necessary.

Extra activity Critical thinking


- Have ss think of safe places in their town to play together. Ask them to say why they feel safe and point out things they should do if they don't feel safe.

4 In pairs, plan your weekend.

- Draw a simple weekend diary on the board. Have ss copy it into their notebooks.
- Ss write down three or four activities, leaving some free spaces in parts of the days.
-  In pairs, ss plan to meet up once during the weekend. They write their plans in their diaries.
- **Extension** Divide ss into two teams. Repeat the activity with two ss from each team.

Diversity

Challenge


-  Ss work in small groups and stand in a circle. They repeat the activity and find a free time that works for all of them.

Support

- Write prompts on the board to help ss, e.g. *Do you want to ... on ... day in the/at ...?*

Pronunciation

5 1.12 Listen and say the tongue twister.

- Play the audio. Ss stand up and sit down quickly when they hear the sound /iq/.
-  In pairs, ss say the tongue twister as fast as they can, stretching their mouths like wide open and smiling each time they read the words in red with the sound /iq/.
- **Extension** In small groups, ss write a tongue twister replacing the words in red with others that make sense and use the same sound. Groups swap tongue twisters and practise saying them.

Activity Book

1 Order the words to make sentences.

Answer key 1 Do you want to play video games tomorrow evening?; 2 Sorry, I can't.; 3 What about Saturday morning?; 4 Yes, I'm free on Saturday morning.; 5 Let's meet at my house at 11 o'clock.

2 1.13 Order the sentences in Activity 1 to make a dialogue. Then listen and check.

Boy: Do you want to play video games tomorrow evening?
Girl: Sorry, I can't.
Boy: What about Saturday morning?
Girl: Yes, I'm free on Saturday morning.
Boy: Let's meet at 11 o'clock at my house.

1 Which isn't a school subject? Put a cross (X).



2 Listen. Where do the boys arrange to meet? in the park

3 Listen, read and check.



Hi, Archie! Do you want to play football tomorrow morning?

Hi, Ethan! Sorry, I can't. I go swimming on Saturday mornings. What about Sunday?

Sorry, I'm not free. I always visit my aunt on Sundays.

When are you back home?

At four o'clock.

Do you want to play after that?

Yes! Let's meet at half past four in the park.

See you then!

Say it!

Do you want to play football tomorrow morning?
Sorry, I can't. / I'm not free.
What about Sunday?
Let's meet at four in the park.

4 In pairs, plan your weekend.

Do you want to go to the park on Saturday?

I can't ...

Pronunciation

5 Listen and say the tongue twister.

Are you free? Are you free?
Quick, come and meet me by the sea!
You need to see, you need to see!
Come quickly, please, and bring your key
To the hut beside the sea!



3 Plan your weekend. Circle the day. Then ask and answer in pairs and tick (✓) the activities you can do together.

- Use the Traffic light cards technique to check understanding. Ss choose activities they like and when they want to do them. They work in pairs, but not with the same student they worked with on 4 in the PB.

4 1.14 Colour the words with the /i:/ sound. Then listen and check.

- Check answers as a class. Say the words and have ss repeat after you.

Answer key peas, knees, sleep, clean

Extra activity TPR

- As ss move around the classroom (e.g. walk slowly, quickly, on tiptoes, hop, jump, creep, take a giant stride or fairy steps), you say words with a sound from today's lesson. If they hear an incorrect word, they must stop and freeze in position, e.g. sea, key, free, men ... If ss don't freeze, they sit down on the spot and lose a turn.

Finishing the lesson

- Ask When might you have to make arrangements in English?
- Encourage ss to think about and discuss notes from their diary on their learning challenges and successes.

Objectives

- **Lesson aims:** to read a diary about a pupil's first day at school
- **Target language:** revision of vocabulary and grammar





Materials

- photocopy of Pupil's Book page 16 for each group
- red, green and orange or yellow coloured pencils or highlighters for each table/pair
- Resource 37

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can understand likes and preferences in short, simple personal texts (e.g. diary entries) (GSE 37). Can understand the main themes of a simplified story (GSE 36).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Traffic light reading technique
-  Peer learning: groupwork; pairwork
-  Independent learning: Summative questions technique

Starting the lesson

- Ask ss if they or anyone else in their family keep a diary. Ask if they like the idea or not. Discuss the benefits and drawbacks.





