Nick Coates

TEAM Together Starter

Pearson

Teacher's Book

with Digital Resources

GSE Global Scale of English

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TEAM Together Starter

Teacher's Book with Digital Resources

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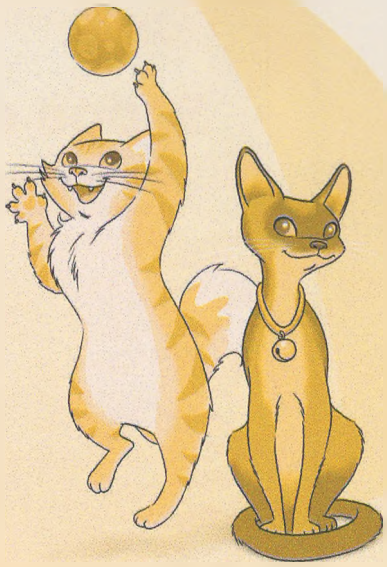
TEAM Together starter

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			

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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

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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.

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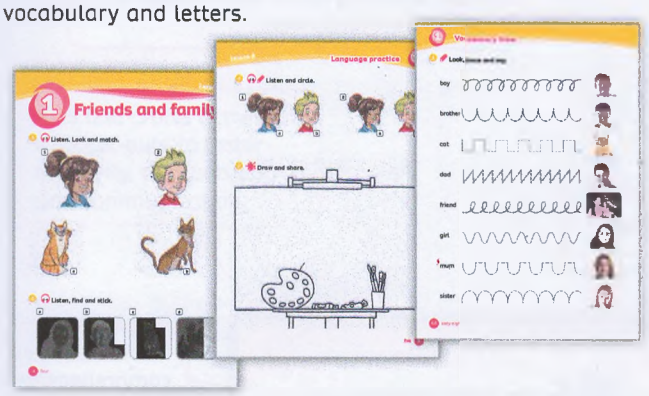
Pupil's Book

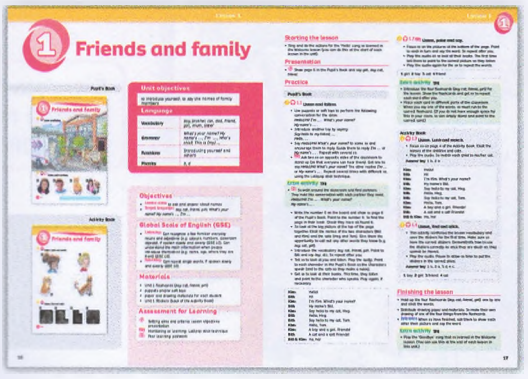
The Pupil's Book provides materials to present the target language effectively. It includes an introductory Welcome spread to introduce colours and numbers 1–10, and eight main units. Cut-out templates are also provided at the end of the Pupil's Book to be used with the Project lessons. The Picture dictionary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

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Unit walkthrough

Lesson 1 introduces the unit theme.

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

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.

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

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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

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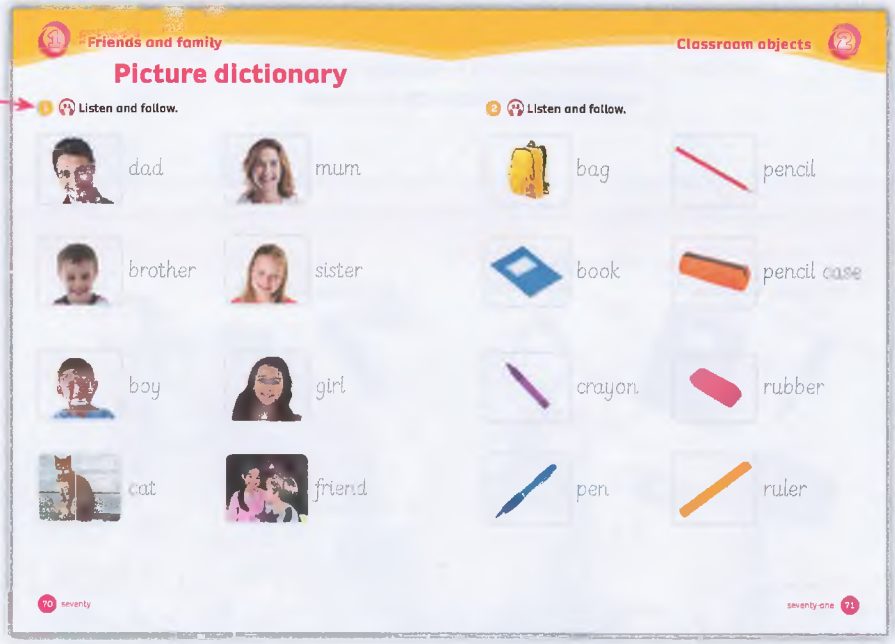
Course features

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



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

Further practice in the Activity Book with fun sticker activities

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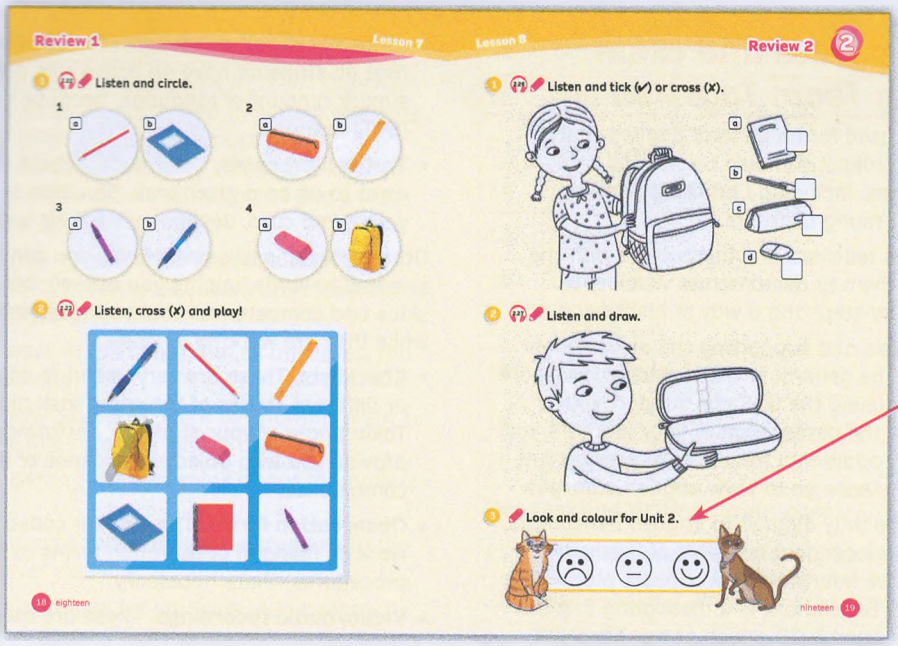
Two Review pages in the Activity Book

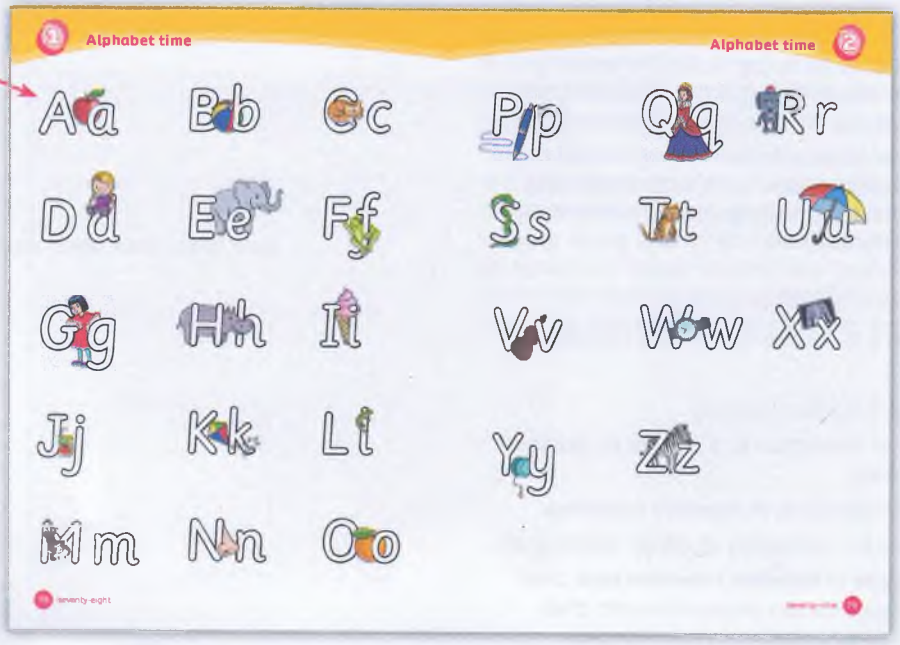


Self-assessment at the end of the unit

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

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

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



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Assessment

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.

