

TEAM Together

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TEAM Together starter

Teacher's Book with Digital Resources



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Scope and sequence

	Unit	Vocabulary	Grammar	Skill
Welcome	Hello!	Numbers Colours		
1	Friends and family	Family Pets	What's your name?, My name's ... , I'm ... Who's this? This is (my) ...	Introducing yourself and others
2	My school bag	Classroom objects	I've got ... I haven't got ...	Identifying and counting school objects and saying what you've got
3	Our classroom	In the classroom	What's this?, It's a ... The book is on the chair. / The pens are on the floor.	Identifying things in the classroom and saying where things are
4	My favourite toy	Toys	What colour is it? It's ... What's your favourite toy? It's my ...	Identifying toys and their colours, and saying your favourite toy
5	My body!	Body	He's got ... / She's got ... He hasn't got ... / She hasn't got ...	Identifying body parts and saying what people have and haven't got
6	My blue jacket	Clothes	Where's my ...?, It's on the ... I'm wearing ...	Identifying clothes and describing what you are wearing
7	They're tigers!	Animals	They're ... What are these? They're ...	Identifying animals and saying what they are
8	I like cakes	Food	I like ... I don't like ...	Identifying foods and what you like and don't like

Picture dictionary

Progress path

Values	Phonics	Project
Help at home	b, d ball, bear, Bill, boy, dad, Dan, doll, duck	Make finger puppets of a family
Look after your things	p, r Pat, pen, pencil, pencil case, red, Rob, rubber, ruler	Make a school bag
Tidy up	c, w cake, car, carrot, cat, wall, water, window, woman	Make a desk tidy
Share with your friends	t, y teacher, teddy, ten, Tom, yellow, yes, yoghurt, yoyo	Make a toy box and colour toys to put in it
Be safe	f, h face, family, feet, four, hands, hair, hat, head	Make a funny friend
Be on time	s, j seven, sister, six, socks, jacket, jeans, juice, jumper	Make and dress paper dolls
Look after animals	m, k May, Meg, monkey, mum, Ken, Kim, kite, kiwi	Make an animal mask
Be polite	g, l game, garden, girl, goodbye, legs, lemonade, lemons, lizard	Make a plate / glass and colour pictures of food / drink to add to them

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, eBooks 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 resources will help keep students engaged and motivated.

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 audio scripts, but it will also give you ideas on how to extend Pupil's Book activities and how to adapt them to your students' level.

Course features

Skills

The main focus of the Starter level is to develop listening and speaking skills alongside the acquisition of key vocabulary and structures. The course also develops pupils' fine motor skills through activities such as ticking, matching, circling and tracing. From Unit 5, key vocabulary is presented on the page to assist with word recognition. Optional worksheets provided online offer some early reading and writing skills which progress from recognising letters and words, to tracing letters, to writing a few known words. The Vocabulary time section in the Activity Book allows children to consolidate the vocabulary from the series and develop some early writing skills. The Activity Book also has the whole English alphabet at the back of the book for reference. The Starter level has been carefully planned as an introductory level to the series, building the foundations to enable a smooth transition to Level 1 of the course.

Vocabulary

New vocabulary consists of high-frequency items, taught in thematic sets such as food, body parts and toys. Each set is introduced gradually in each unit, with the first few words in Lesson 1 and the rest of the set in Lesson 3. All vocabulary is taught in context, with clear visuals and audio to aid comprehension.

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for lots of additional vocabulary practice, including sticker activities. In addition, the full set of vocabulary is practised at the end of the Activity Book in the Vocabulary time and Fun time activities sections.

In addition, there is a Picture dictionary at the end of the Pupil's Book, which can also be used to consolidate the vocabulary.

Language structures

Key language structures are taught in the context of a story in every unit. The new structures are presented in dialogues in Lesson 1 and Lesson 3, with language building in complexity across the unit and the book. Repetition and recycling allows pupils to retain the structures as chunks of language.

Further consolidation practice is available in the Activity Book.

Stories and values

Team Together Starter stories feature two families who live in the same apartment block, and centre around the adventures of Kim and Bill and their mischievous cats, Meg and Tom. The children explore familiar settings such as home, the school and the funfair. Each story has a value which is highlighted on the Pupil's Book page.

Projects

Lesson 7 in each unit is a creative and collaborative arts and crafts project that allows pupils to make something such as a mask. Follow-up activities give children the chance to practise key language from the unit. Cut-out templates provided at the back of the Pupil's Book make the activities achievable, but still give you and your students the option to personalise each item.

Support for mixed-ability classes

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

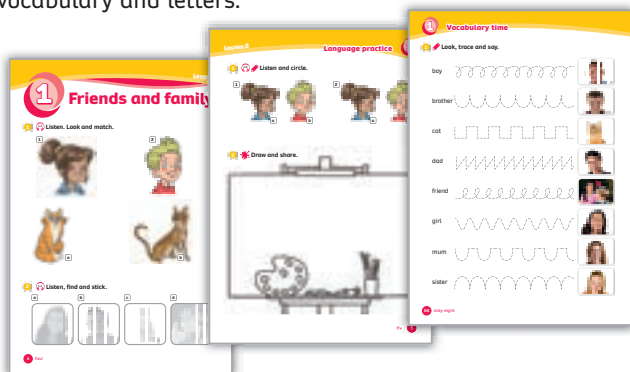
Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory Welcome spread to introduce colours and numbers 1–10, and eight main units. Cut-out templates are also provided at the end of the Pupil's Book to be used with the Project lessons. The Picture dictionary reviews all the core unit vocabulary.



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 some tracing activities. It also contains stickers for use with vocabulary exercises. There are Vocabulary time, Fun time and Alphabet time sections to practise all the target vocabulary and letters.



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 provide an excellent toolkit for busy teachers who may lack time for planning.

The Introduction includes recommended procedures for effective use of projects 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. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book. All audio for the series can be found online.

Flashcards

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



Presentation tool and digital resources

All the digital resources for *Team Together* can be found online, including a presentation tool, eBook, class audio, photocopiable resources, and more.

Photocopiable resources

A collection of useful photocopiable resources can be found online. These include activities to develop very early reading and writing skills – including tracing and word recognition – and focus on key vocabulary, numbers 1–10 and letters of the alphabet. See page 11 for more information.

Levels 1–6

The Starter level is followed by 6 levels with the following components:

- Pupil's Books
- Activity Book
- Teacher's Book
- Class Audio
- Flashcards (Levels 1–2)
- Word cards (Levels 1–2)
- Story cards (Levels 1–2)
- Tests
- Posters.

There are also:

- Classroom Posters
- Vocabulary Boosters
- Top Tips and Practice for PTE Young Learners.

Unit walkthrough

Lesson 1 introduces the unit theme.

Dialogue to introduce the first set of vocabulary and a simple language structure.

Lesson 1

2 My school bag

1 Listen and follow.

2 Listen, point and say.

14 fourteen

bag, pen, rubber, ruler, I've got...

Lesson 2

Language practice 2

1 Listen and circle.

2 Listen and number.

3 Listen. Then say.

15 fifteen

Exercises to practise new language

Notes for teachers to indicate the key vocabulary and language taught on the page or spread

Simple speaking tasks with models to practise new language

A second set of vocabulary and language is introduced in context in the story.

Story

Our Team

1 Listen and follow. Point to Rob.

2 Look and find.

16 sixteen

book, pen, pencil, pencil case, I haven't got...

Lesson 4

Language practice 2

1 Listen again. Now listen, look and match.

2 Listen, point and say.

3 Listen and number.

4 Listen and sing.

17 seventeen

Exercises to test comprehension of the story

Exercises to practise new language.

Values taught through the story. Further work on values in the Activity Book.

Engaging song to revise key language in context

Lessons 5 and 6 introduce pupils to key letters and sounds in English.