Presentation


-  Explain that in this lesson ss will do an activity that will help them with the Movers exam, and help them enjoy reading a longer text by using images and graphics to help their understanding.

Practice


Pupil's Book

Reading

- 1 **Before you read** Look at the title and the pictures. What do you think this text is about?
 -  Before ss open their books, play *Flash the Picture!* Explain that you will show them a page for less than a second. Display, then cover the page. Ss answer with a partner. Repeat if necessary.
- 2  **1.15 Listen and read. Were you right?**
 - Ss check answers in pairs.
- 3  **1.16 Listen and read the rest of the text.**
 - Ss read along silently, tracking the words at the speed of the audio.
 -  Ss work in small groups with the PB photocopy and a set of traffic light colours: red, yellow/orange and green. Explain the Traffic light reading technique.

-  Ss read Grace's diary again highlighting all the parts they understand in green, and leaving all the rest uncoloured. When ss finish, they work in pairs to explain to each other any words they can, BUT they must decide which words they don't need to know to understand the overall meaning. This is important to make ss aware that not every word is necessary for understanding. They should underline these words red. When ss understand words they have discussed or translated, they colour these words green, or yellow/orange if they are still unsure.
- Circulate, monitoring that ss are collaborating and working together co-operatively.

4 **After you read** Which sentence best describes the text? Tick (✓).


- Ask ss to check answers in pairs.
-  Ss work in pairs. They write three interesting questions to ask and answer with a different partner.

Diversity


Challenge

- Ss write a sentence or two about Grace from the perspective of any or all the people she talks about in her diary: Mum, Dad, friend, Rose, Mrs Little, Mr Peers. The idea is that sentences come from their diaries. Ss can share these new texts with each other.

Support

-  Ask ss to work in two groups to track the words in the texts as they listen.

Extra activity Communication

-  Ask ss to write four or five questions to ask Grace about her new school experience. In pairs, conduct the interview in the roles of a TV, YouTube or radio interviewer and Grace.

Activity Book

- 1 **After you read** Complete the table about Grace's first day at school.
 - Check ss understand they only complete the left-hand column of the table for now.
 - Answer key** 2 pencil case, 3 walk, 4 a quarter to nine, 5 sandwiches, 6 Rose, 7 Mrs Little, 8 Mr Peers, 9 Art
- 2 **Circle the correct answer.**
 - Ss look at page 16 of the PB to find the answers.
 - Answer key** 2 scared, 3 great, 4 drawing, 5 wall
- 3 **Think about your first day at school and complete the table in Activity 1 for you.**
 - If ss can't remember, ask them to imagine moving to Grace's school in the UK for an exchange visit.

Reading

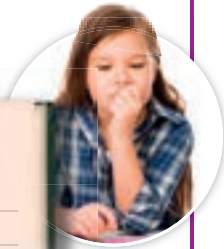
- 1 **Before you read** Look at the title and the pictures.
What do you think this text is about? **a girl's diary**

- 2  Listen and read. Were you right?

Grace's Diary

Sunday 9th October

I'm so scared! Tomorrow is my first day in Year 3 at Alton Park Primary School. I am changing schools because my dad's got a job in this town. I don't know anyone at my new school. What if nobody talks to me? Mum says 'Don't worry!', but that's impossible! I miss my old friends.



- 3  Listen and read the rest of the text.

Monday 10th October

Morning It's early; Mum and Dad are still in bed. I'm awake early today because I'm so nervous. School starts at 8.45. I can walk to school from our new house. I've got my uniform ready: it's on the bed. I've got my lunch: sandwiches, an apple and a drink. I've got my pencil case. I think I've got everything. But I'm still scared!

Afternoon I'm home! The children are friendly and I've got a new friend, Rose. She's kind and she helps me a lot. My teacher, Mrs Little, is kind, too. And there is a great Art room! I love drawing and Art is my favourite subject. I hope the Art lessons are good at this new school.

Tuesday 11th October

The Art lesson was great today! The teacher, Mr Peers, is really nice. He says I draw very well! And guess what? My picture is on the wall of the Art room! Hooray! I'm so happy! I think this school is going to be OK for me.