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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 uppe-rcase 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.

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Games bank

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.

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Classroom language

Greeting the class

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

Starting the lesson

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

Managing the class

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

Words of praise

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

During the lesson – instructions

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

During the lesson – questions

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

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

Useful phrases for the students

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

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.

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Welcome 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.

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- 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

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1 Friends and family

Pupil's Book

Activity Book

Unit objectives

to introduce yourself; to say the names of family members

Language

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

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

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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 1.1 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 1.2 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 1.3 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 1.4 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.)

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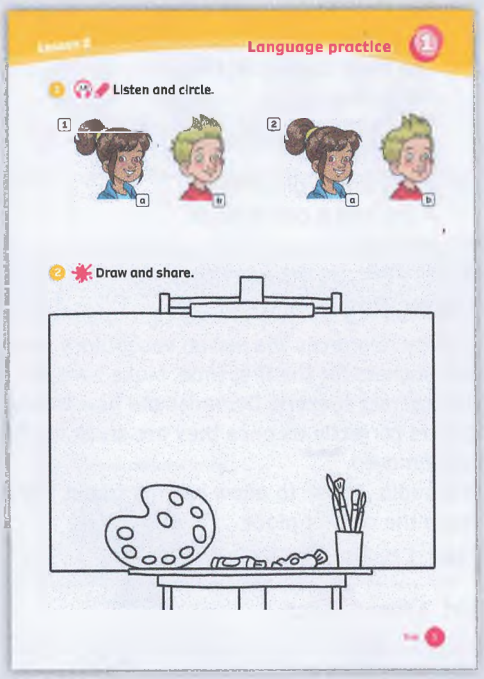
Language practice

Pupil's Book

Activity Book



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.

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- **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.

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Story

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to understand a story; to think about how to be helpful
- **Target language:** *brother, dad, mum, sister; Who's this? 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

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 1.9 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.

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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.

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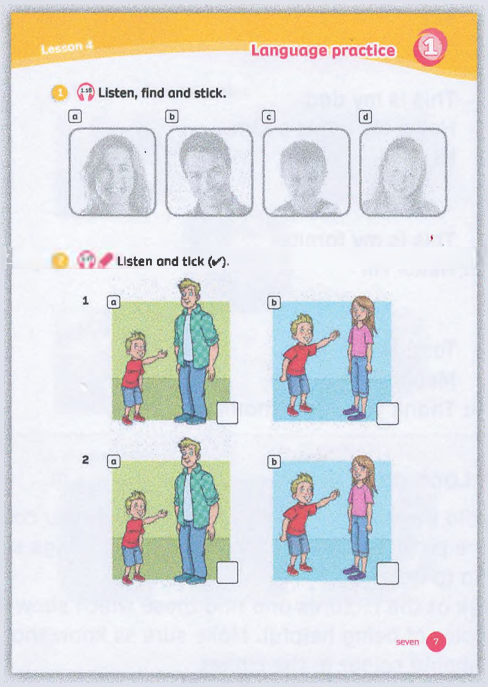
Language practice

Pupil's Book

Activity Book



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 1.11 1.12 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)

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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.

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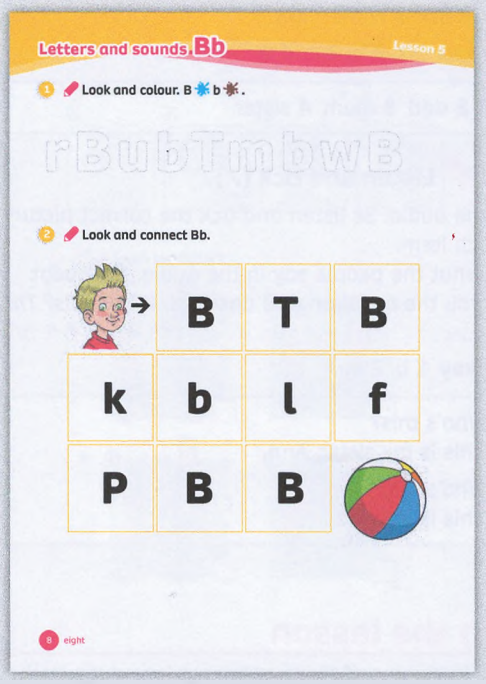
Letters and sounds Bb

Pupil's Book

Activity Book



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

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.

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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.

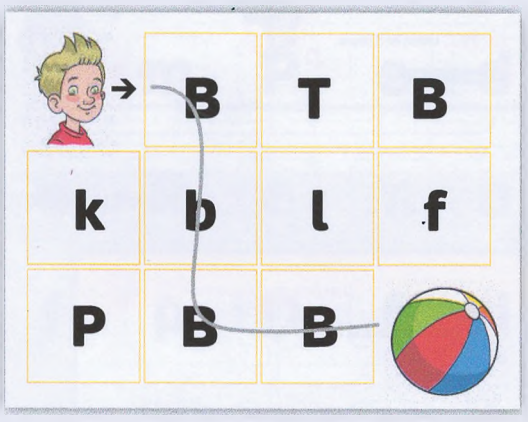
Answer key Ss colour the upper-case *B*s in blue and the lower-case *b*s in brown.

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

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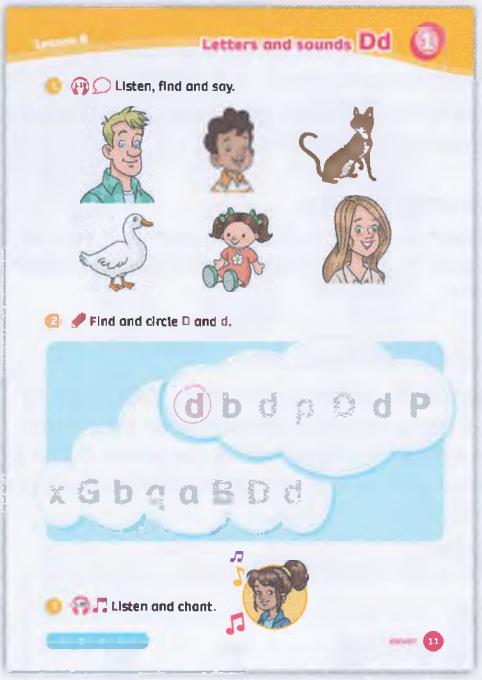
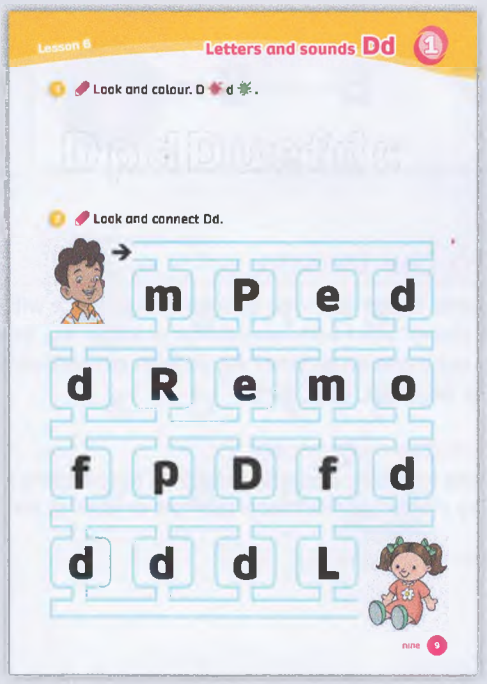
Letters and sounds Dd

Pupil's Book



Activity Book



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 1.19 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

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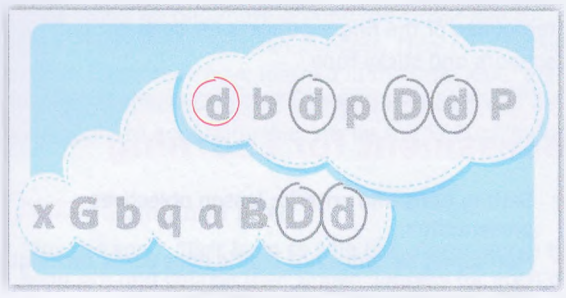
Capitals-only version
You may wish to support your ss by focusing only on the capital letter *D* in the following activities.

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 Ds in red and the lower-case ds 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

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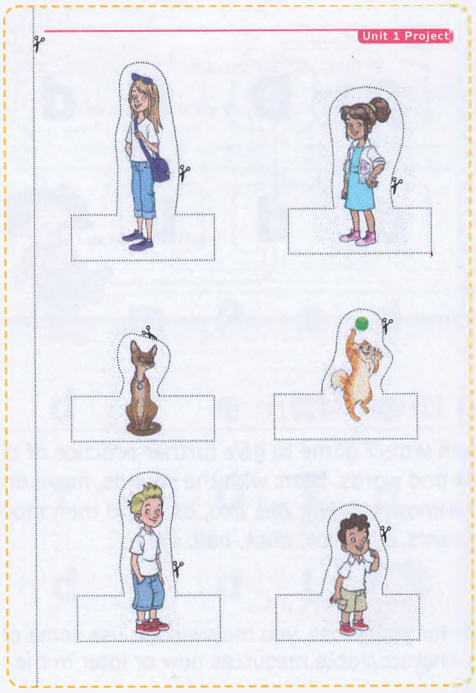
Project: Finger puppets

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.