Sounds presented with example words

Exercises to build letter recognition

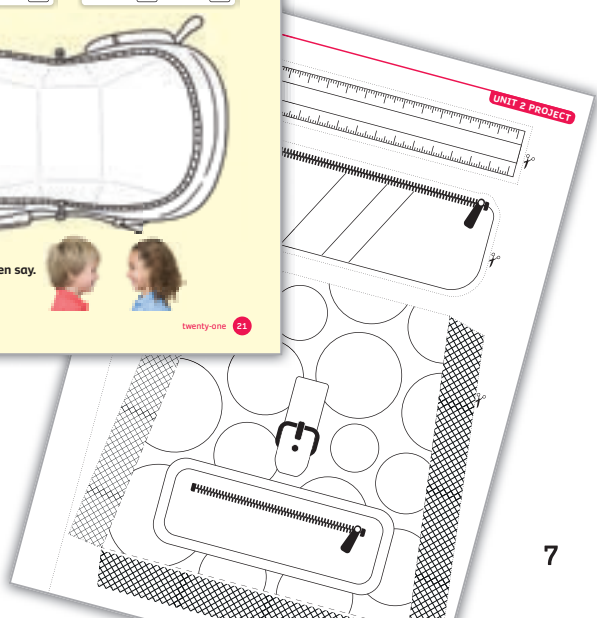
Alphabet worksheets online to introduce pupils to letters A-Z in both lower case and upper case

Chant to practise both sounds at the end of Lesson 6

Arts and crafts activities with cut-outs to foster creativity, collaboration and communication.

Review to practise target language and vocabulary from the whole unit. Additional self-assessment activity: Progress path, after every three units.

Stage to sing and share what children have made











Picture dictionary activities at the back of the Pupil's Book consolidate vocabulary and develop early reading and writing skills.

1 Friends and family

Picture dictionary









1 Listen and follow.

 dad	 mum
 brother	 sister
 boy	 girl
 cat	 friend

70 seventy

Classroom objects

2 Listen and follow.

 bag	 pencil
 book	 pencil case
 crayon	 rubber
 pen	 ruler

seventy-one 71

Self-assessment activity: Progress path at the back of the Pupil's Book

Progress path

Look and say.

78 seventy-eight






seventy-nine 79

Further practice in the Activity Book with fun sticker activities





2 My school bag

Lesson 1

1 Listen. Look and tick (✓).

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		
<input type="checkbox"/>	<input type="checkbox"/>	

2 Listen, find and stick.





a 	b 	c 	d 
---	---	---	---





12 twelve

Lesson 2

Language practice

1 Listen and match.

1 	2 	3 	4 
---	---	---	---

a 	b 	c 	d 
---	---	---	---

2 Draw and share.

thirteen 13

Two Review pages in the Activity Book

Review 1 Lesson 7 Lesson 8 **Review 2**

1 Listen and circle.

1 a b 2 a b 3 a b 4 a b

2 Listen, cross (X) and play!

1 Listen and tick (✓) or cross (X).

a b c d

2 Listen and draw.

3 Look and colour for Unit 2.

18 eighteen 19 nineteen

Self-assessment at the end of the unit

Vocabulary time at the back of the Activity Book offers extra practice of vocabulary and develops early reading and writing skills.

Vocabulary time

2 Look, number and say.

1 bag	2 book	3 crayon	4 pen
5 pencil	6 pencil case	7 rubber	8 ruler

sixty-nine 69

Fun time at the back of the Activity Book includes counting and colouring activities.

Fun time

2 Look, colour and trace.

1 2 3 4 5 6

seventy-seven 77

Alphabet time at the back of the Activity Book shows children the English alphabet with example illustrations.

Alphabet time **Alphabet time**

Aa Bb Cc Pp Qq Rr

Dd Ee Ff Ss Tt Uu

Gg Hh Ii Vv Ww Xx

Jj Kk Ll Yy Zz

Mm Nn Oo

78 seventy-eight 79 seventy-nine

Monitoring progress and exam readiness with *Team Together*

Team Together can be used for all general English courses. When the children get older, 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. 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.

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. 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.

Formative assessment / Assessment for learning

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).

Here are some suggestions on how 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!

- **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.

Other types of assessment tools you can use 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 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 discuss their ideas in pairs and finally they present their ideas to a group or to 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.

How to work with projects

There is a project at the heart of every unit in *Team Together Starter*. Each project is carefully scaffolded to enable students to produce something which they can then use in fun, communicative classroom activities. They can also take their finished project work home to show their families and involve them in the learning process.

The projects in this Starter level involve students working together, and so prepare them for the collaborative projects at higher levels of *Team Together*.

For successful project work in the classroom at this level, you may wish to do the following.

- Boost the quality of your students' work by showing them good examples of the final product before they begin.
- Prepare students by getting them to think about the project in advance.
- Keep a flexible project schedule and involve students in the project design whenever possible.
- Avoid making all the decisions for students. Allow them to use their own creativity, and to take the project work in directions they want to go in.
- Record evidence of progress by preparing and filling in a checklist of what students ought to be doing at each stage of the project.
- Be aware that it will take time for students to develop time management skills and learning skills. Not all students will be able to complete the project work at the same pace, or to the same level of quality. Provide students who need it with extra support during the project.

How to work with photocopiables

The key focus of *Team Together Starter Level* is on developing listening and speaking skills alongside the acquisition of key vocabulary and grammar. The photocopiables review key language taught in the series, offer some fun activities and introduce learners to some basic reading and writing skills. They were designed to ensure children have a smooth transition from Starter to Level 1. You may want to use the worksheets in class or for homework. There are 30 photocopiable resources for pupils provided as PDFs in the teacher resources area online. Answer keys and brief teaching notes can also be found online. There is no audio to accompany the worksheets, but you may wish to read aloud to the class. The table below summarises the content of each worksheet.

Numbers 1-10	
1	Numbers 1-5
2	Numbers 6-10
Letters of the alphabet: lower and upper case	
3	Letters a, b, c
4	Letters A, B, C
5	Letters d, e, f
6	Letters D, E, F
7	Letters g, h, i
8	Letters G, H, I
9	Letters j, k, l
10	Letters J, K, L

11	Letters m, n, o
12	Letters M, N, O
13	Letters p, q, r
14	Letters P, Q, R
15	Letters s, t, u
16	Letters S, T, U
17	Letters v, w
18	Letters V, W
19	Letters x, y, z
20	Letters X, Y, Z

Reading and Writing: lower case

21	Reading and Writing 1: My family
22	Reading and Writing 2: My school
23	Reading and Writing 3: My toys
24	Reading and Writing 4: Animals
25	Reading and Writing 5: Food

Reading and Writing: upper case

26	Reading and Writing 1: My family
27	Reading and Writing 2: My school
28	Reading and Writing 3: My toys
29	Reading and Writing 4: Animals
30	Reading and Writing 5: Food

As you will see from the table above, there are two photocopiable resources to develop recognition of numbers 1-5 and numbers 6-10 as numerals.

The letters worksheets include a wide variety of activities that teach the English alphabet. The activities teach letter recognition and letter-sound correspondence, and include simple tracing, colouring and circling exercises to start to develop letter-writing skills. There are examples of words with the letters/sounds taken from the course. Lower-case and upper-case letters are introduced separately. We suggest that you wait until the end of the course to do the photocopiables. However, we have indicated in the Teacher's Book where you may wish to consider doing the Numbers and Letters photocopiables if your class are ready.

The reading and writing photocopiables build on what children have learnt in the series. These worksheets are organised into two sets; the first set is in lower-case and the second set is in upper-case. You may wish to do one or both sets. Labelled artwork at the start of each resource develops basic word recognition of known vocabulary. Tasks include tracing activities and simple reading and writing tasks at word level. The resources also offer opportunities for personalisation.

Flashcard games

Which card is this?

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

Observation

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

Echo

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

What's missing?

Stick the flashcards on the board (or on the top of a table). Give students a few minutes to remember the order in which they are placed. Then, ask students to close their eyes. Remove one of the cards. Ask *What's missing?* Students identify the missing card.

Which card have you got?

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

Where is this card?

Stick the flashcards around the classroom. Say the words and students run to the appropriate cards, or point to them if there is not enough space.

Standing up

Hand out the cards from one set, e.g. toys, to individual students. Say the names of the toys aloud. The student holding the card showing the toy stands up when he/she hears its name and then shows the picture to the other students.

Yes!/No!

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

Numbers

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

Which is different?

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

Categories

Revise the vocabulary belonging to two topics, e.g. toys and parts of the body, using the flashcards. Show students the flashcards and check if they can name them. Then, divide students into two groups and ask them to recall as many words belonging to one category as they can. Award the team one point for each correct answer.