- 4 **After you read** Which sentence best describes the text? Tick (✓).

- 1 Grace is scared about starting her new school. She doesn't enjoy her first day.
- 2 Grace is scared about starting her new school, but she makes friends and enjoys her first Art lesson.
- 3 Grace is happy about her new school, but she doesn't like her Art lesson.

16 sixteen

Finishing the lesson

- Ask *What do you like reading?* Ask ss to say how often and where they like to read.
-  Encourage ss to reflect on what they found easy and difficult today.

Skills

Objectives

- **Lesson aims:** to understand a listening task; to ask and answer about after-school activities; to read about a pupil's favourite lesson, to write about a favourite lesson or after-school activity
- **Target language:** revision of vocabulary and grammar





Materials

- A4 paper, enough for each student
- Resource 46


Global Scale of English (GSE)

- **Reading:** Can understand likes and preferences in short, simple personal texts (GSE 37).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write simple sentences about their likes or dislikes, given prompts or a model (GSE 30).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring students' learning: Traffic light cards technique
-  Peer learning: groupwork; pairwork; Two stars and a wish technique
-  Independent learning: Learning diary; Three facts and a fib technique

Starting the lesson

- Explain that reading, writing, listening and speaking will be integrated into today's lesson.
-  Use the Key question technique to have a class discussion on which of these they find most challenging, the easiest, the most important, and why.




Presentation

-  Explain that in this lesson ss will listen to two conversations about after-school activities, speak about what they do after school, read about a student's favourite lesson and write about their own favourite lesson or after-school activity.

Practice

Pupil's Book

Listening

- 5   **1.17 Look at the pictures. Listen and choose the correct picture.**
-  In pairs, ss read the questions and then work out all the possible answers using the pictures in 1 and 2, e.g. *He's playing tennis. It's at 2 o'clock.*
 - Now play the audio. Ss work individually, then check answers in pairs.

1 What is Tim doing after school today?

Boy 1: Hi, Timmy!

Boy 2: Hi, Harry!

Boy 1: Do you want to play tennis after school today?

Boy 2: Sorry, I can't. I have swimming lessons after school today.

Boy 1: OK! See you tomorrow!

Boy 2: Bye!

2 What time is Sally's violin lesson?

Woman: Sally, it's nearly time for your violin lesson! Are you ready to go?

Girl: Yes, Mum!

Woman: Have you got your violin?


Girl: Yes, Mum, I've got it!

Woman: Your lesson is at four o'clock! Off you go! Hurry up!

Girl: OK! Bye, Mum!


Speaking

6 Ask and answer about what you do after school.

- Ss read the speech bubbles, then write down two or three of the things they do after school before completing the activity in pairs.
-  Choose some pairs to perform their dialogue for the class.

Diversity

Challenge

-  Ss write a sentence or two about their partner's answers, e.g. ... *plays tennis after school on Thursdays*, to report to the class. Ss use the Three facts and a fib technique for the class to spot the fib.

Support


- Ss listen as you read the dialogue slowly, getting ss to track the words. Ask them to listen and repeat with you. Help them to choose which words they can replace to make a new conversation (the days of the week, the activities).

Writing

7 Read the text. What is Billy's favourite lesson? Tick (✓).


- Ask ss to read silently and complete the activity individually. Check the answers as a class.
- Have ss read the tip box.

8 Write about your favourite lesson or after-school activity.


- **Plan:** Give ss one minute to complete their notes. Monitor and help with ideas. Draw ss' attention to Billy's writing and how he expands the sentence stems.
- **Write:** Ss write individually in their Activity Books (page 13).
- **Check your work:** Ss work individually to check their work using the four guide questions.
-  Ss use the Two stars and a wish technique in pairs or small groups.

Diversity


Challenge

-  Ss interview each other using questions in Activity 8. They add *Tell me another reason why* and write about their partner and read them out for the others to guess who is being described.

Support

-  Ask ss to work in mixed-ability pairs and have them work co-operatively to produce their individual texts.

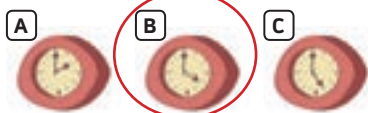
Listening

- 5  ^{1.17} Look at the pictures. Listen and choose the correct picture.