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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!

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.

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.

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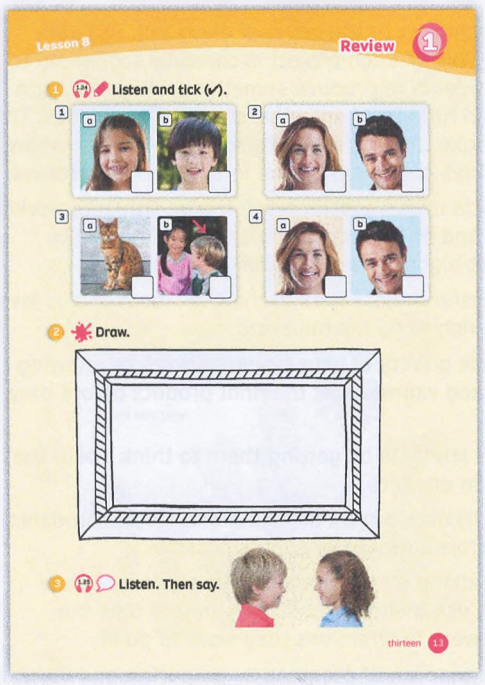
Review

Pupil's Book



Activity Book

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

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.

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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

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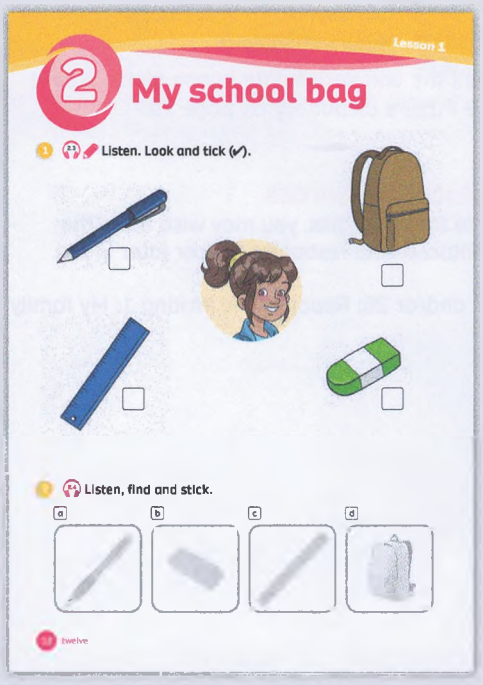
2 My school bag

Pupil's Book

Activity Book



Unit objectives

to talk about school objects and to use *have got* for possession

Language

Vocabulary	*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*
Grammar	*I've got ..., I haven't got ...*
Functions	naming school objects; saying what you've got
Phonics	*p, r*

Objectives

- **Lesson aims:** to name things we use at school
- **Target language:** *bag, pen, rubber, ruler; I've got ...*

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).
  Speaking: Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Unit 1 flashcards (*boy, brother, cat, dad, friend, girl, mum, sister*)
- Unit 2 flashcards (*bag, pen, rubber, ruler*)
- a pen, a rubber, a ruler and a bag
- Unit 2 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring ss' learning: Lollipop stick technique

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Starting the lesson

Extra activity TPR

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

- Use the Unit 1 flashcards (*boy, brother, cat, dad, friend, girl, mum, sister*) and games to revise the vocabulary from Unit 1. Choose one or more of these games: Observation, Which card have you got?, Where is this card?, Standing up.

Presentation

- Show page 14 in the Pupil's Book and say *pen, rubber, ruler, bag*. Hold up an example of each item as you say the word.

Practice

Pupil's Book

1 2.1 Listen and follow.

- Guide ss to find page 14 in the Pupil's Book. Check that all the ss have found it. Focus ss on the big picture at the top of the page. Point to the main characters and say *Who's this?* Elicit the words *Kim, mum* and *Meg*.
- Teach the new vocabulary *pen, rubber, ruler* and *bag*, using real objects. Hold up each item and say the name clearly several times, e.g. *pen*. Ss repeat the words after you. Hold up one item and ask *Is it a pen?* Ss answer *yes* or *no*. Hold up one item and ask *Is it a pen or a ruler?* Ss answer *It's a (pen)*. Hold up one item and ask *What is it?* Ss answer *It's a (pen)*.
- Tell ss to look at you. Play the audio.
- Ss turn over their books and listen again. This time they point to the character who speaks.

Kim's mum: Let's go, Kim.
Kim: OK. I'm ready for school. I've got a pen. I've got a ruler. I've got a rubber.
Kim's mum: And your school bag?
Kim My school bag? No! Ummmm. Oh, Meg!

2 2.2 Listen, point and say.

Extra activity TPR

- Revise the vocabulary items. Say *Show me a pen/rubber/ruler/bag*. Ss stand up and show you their pens, rubbers, etc.

- 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 ss to repeat the words.

Answer key Ss point and say *pen, rubber, ruler, bag*.

1 pen **2** rubber **3** ruler **4** bag

Extra activity TPR

- Introduce the four flashcards for the lesson (*bag, pen, rubber, ruler*). Say the vocabulary and get ss to repeat after you.
- Place each card in a different part of the classroom. When you say one of the objects, ss must run to the correct flashcard. (If you do not have the room for this, they can simply stand and point to the correct card.)
- **Extension** Choose individual ss to do the activity, using the Lollipop stick technique. Get the rest of the class to help by pointing to where the student should go.

Activity Book

1 2.3 Listen. Look and tick (✓).

- Focus ss on the pictures. Elicit the names of the items ss know.
- Tell ss to listen and tick the items that Kim has got. Use the Traffic light technique to check they understand what they have to do.
- Play the audio. Ss listen and tick the correct pictures.

Answer key Ss tick the pen, the ruler and the rubber.

Kim's mum: Let's go, Kim.
Kim: OK. I'm ready for school. I've got a pen. I've got a ruler. I've got a rubber.
Kim's mum: And your school bag?
Kim My school bag? No! Ummmm. Oh, Meg!

1 2.4 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each picture and say the word.

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

1 rubber
2 bag
3 pen
4 ruler

Finishing the lesson

- Play the Team race game with the four flashcards (*bag, pen, rubber, ruler*) for the lesson.

Extra activity TPR

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

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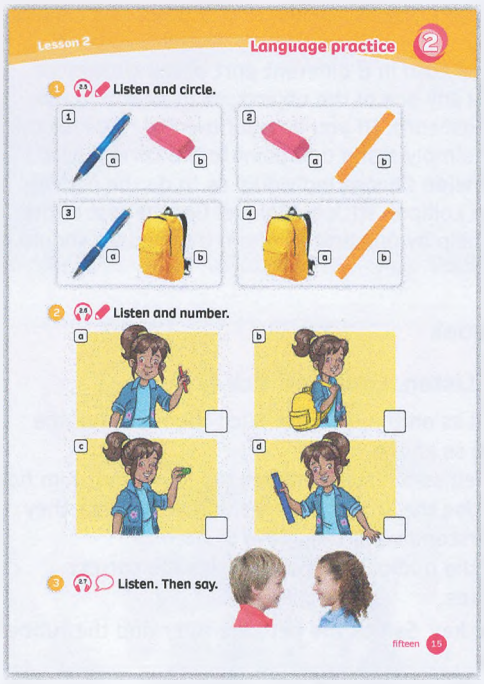
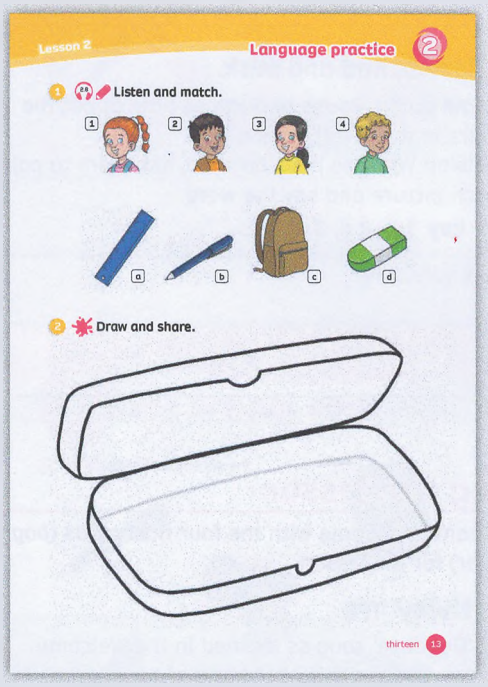
Language practice

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 1
- **Target language:** *bag, pen, rubber, ruler; I've got ...*

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 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

- Unit 2 flashcards
- Real objects (bag, pen, rubber, ruler)
- drawing materials for each student

Assessment for Learning

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

Starting the lesson

- Revise the colours *red, blue, green, yellow*. Focus ss on the colours on page 5 and say *Point to red/blue/green/yellow*.
- Review the vocabulary from the previous lesson, using real objects. Say *Show me a bag/pen/rubber/ruler*. Ss hold up their own items.