Team race

Display the flashcards for the lesson on the board so that they are all clearly visible. Divide the class into two teams with each team standing in a line facing the board. Call out the name of one of the items. The first member of each team must run to the board. The first one who touches the correct card wins a point for his/her team and can then sit down. Continue with the second member of each team.

Phonics games

Stand or sit?

Say the target sound, e.g. *b-*, and write the letter on the board. Students repeat the sound. They then stand up and listen. If you say a word that starts with the target sound, e.g. *ball*, they stay standing. If you say a word that starts with another sound, e.g. *doll*, they should sit down. Start with words that students know, and then move on to other words with the same initial sounds. The focus here is on recognising the sounds rather than on the meaning of the words. Be careful to choose words with pure initial sounds and not mix them up with clusters, e.g. *b-*, but not *bl-* or *br-*.

Which letter?

Display A4 sheets of paper with large single letters drawn on them in different parts of the classroom. When you say a particular sound/letter or a word starting with one of the letters, students run to the correct sheet of paper. (If you do not have much room, students can just point to the correct letter.) Start with the sounds in isolation, move on to words that students know, and then move on to other words starting with the same letter. The focus here is on recognition of the sounds rather than on the meaning of the words. Be careful to choose words with pure initial sounds and not mix them up with clusters, e.g. *b-*, but not *bl-* or *br-*. When students know more sounds, you can increase the challenge by putting four different letters around the classroom.

Greeting the class

Hello!/Hi!	Sit down/Stand up, please.
Good morning/afternoon.	Where is (Juan)?
Come in.	

Starting the lesson

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

Managing the class

Be quiet, please.	Who's next?
Look at me/Listen to me.	Repeat after me.
Come to the board.	Wait a minute, please.
Put your hands up/down.	

Words of praise

Well done!	Great work!	Thank you.
That's correct!	Good luck!	

During the lesson – instructions

Draw/Colour/Stick/Cut out ...	It's break time/lunchtime.
Write the answer on the board/in your book.	Be careful.
Let's sing.	Again, please.

During the lesson – questions

Are you ready?	May/Can I help you?
Do you understand?	Are you finished?
Anything else?	

Pairwork/Groupwork

Work in pairs/groups.
Make a circle.
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.	Move your/my counter (3) spaces.
You're out.	Miss a turn.
Close your eyes.	Go back (2) spaces.
Pass the (ball/cup), etc.	Roll again.
Roll the dice.	You're the winner!

Useful phrases for the students

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

Ending the lesson

Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin, please.
Collect the stickers/cards/spinners/scissors, please.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.



Hello!

Pupil's Book



Activity Book



Objectives

- **Lesson aims:** to introduce the main characters; to introduce colours and numbers
- **Target language:** *Hello!, Hi!*; *blue, brown, green, orange, red, yellow*; *one, two, three, four, five, six, seven, eight, nine, ten*

Global Scale of English (GSE)

- **Listening:** Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye') (GSE 10). Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures (GSE 19).

Materials

- different board marker pens which are coloured blue, green, brown, orange, red and yellow
- A4 pieces of paper, each with a number (1–10) drawn on it
- items for ss to count (e.g. pens, crayons)

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring ss' learning: Lollipop stick technique; Traffic light cards technique
- Peer learning: pairwork

Starting the lesson

0.2 'Hello' song

Extra activity TPR

- Teach ss a song that you will always sing at the beginning of each lesson. Play the song. Demonstrate the actions for ss to perform as they hear them. (They stand up, then shake their bodies and clap on the appropriate lines. They sit down on the final line.)
- Play the song again for ss to sing along and do the actions.

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

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

Presentation

- Show pages 4 and 5 in the Pupil's Book and say *Kim, Meg, Bill, Tom*.

Practice

Welcome

- Greet ss by saying *Hello!* and *Hi!* (alternate with different ss) to introduce the words. Say the words and wave to ss. Encourage them to repeat the words and to wave back to you.

- Encourage ss to open the Pupil's Book and look through it to find pictures they like. Ask them to show any pictures they like to the rest of the class. Elicit any words they can say in English.
- Guide ss to find page 4 in the Pupil's Book. Give them a minute to look at the pictures.
- Show your book and point to the girl at the top. Say *This is Kim*. Repeat *Kim* several times and then ask ss to repeat with you. Continue in the same way to introduce the other characters, *Meg* (Kim's cat), *Bill* (the boy) and *Tom* (Bill's cat).
- Say *Point to Meg*. Demonstrate pointing to the picture of Meg the cat. Ss point in the book. Repeat with the other characters. Check that ss are pointing to the correct picture.
- Hold up your book and point to one of the characters. Elicit the correct name.
- Greet each student by saying *Hello!* or *Hi!* and waving. Ask *What's your name?* Elicit the student's name and ask the rest of the class to say *Hello, ...* to that student.

Extra activity TPR

- Ss move around the classroom saying *Hello, ...* to all the ss they can remember the name of.

Colours

- Draw six coloured blobs on the board (blue, green, orange, red, yellow, brown).
- Point to each blob, say the colour and have ss repeat after you.
- Say *Point to blue*. Ss point and repeat the colour. Repeat this with the other colours.
- Use the Lollipop stick technique to invite a student to the board. Say a colour and ask the student to point to it.
- Using the Lollipop stick technique again, invite a second student to come to the board. The first student now says a colour for the new student to point to. Then ask other ss in the class to say a colour for the two ss to point to.
- Point to a colour on the board and ask *What colour is it?* Elicit the answer from the whole class. Continue a few more times.

Numbers

- Write the numbers 1–10 in order on the board. Elicit the words in English from ss, if possible.
- Point to the numbers in order, say them and ss repeat.
- Chant them with the class.
- Count with your fingers and elicit the numbers. Hold up different numbers of pens, pencils, crayons, etc. for ss to count.

Extra activity TPR

- Display the pieces of paper with the numbers around the classroom. When you say a number, ss run to the card. Ss then call out the number.

- **Extension** Say a number between 1 and 9 and elicit from ss the number that comes after it.

Extra activity TPR

- Ss stand up. Choose one of the colours, e.g. green. Say *Go to green!* Ss go to and touch anything green in the room (e.g. clothes, crayons, books, posters). Check they have found the correct colour. Ss repeat the word *green*.

- You can return to these pages to review these colours and numbers at any time.

Activity Book

1 Look, trace and draw.

- Ss trace the lines as neatly as they can.
- Focus ss on their finished pictures and ask them to point to each character in turn and say their names.

1 Look and colour.

- Ss look at the picture. Elicit the names of the characters. Introduce the colour code. Elicit the numbers and the names of the colours.
- Use the Traffic light cards technique to check ss understand what they have to do. They then colour in the picture using the correct colours.
- **Extension** When ss have finished, ask ss to point to the items they have coloured and name the colour used.

Finishing the lesson

0.3 'Goodbye' song

Extra activity TPR

- Teach ss a song that you will always sing at the end of each lesson. Play the song. Demonstrate the actions for ss to perform as they hear them. (They stand up, then shake their bodies and clap on the appropriate lines. They wave goodbye on the final lines.)
- Play the song again for ss to sing along and do the actions.

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

Photocopiable resources

If appropriate for your class, you may wish to do the following photocopiable resources now or later in the course:

- Resource 1: Numbers 1–5
- Resource 2: Numbers 6–10

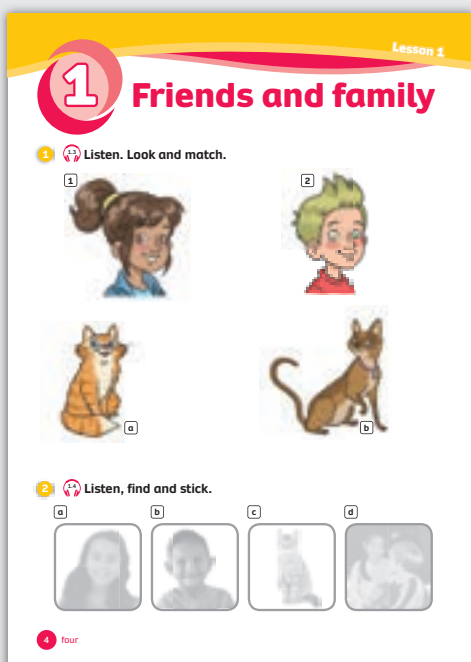
1

Friends and family

Pupil's Book



Activity Book



Unit objectives

to introduce yourself; to say the names of family members

Language

Vocabulary	<i>boy, brother, cat, dad, friend, girl, mum, sister</i>
Grammar	<i>What's your name? My name's ..., I'm ..., Who's this?, This is (my) ...</i>
Functions	Introducing yourself and others
Phonics	<i>b, d</i>

Objectives

- **Lesson aims:** to ask and answer about names
- **Target language:** *boy, cat, friend, girl; What's your name? My name's ..., I'm ...*




Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Unit 1 flashcards (*boy, cat, friend, girl*)
- puppets and/or soft toys
- paper and drawing materials for each student
- Unit 1 Stickers (back of the Activity Book)

Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring ss' learning: Lollipop stick technique
-  Peer learning: pairwork

Starting the lesson

- Sing and do the actions for the 'Hello' song ss learned in the Welcome lesson (you can do this at the start of each lesson in the unit).