1 What is Tim doing after school today?



2 What time is Sally's violin lesson?



Speaking

- 6 Ask and answer about what you do after school.

What do you do after school?

On Thursday, I go swimming. On Friday, I play football. How about you?

I play with my friends ...



Writing

- 7 Read the text. What is Billy's favourite lesson? Tick (✓).

- 1 his Maths lesson
 2 his Science lesson
 3 his Music lesson

My favourite lesson

By Billy

My favourite lesson is Music. I like it because we sing a lot in our lessons, and we play the guitar and the piano. I also like my Maths lessons because I like learning about numbers.

tip Writing

Make sure you use a capital letter at the start of each sentence. Use a capital letter for the subject names, too!

- 8 Write about your favourite lesson or after-school activity.

1 Plan

- What's your favourite lesson/after-school activity?
- Why do you like it?
- What other lesson/activity do you like?
- Why do you like it?

2 Write

My favourite lesson/after-school activity is ... I like it because ...
 I also like ... I like it because ...


3 Check your work ✓

- A capital letter at the start of each sentence?
- A full stop at the end of each sentence?
- Correct spelling?
- Clear handwriting?

Activity Book, page 13

seventeen 17

Activity Book

- 1 Read and underline 13 mistakes. Then write the correct words.
- Check ss understand the task using the Traffic light cards technique. Ss work individually, then in pairs.
- Answer key** Nick, He, Spanish, English, Social Science, His, Art, Natural Science, He, Maths.
- 2  Tick (✓) the words which start with a capital letter. Is it the same in your language?
- Answer key** days of the week, subjects, months

- 3 Write about your favourite lesson or after-school activity.

- Ss rewrite and illustrate their texts on A4 paper.

Extra activity Critical thinking

- Ask ss to reflect on what helped them learn today, what stopped them and how to avoid this in the future. Ss write their answers on slips of paper and give them in. Reflection should be in L1.

Finishing the lesson

- Ss write down what they achieved in their Learning diary: *Today I listened to ... I read about ... and I described ...*

Review

Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit language





Materials

- (optional) cameras or mobile devices


Global Scale of English (GSE)

- **Reading:** Can understand the information in a simple school timetable giving days and times of classes (GSE 27).
- **Speaking:** Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write some familiar words (GSE 20).


Assessment for Learning

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

Starting the lesson

-  Ask ss a key question about revision *Why is it important to revise vocabulary?* Accept all reasonable answers.


Presentation

-  Explain that in this lesson ss will review the grammar and vocabulary they have learnt in the unit.


Practice

Pupil's Book

1 Find six school subjects. Then write them in alphabetical order.

-  Ask ss to work in pairs and set a time limit of two minutes. Write the answers on the board and elicit their alphabetical order. Ask ss where and when it is important to put lists in alphabetical order.

2 In pairs, ask and answer.

-  Ask ss to look at Elif's diary with a partner and take it in turns to mime the activities at random. Their partner says the day of the week.
- Ask ss to expand the prompts 1-8 to check the questions are correctly formed. Practise them.
- Nominate ss A or B, check they understand the task and monitor that activity around the class. Remind students to swap roles.

Diversity

Challenge


- Ss write some more questions about the timetable for their partner to answer.

Support

- Ask ss to write the full form of the questions and practise the pronunciation.


Challenge

Challenge your classmates and play the game! Work in two teams. Look back through the unit to find the answers to these questions.

-  Choose team A and team B. Decide on a time limit.
- Each team completes 1-3.
- Ss work in pairs within their team. They write three interesting questions for the other team.
- **Extension** Ss write more questions for the other team under these categories: pictures, facts, culture, vocabulary, grammar.

Activity Book

1 Read about Ali's school day. Circle school subjects in red, school places in blue and school jobs in green.

-  Check ss understand the task using the Traffic light cards technique.

Answer key school subjects: Maths, English, Natural Science; school places: science lab, canteen; school jobs: headteacher, teacher

2 Write about your school timetable. Then make a presentation for your family.

- Ss work individually and check in pairs.