Presentation

- Show page 15 in the Pupil's Book and say *I've got a pen. I've got a rubber. I've got a ruler. I've got a bag*. Hold up an example of each item as you say the sentences.

Practice

Pupil's Book

1 2.5 Listen and circle.

- Focus ss on the pictures. Elicit the name of the item in each one.
- Tell ss to listen and circle the correct picture. Use the Traffic light cards technique to check they understand what they have to do.

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

1 rubber **2** ruler **3** pen **4** bag

2 2.6 Listen and number.

- Ss look at each picture in turn. Ask *What is it?* and elicit the name. Then ask about the colour, e.g. *Is it red or yellow?* and elicit the colour. Ss repeat the full description, e.g. *It's a red pen.*
- Play the audio. Ss listen and number.

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

1 I've got a red pen.
2 I've got a green rubber.
3 I've got a blue ruler.
4 I've got a yellow bag.

3 2.7 Listen. Then say.

- Play the audio as a model of the language to be practised.
- Ss listen again and repeat the question and answer.
- Hold up real items and say *I've got a pen/rubber/ruler/bag.*
- Say *Hold up a pen* and get ss to all hold up one of their pens. They repeat after you *I've got a pen.* Repeat with other items.
- **Extension** Ss work in groups to show their items and say what they have got (*I've got a pen*, etc.). Encourage ss to use colours, e.g. *I've got a blue pencil. I've got a red bag.*

Girl: I've got a pen.
Boy: I've got a ruler.

Activity Book

1 2.8 Listen and match.

- Focus ss on the activity. Elicit the names of the items in the pictures.
- Use the Traffic light cards technique to check that ss understand what they have to do before you play the audio.
- **Extension** To give ss more practice, call out the numbers and elicit the sentences, e.g. *one – I've got a pen.*

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

1 Girl: I've got a pen.
2 Boy: I've got a ruler.
3 Girl: I've got a rubber.
4 Boy: I've got a bag.

2 Draw and share.

- Display the four lesson flashcards (*bag, pen, rubber, ruler*) and tell ss to draw two of the items. They can colour in their drawings.
- Ss work in groups to show their pictures and talk about them, e.g. *I've got a green pen. I've got a blue bag.*

Finishing the lesson

- Invite a student to the front of the class, using the Lollipop stick technique. Give the student one of the flashcards (*bag, pen, rubber, ruler*) for the lesson. The rest of the class should not see it. The student says *I've got ...* , but not complete the sentence. Choose another student to guess what the flashcard shows, e.g. *a bag*. The student at the front says *No* to incorrect guesses and, for a correct guess, uses a whole sentence, e.g. *Yes, I've got a pen*. The student who made the correct guess then comes to the front and is given a different flashcard. Continue the game with other ss.

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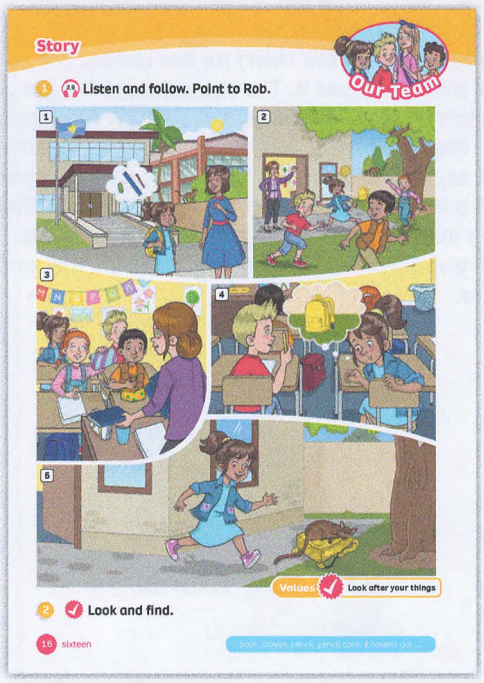
Story

Pupil's Book



Activity Book

Objectives

- **Lesson aims:** to understand a story; to think about how to look after your things
- **Target language:** *book, crayon, pencil, pencil case; I haven't got ...*

Global Scale of English (GSE)

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

Materials

- real objects (bags, pens, etc.)
- 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

Starting the lesson

- Review the vocabulary from the previous lesson and colours, using ss' belongings. Say *Show me a blue bag/red pen/green rubber/yellow ruler*, etc. Ss find and hold up their own items. They say *I've got ... .*

Presentation

- Show page 16 in the Pupil's Book and say *book, crayon, pencil, pencil case*. Hold up examples of the items as you say the words.

Practice

Pupil's Book

1 2.9 Listen and follow. Point to Rob.

- Tell ss they are going to listen to a story called *I haven't got my bag*.
- Guide ss to find page 16 in the Pupil's Book. Focus them on the pictures. Ask *Who's this? / What's this?* pointing to the characters and objects ss already know.
- Play the introduction and Scene 1. Elicit what Kim says.
- Play the audio of the rest of the story. Tell ss to point to the correct picture as they listen to each scene. Say *Point to Rob*.
- Play the audio again and introduce the new vocabulary (passively at this stage). Pause after Scene 3. Say *I've got books. Point to the books*. Do the same with *pencil case* and *crayons*.
- Play and pause after Scenes 4 and 5. Tell ss to point to the *pencil, pencil case, crayons* and *bag*.

Answer key Ss point to Rob in pictures 2, 3 and 4.

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I haven't got my bag!

Scene 1

Kim: I've got a pen, a rubber and a ruler. I've got my school bag!
Kim's mum: Good girl! Bye, Kim!
Kim: Bye, Mum!

Scene 2

Kim: Hi, Bill! Hi, Rob! Hi, Pat!
Bill, Rob, Pat: Hello, Kim!
Mrs Brown: Hello, children!
Children: Hello, Mrs Brown!

Scene 3

Mrs Brown: I've got books. Let's draw! Pat, are you ready?
Pat: Yes! I've got a pencil case.
Mrs Brown: Rob, are you ready?
Rob: Yes! I've got crayons.

Scene 4

Mrs Brown: Bill, are you ready?
Bill: Yes! I've got a pencil.
Mrs Brown: Kim?
Kim: Oh, no! I haven't got a pencil case. I haven't got crayons. I haven't got my bag! Oh! Excuse me, please.

Scene 5

Kim: Oh, Meg! I've got my bag! I've got a pencil! And I've got crayons!

2 Look and find.

- Introduce the topic of looking after your things. Mime stuffing things into your bag carelessly – crumpling up some paper as you do it. Then drop the bag in a corner and walk off and leave it. Go somewhere else and look thoughtful. Say *I haven't got my bag*. Then find the bag (or get ss to find and return it to you). Unpack the bag and show the crumpled paper. Look disappointed and say *No, no, no*.
- Using the Happy/sad face technique, distribute the cards with faces and ask *Is it good to look after your things?* Crumple up the paper again and ask *Is it good?* Then put things away tidily and ask *Is it good?*
- **Extension** You may wish to support your ss' understanding by explaining or discussing ways to look after things at home or in school with their first language.
- Focus ss on the picture story and get them to find an example of where Kim looks after her things.

Answer key Ss point to picture 1.

Extra activity Creativity

- Ss draw a picture of themselves looking after something, e.g. packing their school bag, putting things away at home.

Activity Book

1 2.10 Listen. Look and number.

- Ss look at the pictures. Elicit the names of any 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.
- Play the audio again. Ss point to the correct picture as they listen. Monitor that they are doing this correctly.
- Play the audio again for ss to number the pictures.

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

I haven't got my bag!

Scene 1

Kim: I've got a pen, a rubber and a ruler. I've got my school bag!
Kim's mum: Good girl! Bye, Kim!
Kim: Bye, Mum!

Scene 2

Kim: Hi, Bill! Hi, Rob! Hi, Pat!
Bill, Rob, Pat: Hello, Kim!
Mrs Brown: Hello, children!
Children: Hello, Mrs Brown!

Scene 3

Mrs Brown: I've got books. Let's draw! Pat, are you ready?
Pat: Yes! I've got a pencil case.
Mrs Brown: Rob, are you ready?
Rob: Yes! I've got crayons.

Scene 4

Mrs Brown: Bill, are you ready?
Bill: Yes! I've got a pencil.
Mrs Brown: Kim?
Kim: Oh, no! I haven't got a pencil case. I haven't got crayons. I haven't got my bag! Oh! Excuse me, please.