Presentation

- Show page 6 in the Pupil's Book and say *girl, boy, cat, friend*.

Practice

Pupil's Book

1 Listen and follow.

- Use puppets or soft toys to perform the following conversation for the class:
Hello!/Hi! I'm What's your name?
My name's
- Introduce another toy by saying:
Say hello to my friend,
Hello,
- Say *Hello!/Hi! What's your name?* to some ss and encourage them to reply. Guide them to reply *I'm ...* or *My name's ...*. Repeat with several ss.
- Ask two ss on opposite sides of the classroom to stand up (so that everyone can hear them). Get one to say *Hello!/Hi! What's your name?* The other replies *I'm ...* or *My name's ...*. Repeat several times with different ss, using the Lollipop stick technique.

Extra activity TPR

- Ss walk around the classroom and find partners. They hold this conversation with each partner they meet.
Hello!/Hi! I'm What's your name?
My name's

- Write the number 6 on the board and show ss page 6 of the Pupil's Book. Point to the number 6. Ss find the page in their book. Check they have all found it.
- Ss look at the big picture at the top of the page together. Elicit the names of the two characters (Bill and Kim) and the cats (Meg and Tom). Give them the opportunity to call out any other words they know (e.g. *boy, cat, girl*).
- Introduce the vocabulary *boy, cat, friend, girl*. Point to Bill and say *boy*, etc. Ss repeat after you.
- Tell ss to look at you and listen. Play the audio. Point to each character in the Pupil's Book as the characters speak (and to the cats as they make a noise).
- Get ss to look at their books. This time, they listen and point to the character who speaks. Play again, if necessary.

Kim: Hello!
Bill: Hi!
Kim: I'm Kim. What's your name?
Bill: My name's Bill.
Kim: Say hello to my cat, Meg.
Bill: Hello, Meg.
Bill: Say hello to my cat, Tom.
Kim: Hello, Tom.
Kim: A boy and a girl. Friends!
Bill: A cat and a cat! Friends!
Bill & Kim: Ha, ha!

2 Listen, point and say.

- Focus ss on the pictures at the bottom of the page. Point to each in turn and say the word. Ss repeat after you.
- Play the audio as ss look at their books. The first time tell them to point to the correct picture as they listen.
- Play the audio again for the ss to repeat the words.

1 girl 2 boy 3 cat 4 friend

Extra activity TPR

- Introduce the four flashcards (*boy, cat, friend, girl*) for the lesson. Show the flashcards and get ss to repeat each word after you.
- Place each card in different parts of the classroom. When you say one of the words, ss must run to the correct flashcard. (If you do not have enough space for this in your room, ss can simply stand and point to the correct card.)

Activity Book

1 Listen. Look and match.

- Focus ss on page 4 of the Activity Book. Elicit the names of the children and cats.
- Play the audio. Ss match each child to his/her cat.

Answer key 1 b, 2 a

Kim: Hello!
Bill: Hi!
Kim: I'm Kim. What's your name?
Bill: My name's Bill.
Kim: Say hello to my cat, Meg.
Bill: Hello, Meg.
Bill: Say hello to my cat, Tom.
Kim: Hello, Tom.
Kim: A boy and a girl. Friends!
Bill: A cat and a cat! Friends!
Bill & Kim: Ha, ha!

2 Listen, find and stick.

- This activity reinforces the lesson vocabulary and uses the stickers for the first time. Make sure ss have the correct stickers. Demonstrate how to use the stickers correctly as once they are stuck on, they cannot be moved.
- Play the audio. Pause to allow ss time to put the stickers in the correct place.

Answer key 1 b, 2 a, 3 d, 4 c

1 boy 2 girl 3 friend 4 cat

Finishing the lesson

- Hold up the four flashcards (*boy, cat, friend, girl*) one by one and elicit the words.
- Distribute drawing paper and materials. Ss make their own drawing of one of the four things from the flashcards.
- **Extension** When ss have finished, ask them to show each other their picture and say the word.

Extra activity TPR

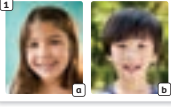
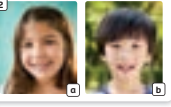
- Play the 'Goodbye' song that ss learned in the Welcome lesson. (You can use this at the end of each lesson in this unit.)

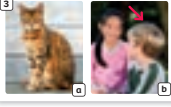

Language practice

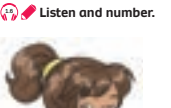

Pupil's Book

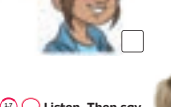
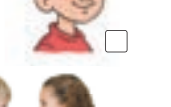
Lesson 2 Language practice 1

1 Listen and circle.



1  a  b

2  a  b


3  a  b

4  a  b

2 Listen and number.



3 Listen. Then say.

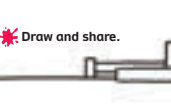
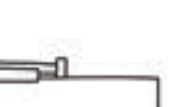
 seven 7

Activity Book

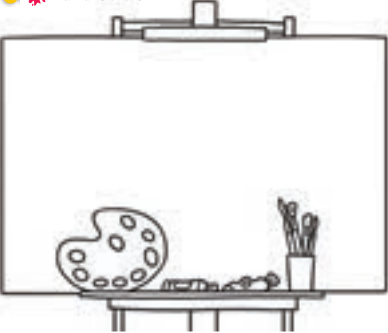
Lesson 2 Language practice 1

1 Listen and circle.

1  a  b

2  a  b

2 Draw and share.



five 5

Objectives

- **Lesson aims:** to practise language from Lesson 1
- **Target language:** *boy, cat, friend, girl; What's your name? My name's ... , I'm ...*




Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can introduce themselves (e.g. name, age, where they are from) (GSE 15).

Materials

- Unit 1 flashcards (*boy, cat, friend, girl*)
- puppets and/or soft toys
- paper and drawing materials for each student
- a soft ball

Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring ss' learning: Traffic light cards technique; Lollipop stick technique
-  Peer learning: pairwork

Starting the lesson

- Review the vocabulary from the previous lesson using the flashcards (*boy, cat, friend, girl*). Show the flashcards at random and elicit the word.
- Put the flashcards face down on a table and ask ss to come out one by one, choose one card, show it to the class and say the word.


Presentation

-  Show page 7 in the Pupil's Book and say *What's your name? I'm Kim.*

Practice

Pupil's Book

1 1.5 Listen and circle.

- Write the number 7 on the board and show ss page 7 of the Pupil's Book. Point to the number 7. Ss find the page in their book. Check they have all found it.
- Give ss a minute to look at the pictures together. Point to each of the pictures in turn and elicit the words.
- Draw a quick sketch of a boy and a girl on the board. Give the instruction *Point* and say one of the words – the ss point to the correct picture. Give the instruction *Circle* and say one of the words – then circle the correct one to illustrate the meaning.
-  Use the Traffic light cards technique to check that ss have understood what to do before playing the audio.

- **Extension** Check answers by calling out the number and eliciting the word ss have circled, e.g. *one – boy*

Answer key 1 b, 2 a, 3 b, 4 a

1 boy 2 girl 3 friend 4 cat


2 1.6 Listen and number.