Extra activity 21st Century Skills


- Encourage small groups or individuals to use the camera function of their smartphones/tablets, or provide them with a device to borrow, to take photos of the things, people and places in their presentation. Make sure they ask and get permission to take pictures of people beforehand. Ask ss to make a short six-slide presentation using photos to help them remember their talk. They can give their presentation to the class to practise before showing their family.

Self-evaluation

- Ask ss to complete the sentences individually.

Extra practice

1 Find and circle eight school subjects. Then write them in alphabetical order.

-  Ss work in pairs to complete the wordsearch.

Answer key 2 English, 3 ICT, 4 Maths, 5 Music, 6 Natural Science, 7 Social Science, 8 Spanish

2 Who works at your school? What do they do?

- Ss complete the activity individually, then compare answers in pairs.

3 Look and write sentences.

- Ss complete the activity individually, then discuss as a class.

Answer key 1 has Maths on Tuesday at 11 o'clock, 2 has ICT twice a week, 3 sometimes plays tennis on Sundays, 4 reads a book on Saturdays

1 Find six school subjects. Then write them in alphabetical order.

Art _____ Maths _____
 English _____ Natural Science _____
 ICT _____ Social Science _____



2 In pairs, ask and answer.

Elif's diary!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Homework		Natural Science	Maths	English	Social Science		
Activities	<ul style="list-style-type: none"> swimming lesson practise piano 	<ul style="list-style-type: none"> piano lesson practise piano 	<ul style="list-style-type: none"> practise piano 	<ul style="list-style-type: none"> swimming lesson practise piano 	<ul style="list-style-type: none"> piano lesson practise piano 	<ul style="list-style-type: none"> football visit Granny practise piano 	<ul style="list-style-type: none"> football practise piano

Now swap!

Student A: Ask the questions.
Student B: Look at the diary and answer.

- when/English homework? **Thursday**
- when/Maths homework? **Wednesday**
- when/piano lessons? **Tuesday and Friday**
- when/play football? **Saturday and Sunday**

Student B: Ask the questions.
Student A: Look at the diary and answer.

- how often/swimming lessons? **twice, on Monday and Thursday**
- how often/visit Granny? **once, on Saturday**
- how often/have homework? **four times a week**
- how often/practise piano? **every day**

When does Elif have English homework?

She has English homework on Thursdays.

How often does Elif have swimming lessons?

She has swimming lessons twice a week.

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

- Find a picture of a boy reading a book. (1 point) **on the bench (p. 8)**
 - Where do the Discovery Team always have lunch? (1 point) **in the canteen (p. 10)**
 - What's the name of the outdoor lesson of some schools in the UK? (1 point) **Forest school (p. 14)**
- Now think of three more questions to ask the other team.

Vocabulary and Grammar reference

1 Translate the words into your language. Add more words to the list.

- Ss work in pairs to complete the list. Ask for feedback and write ss' ideas on the board.

2 Read and complete.

- Ss complete the activity individually, then compare in pairs.

Answer key 2 has, 3 at, 4 weekend, 5 often, 6 every, 7 twice

Finishing the lesson

- Write on the board *In Unit 1 I can ..., I am good at ..., I am not very good at ...*. Ss copy the sentences into their notebooks and complete them with their own evaluation. Remind ss of the strategies above *What do you need to practise more? How can you do that? What are you already doing?*

Next lesson Unit 1 Test

Get ready for...

Objectives

- **Lesson aims:** to practise for the A1 Movers Reading and Writing Parts 4 and 6, and Listening Part 2
- **Target language:** unit vocabulary and grammar





Materials

- sheets of A4 paper, enough for each student


Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Listening:** Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly (GSE 31).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).


Assessment for Learning

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

Starting the lesson

-  Have ss work in pairs facing each other. One student describes the picture in Activity 1 with his/her Pupil's Book open and the other draws what is described on a sheet of paper.

Presentation




-  Explain that in this lesson ss will practise for the Movers Reading and Writing Exam in both the Pupil's Book and the Activity Book, and the Movers Listening Exam in the Pupil's Book.