Scene 5

Kim: Oh, Meg! I've got my bag! I've got a pencil! And I've got crayons!

2 Look and colour.

- Ss look at the pictures and colour in the circles at the bottom of those which show examples of looking after things.

Answer key Ss colour pictures 1 and 3.

Finishing the lesson

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

Kim: I've got a pen, a rubber and a ruler. I've got my school ... (*bag*)!

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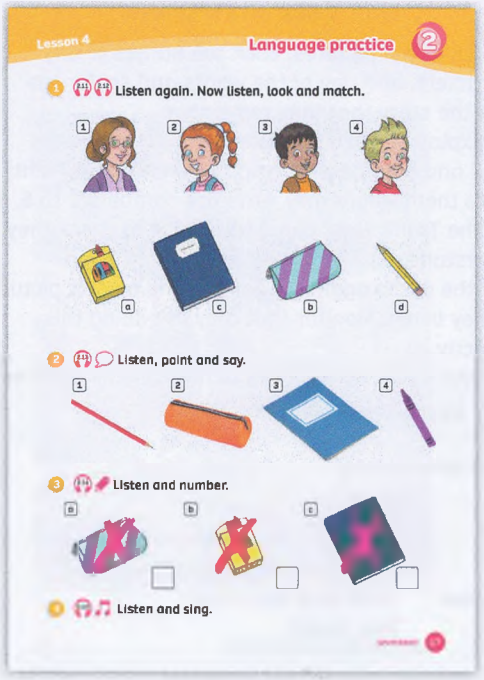
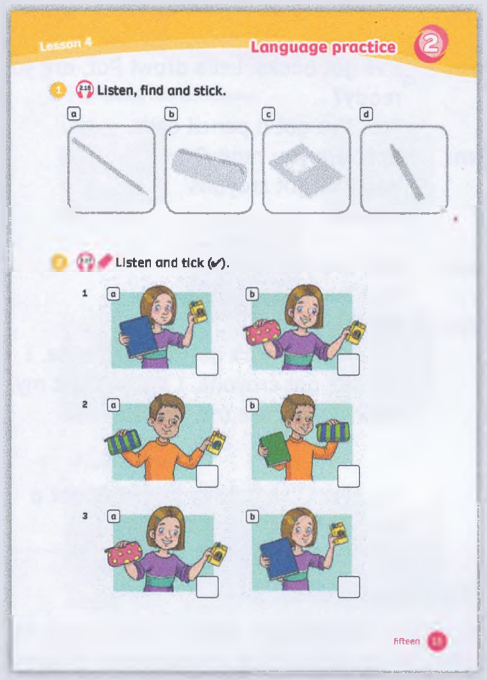
Language practice

Pupil's Book



Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 3
- **Target language:** *book, crayon, pencil, pencil case; I haven't got ...*

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 recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **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 2 flashcards and real objects (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*)
- Vocabulary time (back of the Activity Book)
- Unit 2 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: pairwork

Starting the lesson

- Revise the vocabulary for the unit, using the flashcards (*book, crayon, pencil, pencil case*). Use the Yes/no flashcard game to practise passive knowledge of the four new words introduced in the previous lesson.

Presentation

- Show page 17 in the Pupil's Book and say *I've got a book. I haven't got a crayon. I've got a pencil. I haven't got a pencil case.*

Practice

Pupil's Book

1 2.11 2.12 Listen again. Now listen, look and match.

- Play the audio of the story again (2.11) to remind ss of what happens.
- Focus ss on the pictures and point to each character in turn, ask *Who's this?* and then each object, ask *What's this?* Ss repeat after you the names of the objects.
- Explain the activity carefully. Use the Traffic light cards technique to check that ss are ready to do the activity. Play the audio (2.12).
- Ss draw lines to match the characters to the objects. They can compare their answers in pairs.

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

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I haven't got my bag!

Scene 1

Kim: I've got a pen, a rubber and a ruler. I've got my school bag!
Kim's mum: Good girl! Bye, Kim!
Kim: Bye, Mum!

Scene 2

Kim: Hi, Bill! Hi, Rob! Hi, Pat!
Bill, Rob, Pat: Hello, Kim!
Mrs Brown: Hello, children!
Children: Hello, Mrs Brown!

Scene 3

Mrs Brown: I've got books. Let's draw! Pat, are you ready?
Pat: Yes! I've got a pencil case.
Mrs Brown: Rob, are you ready?
Rob: Yes! I've got crayons.

Scene 4

Mrs Brown: Bill, are you ready?
Bill: Yes! I've got a pencil.
Mrs Brown: Kim?
Kim: Oh, no! I haven't got a pencil case. I haven't got crayons. I haven't got my bag! Oh! Excuse me, please.

Scene 5

Kim: Oh, Meg! I've got my bag! I've got a pencil. And I've got crayons!

Mrs Brown: I've got a book. Let's draw!
Pat: Yes! I've got a pencil case.
Rob: Yes! I've got crayons.
Bill: Yes! I've got a pencil.

2 2.13 Listen, point and say.

- Focus ss on the four pictures. Elicit the words before ss listen – they have heard them a few times now. Praise them if they can remember them. Before they listen, drill all the words in the singular form (they have only heard the plural *books* and *crayons* before).
- Play the audio. Ss point to the words and repeat them.

1 pencil **2** pencil case **3** book **4** crayon

3 2.14 Listen and number.

- Hold up a mixture of items and say what you've got, e.g. *I've got a pen and a rubber.* Then say what you haven't got, e.g. *I haven't got crayons.* Repeat a few times.
- Say *Show me a pen and a pencil.* Ss repeat after you *I've got a pen and a pencil. I haven't got a pencil case.* Repeat with other items.
- Focus ss on the pictures and elicit the names of the items.
- Use the Traffic light cards technique to check ss understand that they have to listen and number the pictures from 1 to 3.
- Play the audio. Ss number the pictures.

Answer key a 3, b 1, c 2

1 I haven't got crayons.
2 I haven't got a book.
3 I haven't got a pencil case.

4 2.15 Listen and sing.

- Play the 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.

Extra activity TPR

- Ss stand up. Divide up the class, boys and girls or two halves, to sing the chorus and the verses.

Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!
Verse 1: I've got a pencil case,
Look, look, look!
I've got crayons,
But I haven't got a book!
Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!
Verse 2: I've got a ruler,
Look, look, look!
I've got a rubber,
But I haven't got a pen!
Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!

Activity Book

1 2.16 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 d, 4 a

1 book **2** pencil case **3** crayon **4** pencil

2 2.17 Listen and tick (✓).

- Play the first part of the audio. Ss listen and tick the correct box. Check ss have understood that the girl said *I haven't got ...* and that they have the correct answer before continuing. Use the Traffic light cards technique to check.
- Play the rest of the audio. Ss tick the correct boxes.

Answer key 1 a, 2 b, 3 a

1 I haven't got a pencil case.
2 I haven't got crayons.
3 I haven't got a book.

Finishing the lesson

- 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 71.

Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 69 in the Activity Book.

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Letters and sounds Pp

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to learn and practise saying the letter *p*
- **Target language:** the letter and sound *Pp*

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 2 flashcards (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*)
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the eight flashcards of the unit vocabulary (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*) to revise the words. Begin by showing the flashcards and eliciting the words. Do some repetition practice.
- Play the Observation and What's missing? games with all the flashcards.

Presentation

- Show page 18 in the Pupil's Book and say *p, p, pen.* (Make sure to use the sound of the letter and not its name.) Write the letters P and p on the board and repeat the *p* sound.

Practice

Pupil's Book

1 2.18 **Listen, find and say.**

- Guide ss to find page 18 in the Pupil's Book. Focus ss on the page and point to each picture in turn. Do some repetition practice of all six words (*pen, book, pencil, pencil case, rubber, Pat*).
- Say the four words starting with *p* (*pen, pencil, pencil case, Pat*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words ss know that start with the *p* sound (they may know a few words, e.g. *paper, pasta*). Avoid any words that start with a blend of letters, e.g. *play,* at this level. All ss repeat these words for further practice with the initial *p* sound.

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/p/ /p/ pen
/p/ /p/ pencil
/p/ /p/ pencil case
/p/ /p/ Pat

Capitals-only version
You may wish to support your ss by focusing only on the capital letter *P* in the following activities.

2 Find and circle P and p.

- Write the letters *P* and *p* on the board.
- Ss look at the letters in the cloud and circle *P* and *p*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the Team Together Alphabet Classroom Poster. Ask ss to find the letter *P* or *p* and point to it. You do not need to ask ss to say the word it is in. Ss find and circle the examples of P and p in the cloud artwork.

Answer key Ss find and circle the examples of P and p in the cloud artwork.

Activity Book

1 Look and colour. Pp.

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

Answer key Ss colour the upper-case Ps in orange and the lower-case ps 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 Pp.