- Ss look at the two pictures. Elicit the names of the children. Ss may say *girl* and *boy* as these are the words they have focused on. Accept this, but then focus ss on the names Bill and Kim.
- Play the first part of the audio. Ask *Is it Bill? Is it Kim?* Demonstrate writing the number 1 in the box next to the picture of Kim.
- Repeat with the second part and demonstrate writing the number 2 in the correct box.


Answer key Kim 1, Bill 2

1 Man: Hello. What's your name?
Kim: Hi. My name's Kim.
2 Man: Hi. What's your name?
Bill: Hello, I'm Bill.

Extra activity TPR

-  Use the Lollipop stick technique to select ss (make sure you include them all by the end) and ask *What's your name?* Children jump up and reply *My name's ...* or *I'm ...*. Do this as quickly as you can to make it more fun.

3 1.7 Listen. Then say.

- Focus ss on the pictures at the bottom of page 7. Play the audio as a model of the language to be practised.
- Use puppets or soft toys to act out the conversation with other names:
What's your name?
My name's ...
What's your name?
I'm ...
- Ss repeat after you *What's your name?* and *My name's ... / I'm ...*. Point away from yourself when you say *your* and toward yourself when you say *My* and *I'm*.
- Ask two ss in opposite parts of the classroom (so everyone can hear) to stand and practise the questions and answer (using their own names).
-  Ss ask and answer in pairs.

Girl: What's your name?
Boy: My name's Sam.
Boy: What's your name?
Girl: I'm Sue.

Activity Book

1 1.8 Listen and circle.

- Ss look at the pictures. Elicit the names of the children.
- Play the audio.
- **Extension** Elicit what the people say in the audio.

Answer key 1 b, 2 a

1 Woman: What's your name?
Bill: Hi, I'm Bill.
2 Woman: What's your name?
Kim: Hello. My name's Kim.

2 Draw and share.

- Ss draw a picture of themselves.

Extra activity TPR

- Place half the ss around the outside of the classroom and ask them to hold up their pictures. The rest of the ss move around and 'meet' those with pictures. They start with *Hello. My name's ...*, but can continue with *What's your name?*

Finishing the lesson

- Ask ss to stand in a circle. Throw the ball to one student and ask *What's your name?* The catcher answers *My name's ...* and then throws the ball to someone else, asking the same question. Continue the game and encourage ss to gradually get faster and faster.

Pupil's Book

Story

1 Listen and follow. Point to Ann.

2 Look and find.

8 eight

brother, dad, mum, sister. Who's that? This is (my) ...

Our Team

Values: Be helpful

Objectives

- **Lesson aims:** to understand a story; to think about how to be helpful
- **Target language:** *brother, dad, mum, sister; Who's that? This is (my) ...*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).

Materials

- paper and drawing materials for each student

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring ss' learning: Happy/sad face technique; Traffic light cards technique

Activity Book

Story Lesson 3

1 Listen. Look and number.

2 Look and colour.

6 six

Values: Be helpful

Starting the lesson

- If possible, show a photograph of your parents, brother or sister. If not, draw a sketch of your family as you talk about them. Introduce the word *family* and some of the target language for the lesson, e.g. say *This is my brother/dad/mum/sister*.

Presentation

- Show page 8 in the Pupil's Book and say *brother, dad, mum, sister*.

Practice

Pupil's Book

1 Listen and follow. Point to Ann.

- Tell ss they are going to listen to a story called *This is my family*.
- Write the number 8 on the board and tell ss to find page 8 in the Pupil's Book. Check they have all found it. Give ss a minute to look at the pictures.
- Focus ss on the pictures. Ask *Who's this?* pointing to the characters ss already know and eliciting answers.
- Play the title and Scene 1. Say *Point to Ann. Point to Dan*.
- Play the rest of the story. Tell ss to point to the correct picture as they listen to each scene.

This is my family**Scene 1**

Bill: Hi, Kim. This is my sister.
Ann: Hi! My name's Ann.
Kim: I'm Kim. This is my brother.
Dan: I'm Dan.

Scene 2

Bill: This is my mum.
Mum: Hello. Who's this?
Bill: This is my friend, Kim.
Mum: Hello, Kim. Oh, thank you, Kim. Thank you, Bill.

Scene 3

Bill: This is my dad.
Kim: Hello. My name's Kim.
Dad: Hi, Kim.


Scene 4

Kim: This is my family.
Everyone: Hello! Hi!

Scene 5

Bill: Tom! No!
Kim: Meg! No!
Dad: Thank you, Kim. Thank you, Bill.

2  **Look and find.**


- Introduce the topic of being helpful. Start by getting ss to help you. Get some ss to help you carry books, or hand them out. Drop some pieces of paper on the floor and get some ss to help you pick them up. Use the situation to introduce the words *help/helping*.
-  Using the Happy/sad face technique, distribute the cards with faces and ask *Is it good to help?*
- You may wish to support your ss' understanding of the value of being helpful by explaining, or discussing, it with your class in their first language. Elicit various ways of being helpful, appropriate to your ss.
- Focus ss again on the picture story and find examples of where Kim and Bill are being helpful.

Answer key Ss point at pictures 3 and 6, which show Bill and Kim helping.

Extra activity Creativity

- Distribute paper and drawing materials to all the ss. Ask them to draw a picture of themselves being helpful (e.g. with their family).

Activity Book**1**  **1.10**  **Listen. Look and number.**

- Ss look at the pictures on page 6. Elicit the names of the characters, and any of the words and sentences from the story that they remember.
-  Explain that the pictures are in the wrong order and they have to help put them right. Point out to them where they write the numbers 1 to 5. Use the Traffic light cards technique to check they understand what to do.
- Play the audio of the story again. Ss point to the correct picture as they listen. Monitor that ss are doing this correctly.
- Play the audio again for ss to number the pictures.

Answer key a 4, b 3, c 5, d 2, e 1

This is my family**Scene 1**

Bill: Hi, Kim. This is my sister.
Ann: Hi! My name's Ann.
Kim: I'm Kim. This is my brother.
Dan: I'm Dan.

Scene 2

Bill: This is my mum.
Mum: Hello. Who's this?
Bill: This is my friend, Kim.
Mum: Hello, Kim. Oh, thank you, Kim. Thank you, Bill.

Scene 3

Bill: This is my dad.
Kim: Hello. My name's Kim.
Dad: Hi, Kim.

Scene 4

Kim: This is my family.
Everyone: Hello! Hi!

Scene 5

Bill: Tom! No!
Kim: Meg! No!
Bill's dad: Thank you, Kim. Thank you, Bill.

2  **Look and colour.**

- If ss did the extra creativity activity above, you could use the pictures now to elicit some of the things ss can do to be helpful.
- Ss look at the pictures and find those which show examples of being helpful. Make sure ss know that they should colour in the circles.

Answer key Ss colour pictures 2 and 3.

Finishing the lesson

- Read the story to ss again, but this time pause for ss to complete the gaps. Choose key words that ss have heard and used already, e.g.

Bill: Hi, Kim. This is my ... (*sister*).

Ann: Hi! My name's Ann.

Language practice

Pupil's Book

Lesson 4 Language practice 1

1 Listen again. Now listen, look and match.

2 Listen, point and say.

3 Listen and number.

4 Listen and sing.

nine 9

Activity Book

Lesson 4 Language practice 1

1 Listen, find and stick.

2 Listen and tick (✓).

1

2

seven 7

Objectives

- **Lesson aims:** to practise language from Lesson 3
- **Target language:** *brother, dad, mum, sister; Who's this? This is (my) ...*

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10). Can sing a simple song, if supported by pictures (GSE 22).

Materials

- Unit 1 flashcards (*brother, dad, mum, sister*)
- Vocabulary time (back of the Activity Book)
- Unit 1 Stickers (back of the Activity Book)

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring ss' learning: Traffic light cards technique; Happy/sad face technique
- Peer learning: groupwork

Starting the lesson

- Use the flashcards (*brother, dad, mum, sister*) to revise the vocabulary from the previous lesson. Show each card and ask *Who's this?* Elicit the word and get ss to repeat it after you.