Practice

Pupil's Book

A1 Movers Reading and Writing Part 6

1 Look and read and write.

- Tell ss that this is the A1 Movers Reading and Writing Part 6 exam.
- Tell ss that this is a practice test and they shouldn't be nervous about completing it.
- Ss complete the sentences individually and then check with a partner.
-  Check answers using the Lollipop stick technique. Ss can write the answers on the board for the class to check.
-  Ss work in pairs. They write two or three sentences about the picture. Suggest ss focus on what the children and the man are wearing, what the man is doing, what the children have got, what transport they can see, and so on.
- **Extension**  Ss use the Three facts and a fib technique to write sentences about the picture. The rest of the class says which sentence isn't true.

A1 Movers Listening Part 2

2 1.18 Listen and write about Lisa. There is one example.

- Tell ss that this is the A1 Listening Part 2 exam. Have ss focus on the Exam tip box and read it aloud.
- Read the items aloud and check comprehension. Elicit possible answers to the items. (1 Maths, Science, Art; 2 football, tennis, basketball, the piano, the guitar; 3 once, twice, three times, four times; 4 the cinema, the park, a café ...)
- Play the audio. Ss listen and write the answers in the correct places. Play the audio again and ss check their answers. Correct as a class.

Boy: Lisa, can I ask you some questions about school?

Girl: Yes!

Boy: Do you like Science?

Girl: No, I don't like Science.

Boy: Do you like English?

Girl: Yes, I do. I like English a lot!

Can you see the answer? Now you listen and write.

1

Boy: Is English your favourite subject?

Girl: No, I like English, but it isn't my favourite subject.

Boy: What's your favourite subject?

Girl: Art is my favourite subject because I like drawing!

2

Boy: What do you do after school?

Girl: I play basketball.

Boy: I play basketball, too!

Girl: That's great!

3

Boy: How often do you play basketball?

Girl: I play after school on Mondays and Fridays.

Boy: So you play twice a week?

Girl: Yes, that's right.

4

Boy: What other sports do you like?

Girl: I love swimming.

Boy: Do you want to go swimming tomorrow after school?

Girl: Yes, that's a great idea!


Boy: OK! Let's meet at the swimming pool.

Diversity

Support

- Play the audio for Activity 2 but pause it after each item. Allow ss extra time to write down the answers.

Challenge

-  Ask ss to look at Activity 2. In pairs, they ask and answer questions, e.g. *What does Lisa like? What's her favourite subject? , etc.* Alternatively, ss can ask each other about themselves, e.g. *What subject do you like? What's your favourite subject?* and so on.

Activity Book

A1 Movers Reading and Writing Part 4

1 Do! Read the text. Choose the right words and write them on the lines.

- Tell ss that this is the A1 Movers Reading and Writing Part 4 exam.
- Tell ss to read all the choices before choosing.
- Check answers using the Lollipop stick technique.

Answer key 2 starts, 3 at, 4 three times, 5 On, 6 always

A1 Movers Reading and Writing Part 6

1 Look and read and write.



Complete the sentences.

- The girl is reading a book about Science.
- The children are playing football.
- The dog is swimming in the water.

Answer the questions.

- What has the dog got in its mouth?
It's got a ball.
- What is the girl under the tree wearing?
She's wearing a red shirt, a grey skirt, red socks and black shoes.

Now write two sentences about the picture.

A1 Movers Listening Part 2

tip Exam

Listen carefully. Then write one word for each answer.

2 Listen and write about Lisa. There is one example.

Lisa likes: English

- Favourite subject: Art
- After-school activity: plays basketball
- How often?: twice a week
- Meeting tomorrow to go: swimming



Jian



Lisa

nineteen 19

Extra activity Communication

- Divide the class into pairs and give each pair half a sheet of A4 paper. Ask ss to create their own gap fills like the one on Activity Book page 17 for another pair to complete. They can create their own character. Encourage ss to be creative and to use Hana's text as a model.

Extra activity Collaborative work

- Divide the class into groups to discuss what they liked about the unit. Write a list of things on the board to help them. Ss write down what they liked best and, using the Expert envoy technique, the envoy reports back to the class.

Finishing the lesson

- Ask *How did you get on in Unit 1? Which lesson did you like best? Which words were the easiest and most difficult?*
- Use the Thought-provoking questions technique to ask how successful ss' learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate ss on completing the unit.