- Draw a rough copy of the maze on the board and demonstrate with your finger what needs to be done. Point to the pencil and say *pencil*, then move your finger over the letters *P* and *p* and say *p* each time.
- Ss do the activity. Encourage them to say the words and make the *p* sound as they do it.

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. *Pat, pen, pencil*, but move on to other words with other initial sounds, e.g. *bag, duck, pasta, Peter*. Include some from the unit.

Capitals-only version
If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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Letters and sounds Rr

Objectives

- **Lesson aims:** to learn and practise saying the letter *r*
- **Target language:** the letter and sound *Rr*

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).

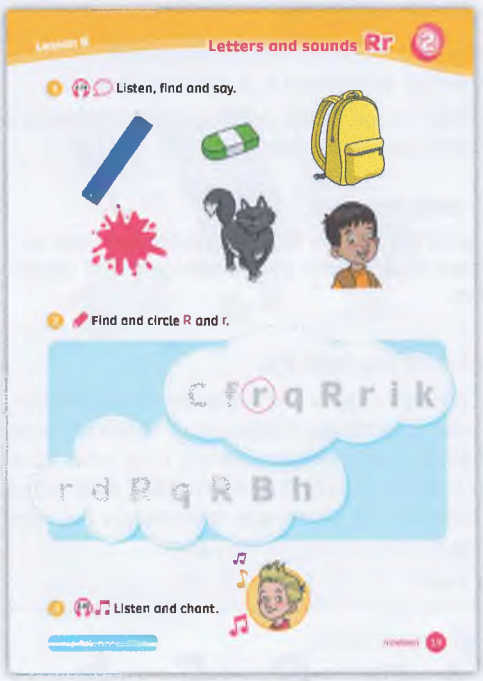
Materials

- A4 pieces of paper, each with a letter (*B, D, P* and *R*) on them
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Pupil's Book



Activity Book

Starting the lesson

- Focus ss on the main picture on page 14 in the Pupil's Book. Say the sound *b* and tell ss to find a word that starts with *b* (*bag*). (Some may also know *bed*.)
- Do the same with the sound *p* and elicit *pencil*.

Presentation

- Show page 19 in the Pupil's Book and say *r, r, ruler*. (Make sure to use the sound of the letter and not its name.) Write the letters *R* and *r* on the board and repeat the *r* sound.

Practice

Pupil's Book

1 2.19 Listen, find and say.

- Help ss find page 19 in the Pupil's Book and point to each picture in turn. Elicit the words. Do some repetition practice of all six words (*ruler, rubber, bag, red, cat, Rob*).
- Say the four words starting with *r* (*ruler, rubber, red, Rob*) and ask ss to look at your lips and mouth as you make the initial *r* sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words ss know that start with the *r* sound (they may know a few words or names, e.g. *run, rice*). All ss repeat these words for further practice with the initial *r* sound.

/r/ /r/ ruler
/r/ /r/ rubber
/r/ /r/ red
/r/ /r/ Rob

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Capitals-only version
You may wish to support your ss by focusing only on the capital letter *R* in the following activities.

2 Find and circle R and r.

- Write the letters *R* and *r* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *R* and *r*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter *R* or *r* 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 *R* and *r* in the cloud artwork.

3 2.20 Listen and chant.

- Ss listen and repeat the chant.

Extra activity TPR

- Divide the class into two. One half can chant the *p* section and the other half the *r* section. They could continue the chant and increase the speed each time for fun.

Bill: I've got a pen, pen, pen,
and a pencil, pencil, pencil.
I've got a ruler, ruler, ruler,
and a rubber, rubber, rubber!

Activity Book

1 Look and colour. Rr.

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

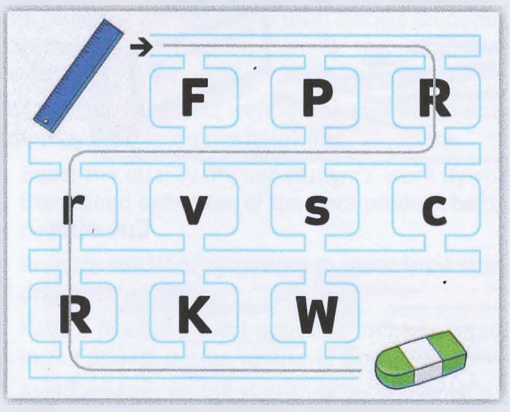
Answer key Ss colour the upper-case Rs in yellow and the lower-case rs in red.

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 Rr.

- Ss look at the pictures and letters. Encourage them to say the words *ruler* at the start and *rubber* when they finish. As they work, they make the *r* sound.

Answer key



Finishing the lesson

- Play the Which letter? game with the letters *b, d, p* and *r* (or *B, D, P* and *R*). Start with the sounds in isolation, move on to words that ss know, e.g. *boy, doll, pencil, rubber* and then move on to other words, e.g. *bed, desk, paper, rice*.

Capitals-only version
If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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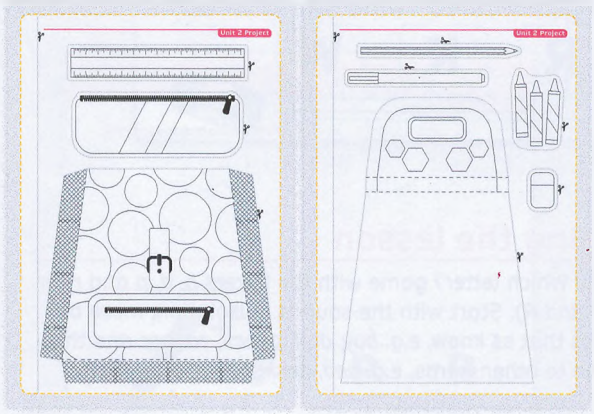
Project A school bag

Pupil's Book

Cut-outs



Objectives

- **Lesson aims:** to practise language from the unit
- **Target language:** *bag, book, crayon, pen, pencil, pencil case, rubber, ruler; I've got ..., I haven't got ...*

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 2 flashcards (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*)
- templates of the school bag and school objects for ss to cut out
- a completed model school bag with objects for demonstration
- scissors and glue
- crayons or coloured pencils

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

- Use the unit flashcards (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*) to revise the key vocabulary. Use the Where is this card? and/or What's missing? games.

Presentation

- Before the lesson, prepare all the materials and make a model school bag for demonstration.
- Show page 20 in the Pupil's Book and say *Look!* Show ss an example of the completed model school bag and say *I've got a bag.*

Practice

Pupil's Book

1 Make and show.

- Show the bag to the class and demonstrate what you have got. Pull out the items one by one and say *I've got a pencil/rubber/ruler.* Then look inside and say sadly *I haven't got a pen/pencil case.*
- Focus ss on the illustrations on page 20. Introduce and talk through each stage so ss know what they are going to do before they start. You may wish to support your ss' understanding by explaining or discussing this with your class in L1. Use the Traffic light cards technique to check ss understand what to do.

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- Refer ss to the cut-out templates at the back of the Pupil's Book and distribute the materials needed.
- Ss cut out the shapes. Make sure they can use scissors safely. Monitor closely and help wherever necessary.
- Ss colour in their bags. They then colour in the classroom items.
- Demonstrate how to glue the front and back of the school bag to make into a bag shape. Show ss how to leave the top open so that they will be able to put the classroom items in the bag. Demonstrate how to use the glue carefully.

Extra activity **Fast finishers**

- Ask more confident ss to help other ss who have yet to finish.

- If any ss have not been successful at creating a usable model school bag, 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 something usable for the following activities.
- Choose ss, using the Lollipop stick technique, and ask them to show and name objects, e.g. elicit *I've got a blue rubber.*
- Hold up an item of yours, e.g. a red pencil case. Say *I've got a red pencil case. And you?* Choose ss to answer, using the Lollipop stick technique. Then elicit either *I've got a red pencil case* or *I haven't got a red pencil case.*

Extra activity **TPR**

- Ss put some of their items into their bags. They then move around the classroom and show each other what they have got, i.e. they take out the items and say, e.g. *I've got a blue pencil.*

- Compare what you have got with one student. Say *I've got a yellow bag. I haven't got a green bag.* Ss do the same in pairs.
- Ss pack away all their items in their model school bags. They will need to keep them for use in the next lesson.

2 2.21 Sing and play.

- Play the song. Ss listen and hold up their bags, and classroom items as they hear them named.
- Ss sing the song and put the items in their bag as each is mentioned. You may need to pause the song to give them time.

Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!

Verse 1: I've got a pencil case,
Look, look, look!
I've got crayons,
But I haven't got a book!

Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!

Verse 2: I've got a ruler,
Look, look, look!
I've got a rubber,
But I haven't got a pen!

Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!