Presentation

- Show page 9 in the Pupil's Book and say *Who's this? This is my mum. This is my dad. It's my brother. This is my sister.*

Practice

Pupil's Book

- 1 Listen again. Now listen, look and match.
- Play the audio of the story again (1.11) to remind ss what happens.
 - Focus the ss on the pictures and point to each character in turn, ask *Who's this?* If ss can't remember, give them a choice, e.g. *Is this Ann or Meg?*
 - Explain the activity carefully. Start with the picture of Ann. Ask *Is this Ann? Is she Bill's sister?* Play the audio of the first line and pause. Use the Traffic light cards technique to check that ss are ready to do the activity.
 - Play the audio (1.12). Ss match the characters to Bill and Kim. They compare their answers in pairs.
- Answer key** 1 a, d, e (Bill – Ann, Bill's mum, Bill's dad); 2 b, c (Kim – Dan, Meg the cat)

This is my family**Scene 1**

Bill: Hi, Kim. This is my sister.
Ann: Hi! My name's Ann.
Kim: I'm Kim. This is my brother.
Dan: I'm Dan.

Scene 2

Bill: This is my mum.
Mum: Hello. Who's this?
Bill: This is my friend, Kim.
Mum: Hello, Kim. Oh, thank you, Kim. Thank you, Bill.

Scene 3

Bill: This is my dad.
Kim: Hello. My name's Kim.
Dad: Hi, Kim.

Scene 4

Kim: This is my family.
Everyone: Hello! Hi!

Scene 5

Bill: Tom! No!
Kim: Meg! No!
Dad: Thank you, Kim. Thank you, Bill.

1 Bill: This is my sister.
 This my mum.
 This is my dad.

2 Kim: This is my brother.
 This is Meg.

2  **1.13 Listen, point and say.**

- Focus ss on the four pictures and give them a minute to look at them.
- Elicit the words before ss listen – they have heard them a few times now and seen the flashcards (*brother, dad, mum, sister*). Praise them if they can remember them.
- Play the audio. Ss repeat the words.

1 mum **2** dad **3** brother **4** sister

3  **1.14 Listen and number.**

- Elicit the words before ss listen.
- Use the Traffic light technique to check ss understand that they have to listen and number the pictures, from 1 to 4.
- Play the audio. Ss number the pictures.

Answer key a 2, b 3, c 1, d 4

1 Man: Who's this?
Bill: This is my sister, Ann.
2 Man: Who's this?
Bill: This is my dad.
3 Man: Who's this?
Kim: This is my brother, Dan.
4 Man: Who's this?
Kim: This is my mum.

4  **1.15 Listen and sing.**

- Play the whole song as ss listen.
- Teach ss the chorus of the song by getting them to repeat the words after you. Then play the song again with ss joining in with the chorus.

- Play each line of the verses and pause for ss to repeat.
- Ss sing along with the whole song.

Extra activity TPR

- Ss stand up. Divide up the class, boys and girls or two halves, to sing the parts of Kim and Bill. They all sing the chorus and you sing Ann's and Dan's lines.

Chorus: Hello, hello! What's your name?
 Hello, hello! What's your name?

Bill: My name's Bill.

Kim: Hello, hello, hello!

Bill: And this is my sister.

Ann: Hi, I'm Ann. Hi, I'm Ann.

Chorus: Hello, hello! What's your name?
 Hello, hello! What's your name?

Kim: My name's Kim.

Bill: Hello, hello, hello!

Kim: And this is my brother.

Dan: Hi, I'm Dan. Hi, I'm Dan.

Chorus: Hello, hello! Hello, family!
 Hello, hello! Hello, friends!

Activity Book**1**  **1.16 Listen, find and stick.**

- Play the audio. Pause to allow ss time to put the stickers in the correct place.

Answer key 1 c, 2 b, 3 a, 4 d

1 brother **2** dad **3** mum **4** sister

2  **1.17 Listen and tick (✓).**

- Play the audio. Ss listen and tick the correct picture for each item.
- Elicit what the people say in the audio. Ss repeat after you the question and answers, *Who's this? This is my ...*

Answer key 1 b, 2 a

1 Man: Who's this?
Bill: This is my sister, Ann.
2 Man: Who's this?
Bill: This is my dad.

Finishing the lesson

- Ss work in groups of three or four to introduce each other. Demonstrate with two ss first, e.g. *Who's this? This is my friend, ...*
- Use the Happy/sad face technique to elicit from ss what they think of the story.

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 70.

Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 68 in the Activity Book.

Letters and sounds Bb

Pupil's Book

Letters and sounds **Bb** Lesson 5

1 Listen, find and say.



2 Find and circle B and b.

X **b** f B j b p L
P d B q b d D

10 ten Boy, bear, Bill, boy

Objectives

- **Lesson aims:** to learn and practise saying the letter *b*
- **Target language:** the letter and sound *Bb*

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds of the alphabet, if supported by pictures (GSE 13).

Materials

- Unit 1 flashcards (*boy, brother, cat, dad, friend, girl, mum, sister*)
- pens/pencils

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation



Activity Book

Letters and sounds **Bb** Lesson 5

1 Look and colour. B * b *

rBubTmbwB

2 Look and connect Bb.

	B	T	B
k	b	l	f
P	B	B	

8 eight

Starting the lesson

- Use your fingers and pens/pencils to revise the numbers 1 to 10 as introduced in the Welcome lesson. Hold up a number of fingers, pens or pencils, and ask ss to call out the number.
- Use the eight flashcards of the unit vocabulary (*boy, brother, cat, dad, friend, girl, mum, sister*) to revise the words (particularly those that have the *b* sound). Begin by showing the flashcards and eliciting the words. Do some repetition practice.
- Play the Observation and Where is this card? games with the flashcards.

Presentation

- Show page 10 in the Pupil's Book and say *b, b, boy*. (Make sure to use the sound of the letter and not its name.) Write the letters *B* and *b* on the board and repeat the *b* sound.

Practice

Pupil's Book

1 1.18 Listen, find and say.

- Focus ss on page 10 in the Pupil's Book and point to each picture in turn. Do some repetition practice of all six words (*cat, boy, bear, Bill, ball, Kim*).
- Say the four words starting with *b* (*boy, bear, Bill, ball*) and ask ss to look at your lips and mouth as you make the initial *b* sound. Get ss to repeat the sound.
- Guide ss to find page 10 in their Pupil's Book. Check they have all found it.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.

Extra activity TPR

- Divide the class into four groups. Give each group one of the four lines of the chant. Each group in turn stands up, says their line and then sits down again. They keep this going, gradually getting faster to make it fun.
- **Extension** Elicit any other English words ss know that start with the *b* sound (they may know a few words or names, e.g. *bag*, *Ben*). Get ss to repeat these words for further practice with the initial *b* sound.

/b/ /b/ bear
 /b/ /b/ ball
 /b/ /b/ Bill
 /b/ /b/ boy

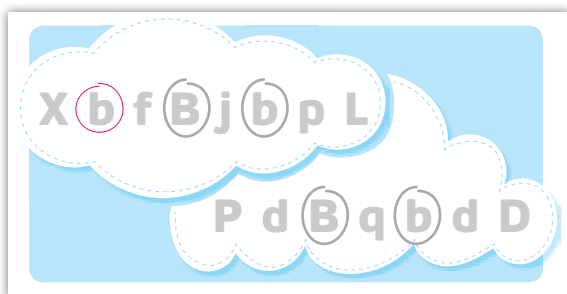
Capitals-only version

You may wish to support your ss by focusing only on the capital letter *B* in the following activities.

2 Find and circle B and b.

- Write the letters *B* and *b* on the board. You may need to explain that these letters are two forms of the same letter if the ss are not aware of the concept of capital letters in their L1. Tell ss that *when your eye sees b or B, your mouth says b*. Tell them that *when b starts an important word or someone's name, it likes to make itself big and important – it becomes B*. To support your ss' understanding, you may wish to use their L1 for this explanation.
- Ss look at the letters in the cloud and circle *B* and *b*.
- **Extension** If you have an English alphabet chart or posters in the room, ask ss to find the letter *B* or *b* and point to it (you do not need to ask ss to say the word it is in). You can also direct pupils to pages 78–79 of the Activity Book.

Answer key Ss find and circle the examples of *B* and *b* in the cloud artwork.

**Activity Book****1 Look and colour. Bb**

- Ss identify the correct letters and colour them in. Ask them to quietly say *b, b, b* as they work.

Answer key Ss colour the upper-case *Bs* in blue and the lower-case *bs* in brown.

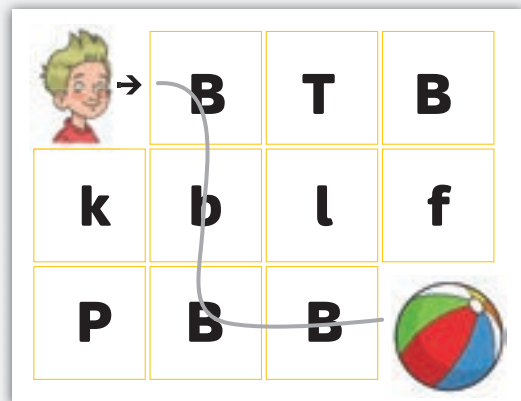
Capitals-only version

You may wish to omit the following activity if your ss are not ready to deal with both lower-case and upper-case letters.

2 Look and connect. Bb.

- Ss look at the pictures and letters. Encourage ss to say *boy* at the start and *ball* when they finish. They draw lines to connect all the letters *B* and *b* together. As ss work, encourage them to make the *b* sound.

Answer key

**Finishing the lesson**

- Play the Stand or sit? game to give further practice with the target sound. Start with words that ss know, e.g. *boy*, *Bill*, *sister*, but move on to other words with similar initial sounds, e.g. *bag*, *Dan*, *book*, *girl*.

Photocopiable resources

If appropriate for your class, you may wish to use some of the following photocopiable resources now or later in the course:

Resources 3–20: a–z and A–Z

Letters and sounds Dd

Pupil's Book

Lesson 6 Letters and sounds **Dd** 1

1 Listen, find and say.

2 Find and circle D and d.

d b d p D d P
x G b q a B D d

3 Listen and chant.

dad, Dan, doll, duck

eleven 11

Objectives

- **Lesson aims:** to learn and practise saying the letter *d*
- **Target language:** the letter and sound *Dd*

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds of the alphabet, if supported by pictures (GSE 13).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Focus ss on the main picture on page 6 in the Pupil's Book. Review some of the language ss already know, e.g. *girl, boy, Kim, Bill, Tom, Meg, cat*.
- Point to the pictures of the toys in the box. Elicit or present the words (*dog, doll*). Do some repetition practice of the words.

Presentation

- Show page 11 in the Pupil's Book and say *d, d, dad*. (Make sure to use the sound of the letter and not its name.) Write the letters *D* and *d* on the board and repeat the *d* sound.

Practice

Pupil's Book

- 1 Listen, find and say.

- Help ss to find page 11 and point to each picture in turn. Elicit the words. Do some repetition practice of all six words (*dad, Dan, cat, duck, doll, mum*).
- Say the four words starting with *d* (*dad, Dan, duck, doll*) and ask ss to look at your lips and mouth as you make the initial *d* sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.

Extra activity TPR

- Divide the class into four groups. Give each group one of the four lines of the audio. Each group in turn stands up, says their line and then sits down again. Encourage ss to gradually get faster to make it fun.

- **Extension** Elicit any other English words ss know that start with the *d* sound (they may know a few words or names, e.g. *desk, Donald Duck*). All ss repeat these words for further practice with the initial *d* sound.

/d/ /d/ doll
/d/ /d/ duck
/d/ /d/ dad
/d/ /d/ Dan

Activity Book

Lesson 6 Letters and sounds **Dd** 1

1 Look and colour. D * d *.

DpdDuefdc

2 Look and connect Dd.

nine 9

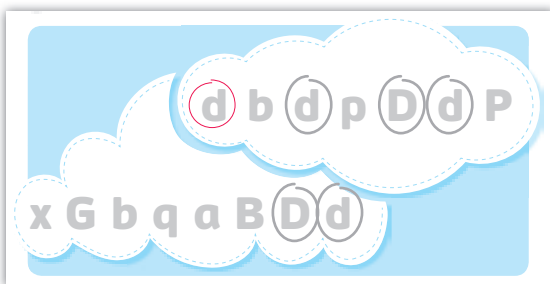
Capitals-only version

You may wish to support your ss by focusing only on the capital letter *D* in the following activities.

2 Find and circle D and d.

- Write the letters *D* and *d* on the board. Remind ss that these are two forms of the same letter (see Lesson 5).
- Focus ss on the letters in the cloud and get them to circle the letters *D* and *d*.
- **Extension** If you have an English alphabet chart or posters in the room, ask ss to find the letter *D* or *d* and point to it (you do not need to ask ss to say the word it is in). You can also direct pupils to pages 78–79 of the Activity Book.

Answer key Ss find and circle the examples of *D* and *d* in the cloud artwork.

**3 1.20 Listen and chant.**

- Ss listen and repeat the chant.

Extra activity TPR

- Divide the class into two. One half can chant the *b* section and the other half the *d* section. They could repeat the chant and increase the speed each time for fun.

Bill: I'm Bill, Bill, Bill.
And I'm a boy, boy, boy.
This is Dan, Dan, Dan.
And this is Dad, Dad, Dad.

Activity Book**1 Look and colour. Dd.**

- Ss identify the correct letters and colour them in. Ask them to quietly say *d, d, d* as they work.

Answer key Ss colour the upper-case *D*s in red and the lower-case *d*s in green.

Capitals-only version

You may wish to omit the following activity if your ss are not ready to deal with both lower-case and upper-case letters.

2 Look and connect Dd.

- Ss look at the pictures and letters. Encourage them to say the word *Dan* at the start and *doll* when they finish. They draw lines to connect all the letters *D* and *d* together. As they work, they make the *d* sound.

Answer key

**Finishing the lesson**

- Play the Which letter? game to give further practice of the letter sounds and words. Start with the sounds, move on to words that ss know, e.g. *boy, Bill, dad, doll*, and then move on to other words, e.g. *book, duck, ball, desk*.

Photocopiable resources

If appropriate for your class, you may wish to use some of the following photocopiable resources now or later in the course:

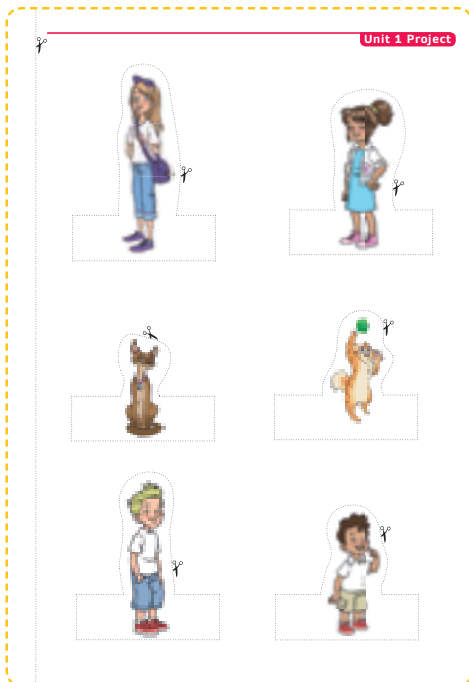
Resources 3–20: a–z and A–Z

Project: Finger puppets

Pupil's Book



Cut-outs



Objectives

- **Lesson aims:** to practise language from the unit
- **Target language:** *boy, brother, cat, dad, friend, girl, mum, sister, I'm ..., My name's ..., Who's this? This is my ...*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a simple song, if supported by pictures (GSE 22).

Materials

- Unit 1 flashcards (*boy, brother, cat, dad, friend, girl, mum, sister*)
- completed finger puppets from the project for demonstration
- templates of the finger puppets for ss to cut out
- scissors and sticky tape

Assessment for Learning

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

Starting the lesson

- Ss repeat *b, b, b*. Then ask ss *Tell me a word that starts with b*. Elicit words. Use flashcards or pictures as prompts.
- Repeat with the *d* sound.

Presentation

- Before the lesson, prepare all the materials and make two finger puppets of your own for demonstration.
- Show the puppets to the class and demonstrate what ss can do with them. For example, put one puppet on each hand and have a conversation between them, e.g. *What's your name? I'm Ben*.