Finishing the lesson

Extra activity **TPR**

- Tell ss to get their own school bags and to pack their school equipment into it carefully (remind them to look after their things) as if they are going home. They then move around the classroom to find a partner.

- Ss show each other what they have and haven't got in their bags.

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.

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Review

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to review language from the unit
- **Target language:** *bag, book, crayon, pen, pencil, pencil case, rubber, ruler; I've got ..., I haven't got ...*

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

- model bags made in the project lesson
- drawing materials for each student

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

- Ss use the bags and school items they made in the previous lesson. Say *Find a green pen/red crayon*, etc. Ss take out and hold up any items of the correct colour.
- Use the Lollipop stick technique to select some ss to tell each other what they have got. Ss say *I've got a ...* . Encourage them to use the colours.

Presentation

- Show page 21 in the Pupil's Book and say *I've got a book. I haven't got a crayon.*

Practice

Pupil's Book

1 2.24 **Listen and tick (✓).**

- Guide ss to find page 21 in the Pupil's Book. Focus ss on the pictures and elicit what they illustrate.
- Play the audio. Ss listen and tick the correct picture.

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

1 I've got a pen.
2 I've got a book.
3 I've got a bag.
4 I've got a rubber.

2 **Draw.**

- Distribute drawing materials.
- Ss draw and colour pictures of three classroom items in the bag.

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Diversity

Support
- Ss work at their own pace. Some can draw just one or two classroom items.

Challenge
- Ss could include more items. They could be put to work with another student, to show their drawings and say what they have got.

3 2.25 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 to tell you what they have got in the bag.
- Ss work in pairs to show their drawings and talk about them with a partner, using *I've got a ...* and *I haven't got a ... .*

Girl: I've got a pencil case. I haven't got a book.
Boy: I've got a pencil. I haven't got a ruler.

Activity Book Review 1

1 2.22 Listen and circle.

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

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

1 book **2** pencil case **3** crayon **4** bag

2 2.23 Listen, cross (✗) and play!

- Focus the ss on the pictures, and elicit the colour and name of each.
- Explain that when they hear the name on the audio, they must cross out the picture. Demonstrate with the first item (*a yellow bag*) – play the first part of the audio and show ss the cross in the Activity Book.
- Play the audio and pause after each phrase to give ss time to find and cross out the picture. Tell them to put up their hands when they have crossed out all the pictures.

a yellow bag
a pink rubber
a green ruler
a blue book
a red pencil
a blue ruler
an orange pencil case
a blue pen
a purple crayon
a red pen
a yellow ruler
a red book

Activity Book Review 2

1 2.26 Listen and tick (✓) or cross (✗).

- Ss look at the picture. Point and ask *What's this?* Elicit *girl* and the names of the items.
- Explain to ss that they will hear what the girl has and hasn't got. If she has got it, they must tick the box. Use the Traffic light cards technique to check if students understand the task. If she hasn't got it, they must cross the box.

Answer key a ✓, b ✗, c ✓, d ✗

1 I've got a book.
2 I haven't got a pen.
3 I've got a pencil case.
4 I haven't got a rubber

2 2.27 Listen and draw.

- Focus ss on the drawing of the pencil case. Tell them to listen and draw.

Answer key Ss draw a ruler and a pencil.

1 I've got a ruler. I haven't got a pen.
2 I've got a pencil. I haven't got a rubber.

3 Look and colour for Unit 2.

- Find out how happy ss are with what they have learned in the unit. Find out if they can name things in the classroom and say what they have and haven't got. Explain that if they are happy, 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. 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 the school bags again.)

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 71.

Photocopiable resources

If appropriate for your class, you may wish to do the following photocopiable resources now or later in the course:
Resource 22 and/or 27: Reading and Writing 2: My school

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3 Our classroom

Pupil's Book

Activity Book

Unit objectives

to talk about things in the classroom; to say where things are

Language

Vocabulary	*chair, desk, door, floor, teacher, wall, whiteboard, window*
Grammar	*What's this? It's a ..., The book is on the chair. The pens are on the floor.*
Functions	naming things in a classroom; describing where things are
Phonics	*c, w*

Objectives

- **Lesson aims:** to name things in a classroom
- **Target language:** *door, teacher, whiteboard, window; What's this? It's a ...*

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).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Unit 2 flashcards (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*)
- Unit 3 flashcards (*door, teacher, whiteboard, window*)
- A hand puppet or soft toy
- Real objects (*pen, rubber, ruler*)
- Unit 3 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring ss' learning: Lollipop stick technique; Traffic light cards technique

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Starting the lesson

Extra activity TPR

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

- Use the Unit 2 flashcards (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*) and games to revise the vocabulary from Unit 2. Choose one or more of these flashcard games: Observation, Which card is this?, Standing up.

Presentation

- Show page 22 in the Pupil's Book and say *teacher, whiteboard, door, window.* Point to each item as you say the words.

Practice

Pupil's Book

1 3.1 Listen and follow.

- Guide ss to find page 22 in the Pupil's Book. Ss look at the main picture together. Point to Kim, Dan and Tom and ask *Who's this?* Elicit the names.
- Point to the teacher in the picture and ask *Who's this?* Give the answer *It's a teacher.* Ss repeat the answer after you.
- Hold up any objects ss know, e.g. *pen, rubber, ruler,* and ask *What's this?* Elicit answers and guide ss to reply *It's a ...* . Do some repetition practice with the answers.
- Use a hand puppet or soft toy to touch objects around the room and ask the following questions. You answer the questions.
  What's this? It's a whiteboard.
  What's this? It's a door.
  What's this? It's a window.
- Drill the question and answers.
- Tell ss to look at you. Play the audio.
- Ss turn over their books and listen again. They point to the character who speaks.

Kim: Look, Dan. This is my classroom!
Dan: Oh! Who's this?
Kim: It's my teacher, Mrs Brown.
Dan: Oh! And what's this?
Kim: It's a whiteboard.
Dan: Oh! And what's this?
Kim: It's a door.
Dan: Oh! And what's this?
Kim: It's a window.
Dan: Oh ... and a cat!

2 3.2 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 ss to repeat the words.

1 teacher **2** whiteboard **3** door **4** window

Extra activity TPR

- Introduce the four flashcards for the lesson. Show the flashcards and get ss to repeat the words 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 the room for this, they can simply stand and point to the correct card.)
- **Extension** Choose individual ss to do the activity, using the Lollipop stick technique. Get the rest of the class to help by pointing to where the student should go.

Activity Book

1 3.3 Listen. Look and number.

- Focus ss on the picture. Elicit the names of the items ss know.
- Tell ss to listen and number the items that Kim says. Use the Traffic light technique to check they understand what they have to do.
- Play the audio. Ss listen and number the correct picture for each.

Answer key 1 teacher, 2 whiteboard, 3 door, 4 window

1 Kim: Look, Dan. This is my classroom!
Dan: Oh! Who's this?
Kim: It's my teacher, Mrs Brown.
2 Dan: Oh! And what's this?
Kim: It's a whiteboard.
3 Dan: Oh! And what's this?
Kim: It's a door.
4 Dan: Oh! And what's this?
Kim: It's a window.
Dan: Oh ... and a cat!

2 3.4 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each in turn and say the word.

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

1 whiteboard **2** teacher **3** window **4** door

Finishing the lesson

Extra activity TPR

- Play the Team race game with the four flashcards for the lesson (*door, teacher, whiteboard, window*).

- **Extension** Use all the flashcards from Unit 2 to extend the game and do some revision.
- Finish with the 'Goodbye' song ss learned in the Welcome lesson. (You can use this at the end of each lesson in this unit.)

Extra activity TPR

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

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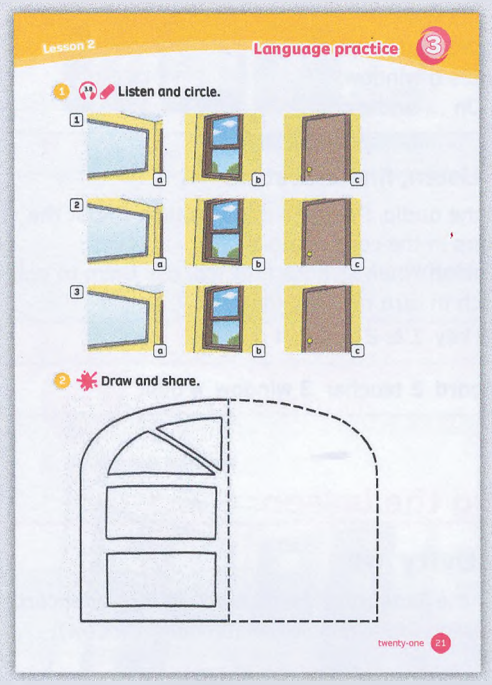
Language practice

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 1
- **Target language:** *door, teacher, whiteboard, window; What's this? It's a ...*

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 basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?') (GSE 22).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).