Practice


Pupil's Book

- 1 **Make and show.**
 - Focus ss on the illustrations on page 12. Introduce and talk through each stage of the process so ss know what they are going to do before they start. You may wish to support your pupils' understanding by explaining or discussing this with your class in L1. Use the Traffic light cards technique to check ss understand what to do.
 - Refer ss to the cut-out templates at the back of the Pupil's Book and distribute the materials needed to cut out and stick the puppets.
 - Ss cut out the shapes. Make sure they can use scissors safely. Monitor closely and help wherever necessary.
 - Demonstrate how, and where, the puppet figures should be stuck together. Demonstrate how to cut the sticky tape carefully. Do this for ss, if necessary.

Extra activity Fast finishers

- Encourage fast finishers to start having conversations between two puppets on different hands, while others are completing their puppets. Alternatively, ask more confident ss to help other ss who have yet to finish.
- If any ss have not been successful at creating a usable puppet, encourage them by saying they will have the chance to make something else in the next project and then put them to work with a partner who has created a few puppets for the following activities.
- When the puppets are complete, ask ss to choose a few, put them on and hold up their hands. Use your own puppets to start conversations, e.g.
Hello. What's your name?
I'm Dan.

Extra activity TPR

-  Ss stand up and move around the classroom to hold conversations between puppets. They recycle the conversations they have learned in the unit. Keep the finished puppets somewhere safe so that they can be used again to act out further stories in the Pupil's Book.

2  1.21  Sing and play.

- Play the song. Elicit from ss who the characters in the song are and choose their finger puppets for each one.
- Play the audio again. Ss make the finger puppets sing along to the song, making the right characters move or dance at the right parts of the song.

Chorus: Hello, hello! What's your name?
Hello, hello! What's your name?

Bill: My name's Bill.

Kim: Hello, hello, hello!

Bill: And this is my sister.

Ann: Hi, I'm Ann. Hi, I'm Ann.

Chorus: Hello, hello! What's your name?
Hello, hello! What's your name?

Kim: My name's Kim.

Bill: Hello, hello, hello!

Kim: And this is my brother.

Dan: Hi, I'm Dan. Hi, I'm Dan.

Chorus: Hello, hello! Hello, family!
Hello, hello! Hello, friends!

How to work with projects

There is a project at the heart of every unit in *Team Together* Starter. Each project is carefully scaffolded to enable students to produce something which they can then use in fun, communicative classroom activities. They can also take their finished project work home to show their families and involve them in the learning process.

The projects in this Starter level involve students working together, and so prepare them for the collaborative projects at higher levels of *Team Together*.

For successful project work in the classroom at this level, you may wish to do the following.

- Boost the quality of your students' work by showing them good examples of the final product before they begin.
- Prepare students by getting them to think about the project in advance.
- Keep a flexible project schedule and involve students in the project design whenever possible.
- Avoid making all the decisions for students. Allow them to use their own creativity, and to take the project work in directions they want to go in.
- Record evidence of progress by preparing and filling in a checklist of what students ought to be doing at each stage of the project.
- Be aware that it will take time for students to develop time management skills and learning skills. Not all students will be able to complete the project work at the same pace, or to the same level of quality. Provide students who need it with extra support during the project.

Finishing the lesson





- Review the story from Lesson 3. Ss work in groups. Ask ss to look at the pictures on page 8 and act out the story using their puppets.





Review

Pupil's Book

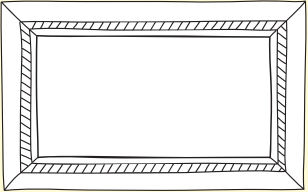
Lesson 8 Review 1

1 Listen and tick (✓).


1 a  b  2 a  b 

3 a  b  4 a  b 

2 Draw.



3 Listen. Then say.



thirteen 13

Objectives

- **Lesson aims:** to review language from the unit
- **Target language:** *boy, brother, cat, dad, friend, girl, mum, sister; I'm ..., My name's ..., Who's this? This is my ...*




Global Scale of English (GSE)

- **Listening:** Can understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can talk about things they have, using a basic phrase (GSE 28).

Materials

- finger puppets from Lesson 7
- drawing materials for each student





Assessment for Learning





-  Setting aims and criteria: lesson objectives presentation
-  Monitoring ss' learning: Traffic light cards technique
-  Peer learning: pairwork

Activity Book


Review 1 Lesson 7 Lesson 8 Review 2 1

1 Listen and tick (✓).





1 a  b  2 a  b 

3 a  b  4 a  b 


2 Listen and colour.






1 Listen and number.

1 a  b  c  d 

2 Listen and match.




3 Look and colour for Unit 1.

a  b  c 

13

Starting the lesson

-  Get ss to use the puppets they made in the previous lesson to revise language from the unit. Put them into pairs to practise asking and answering, e.g. *Who's this? This is ...*

Presentation

-  Show page 13 in the Pupil's Book and say *Who's this? This is my sister.*

Practice

Pupil's Book

1  1.24  Listen and tick (✓).

- Guide ss to find page 13 in the Pupil's Book. Focus ss on the pictures and elicit what they show (e.g. *girl, boy, cat, mum, dad*). Ss repeat the words.
- Play the audio. Ss listen and tick the correct picture.
- **Extension** To check answers, call out each number and elicit the word ss have ticked, e.g. *one – girl*.

Answer key 1 a, 2 b, 3 a, 4 a

1 girl 2 dad 3 cat 4 mum

2  Draw.

- Distribute drawing materials.
- Ss draw a picture of the people in their families. They should include themselves and can include mum, dad, brothers, sisters (if they have them all) and any pets they have. You may need to supply new words for pets, but students can also use their pets' names.

Diversity


Support

- Ss work at their own pace. Some can draw just one or two family members.

Challenge

- Ss could include grandparents, guardians or others that they live with (help them with the words they need in English).

3 1.25 Listen. Then say.

- Play the audio and pause after each line for ss to repeat.
- Take one of the drawings that a student drew in the previous activity. Hold it up and ask the student *Who's this?* and elicit the answer.
-  Ss work in pairs to show their drawings and talk about them with a partner.

Girl: Who's this?

Boy: This is my dad.

Girl: Who's this?

Boy: This is my sister.

Activity Book Review 1


1 1.22 Listen and tick (✓).

- Play the audio. Ss listen and tick the correct picture.

Answer key 1 b, 2 b, 3 a, 4 a

1 sister 2 cat 3 friends 4 dad

2 1.23 Listen and colour.

- Ss look at the outlines of the pictures and identify what they see.
- Play the first phrase from the audio. Elicit this before ss colour the cat blue.
-  Use the Traffic light cards technique to check ss understand the task before continuing with the rest.

Answer key

Ss colour the cat blue, the mum yellow, the girl red and the boy green.

a blue cat
a yellow mum
a red girl
a green boy

Activity Book Review 2

1 1.26 Listen and number.

- Play the audio. Ss listen to each conversation and number the pictures.

Answer key a 4, b 1, c 3, d 2

1 Woman: Hello. What's your name?

Bill: Hi, I'm Bill.

2 Woman: Hi, what's your name?

Kim: Hello. My name's Kim.


3 Woman: Hello, what's your name?

Dan: Hi, I'm Dan.

4 Woman: Hi, what's your name?

Ann: Hello. My name's Ann.

2 1.27 Listen and match.

- Ss point to the top picture on the left. Ask *Who's this?* Elicit *It's Bill*.
- Ss follow the lines to find the pictures at the end.
- Play the first part of the audio. Ss listen and match.
-  Use the Traffic light cards technique to check ss understand before continuing with the rest of the activity.

Answer key 1 d, 2 a, 3 b, 4 c

1 Woman: Who's this?

Bill: This is my dad.

2 Woman: Who's this?

Kim: This is my brother.


3 Woman: Who's this?

Dan: This is my sister.

4 Woman: Who's this?

Ann: This is my mum.

3 Look and colour for Unit 1.

-  Discuss with ss how happy they are with what they have learned in the unit. Find out how many words they can remember. Explain that if they are happy with what they have learned, they can colour the smiley face. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like something or can't remember the words, they colour the unhappy face. Monitor and find out if any ss are unhappy, and why. Aim to give these ss more support in the next lesson.

Finishing the lesson

- Find out what ss' favourite part of the unit was. Give ss the opportunity to repeat any popular activities. (If they say the project, allow them to practise conversations with their finger puppets again.)

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 70.

Photocopiable resources

If appropriate for your class, you may wish to do the following photocopiable resources now or later in the course:

Resource 21 and/or 26: Reading and Writing 1: My family