Materials

- Unit 3 flashcards (*door, teacher, whiteboard, window*)
- Unit 2 flashcards and real classroom objects (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*)
- drawing materials for each student

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 and unit. Hold up or touch objects (e.g. *door, window, whiteboard*) and ask *What's this?* Elicit *It's a ...* . Then hold up the flashcard for the word *teacher* and ask *Who's this?* Elicit *It's a teacher.* (Avoid using yourself for this as the answer would need to be *You're a teacher.*)

Presentation

- Show page 23 in the Pupil's Book and say *What's this? It's a door. What's this? It's a window.* Go to and touch each item as you ask the questions.

Practice

Pupil's Book

1 3.5 Listen and number.

- Ss look at each picture in turn. Point to each picture in the book and, ask *What's this?* and elicit the name.
- Tell ss to listen and number the pictures. Use the Traffic light cards technique to check all ss have understood what to do before playing the audio.
- **Extension** Check answers by calling out the numbers and eliciting the words, e.g. *one – window.*

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

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1 window **2** teacher **3** whiteboard **4** door

2 3.6 **Listen and tick (✓).**

- Give ss a minute to look at the pictures. Elicit the names of the objects.
- Explain that ss listen and tick the box with the correct picture. Use the Traffic light cards technique to check ss understand what to do before playing the audio.
- Play the audio. Ss tick the correct boxes.

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

1 Dan: What's this?
Kim: It's a whiteboard.
2 Dan: What's this?
Kim: It's a window.
3 Dan: What's this?
Kim: It's a door.
4 Dan: What's this?
Kim: It's a cat.

3 3.7 **Listen. Then say.**

- Play the audio as a model of the language to be practised.
- Ss listen again and repeat the question and answer.
- Ss work in pairs asking and answering the question using the pictures in Activities 1 and 2.

Extra activity TPR

- Ss walk around the classroom in pairs to ask and answer the question using real objects in the classroom.

Girl: What's this?
Boy: It's a door.

Activity Book

1 3.8 **Listen and circle.**

- Ss look at the pictures. Elicit the name of the item in each picture.
- Tell ss to listen and circle the correct picture. Play the audio.

Answer key 1 b, 2 a, 3 c

1 Girl: What's this?
Man: It's a window.
2 Girl: What's this?
Man: It's a whiteboard.
3 Girl: What's this?
Man: It's a door.

2 **Draw and share.**

- Focus ss on the partial drawings. Ask *What is it?* Elicit *It's a window/door.*
- Ss complete the drawings and colour them.
- Ss work in groups to show their pictures and talk about them, e.g. *It's a window/door.*

Finishing the lesson

- Using the Lollipop stick technique, choose one student to stand at the front of the class and give him/her one of the flashcards from Unit 2 or Unit 3, Lesson 1 – the rest of the class should not see what it is.
- The student asks *What's this?* Using the Lollipop stick technique again, choose ss to guess what the flashcard shows, e.g. *It's a window/whiteboard.* The student at the front says *No* to incorrect guesses and, for a correct guess, uses a whole sentence, e.g. *Yes, it's a door.*
- The student who made the correct guess then comes to the front and is given a different flashcard. Continue the game.

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Story

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to understand a story; to think about how to be tidy
- **Target language:** *chair, desk, floor, wall; The book in on the chair. / The pens are on the floor.*

Global Scale of English (GSE)

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

Materials

- Unit 3 flashcards (*chair, desk, floor, wall*)
- Unit 2 flashcards and real classroom objects (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*)
- Paper and drawing materials for each student

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring ss' learning: Happy/sad face technique

Starting the lesson

- Review the language from the previous lessons using real objects and flashcards. Hold or touch objects and ask *What's this?* Elicit *It's a ... .*

Presentation

- Show page 24 in the Pupil's Book and say *The crayons are on the desk.* Point to crayons on a desk as you say it.

Practice

Pupil's Book

1 3.9 Listen and follow. Point to the cat.

- Tell ss they are going to listen to a story called *Let's tidy up!*
- Guide ss to find page 24 in the Pupil's Book. Focus them on the pictures. Ask *Who's this?* and *What's this?*, pointing to the characters and objects ss already know. Elicit answers using *It's ... .*
- Play the audio of the first scene and pause. Say *Point to the cat.*
- Play the second scene and pause. Repeat the three sentences, demonstrating what they mean, e.g. put some crayons on a desk and say *The crayons are on the desk.* Say *Point to the cat.*
- Play the rest of the story, pausing after each scene. Say *Point to the cat* after each scene.
- Play the full audio again. Ss listen and point to the correct picture.

Answer key Ss point to Tom the cat in each picture of the story.

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Let's tidy up!

Scene 1

Mrs Brown: Oh, no! Look at the classroom!
Children: Oh, no!

Scene 2

Pat: The crayons are on the desk.
Kim: The book is on the chair.
Bill: The pens are on the floor.

Scene 3

Kim: Let's tidy up.
Pat & Bill: OK!
Pat: I've got the crayons.
Bill: I've got the pens.

Scene 4

Bill: The classroom is tidy!
Mrs Brown: Thank you, children.

Scene 5

Pat: Oh! Look at the wall!
Bill: It's a cat! Oh, no! It's Tom!

2 Look and find.

- Introduce the topic of being tidy. Create some mess in the classroom (use items ss can name, e.g. books, crayons, pens, pencils, rubbers). Then point to the mess and say *Oh, no! Look. Let's tidy up.* Have ss repeat *Let's tidy up!* and then help you tidy up the classroom. When finished, say *The classroom is tidy. Thank you!*
- Using the Happy/sad face technique, distribute the cards with faces. Show ss an untidy desk and ask *Is it good?* Then do the same with a tidy desk. Finally ask *Is it good to tidy up?*
- **Extension** You may wish to support your ss' understanding by explaining or discussing what ss do to tidy up at school and at home in their first language. Discuss why it is good to tidy up.
- Focus the ss on the picture story and say *Show me the children tidying up.*

Answer key Ss point to picture 3.

Extra activity Creativity

- Ss draw a picture of themselves tidying up at home.

Activity Book

1 3.10 Listen. Look and number.

- Ss look at the pictures from the story. 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 the ss have to number them in the correct order. Point out to them where they write the numbers 1 to 5. Use the Traffic light cards technique to check they understand.
- Play the audio. Ss point to the correct picture as they listen. Monitor that they are doing this correctly.
- Play the audio again for ss to number the pictures.

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

Let's tidy up!

Scene 1

Mrs Brown: Oh, no! Look at the classroom!
Children: Oh, no!

Scene 2

Pat: The crayons are on the desk.
Kim: The book is on the chair.
Bill: The pens are on the floor.

Scene 3

Kim: Let's tidy up.
Pat & Bill: OK!
Pat: I've got the crayons.
Bill: I've got the pens.

Scene 4

Bill: The classroom is tidy!
Mrs Brown: Thank you, children.

Scene 5

Pat: Oh! Look at the wall!
Bill: It's a cat! Oh, no! It's Tom!

2 Look and colour the circles.

- Ss look at the pictures and think about which show tidying up. Make sure ss know to colour in the circles only, and that they can use any colour they like.

Answer key Ss colour pictures 1 and 2.

Finishing the lesson

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

Mrs Brown: Oh, no! Look at the classroom!
Children: Oh, no!
Pat: The ... (*crayons*) are on the desk.
Kim: The ... (*book*) is on the chair.

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Language practice

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to practise language from Lesson 3
- **Target language:** *chair, desk, floor, wall; The book in on the chair. / The pens are on the floor.*

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 recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **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 3 flashcards (*chair, desk, floor, wall*)
- Vocabulary time (back of the Activity Book)
- Unit 3 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: pairwork

Starting the lesson

- Revise the vocabulary for the unit using the flashcards (*chair, desk, floor, wall*). Use the Yes/no flashcard game to practise passive knowledge of the four new words introduced in the previous lesson.

Presentation

- Show page 25 in the Pupil's Book and say *The crayon is on the desk*. Point to a crayon on a desk as you say it.

Practice

Pupil's Book

1 3.11 3.12 Listen again. Now listen, look and match.

- Play the audio of the story again (3.11) to remind ss of what happens.
- Focus the ss on pictures 1–3 and point to each character in turn. Ask *Who's this?* Then focus on pictures a–c and elicit the names of the objects (*crayons, book, pens*).
- Play each line of audio 3.12 and elicit the name of the speaker, e.g. *It's Pat.*
- Play audio 3.12 again. Ss match the speaker to the picture they are talking about.

Answer key 1 a, 2 c, 3 b

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Let's tidy up!

Scene 1

Mrs Brown: Oh, no! Look at the classroom!
Children: Oh, no!

Scene 2

Pat: The crayons are on the desk.
Kim: The book is on the chair.
Bill: The pens are on the floor.

Scene 3

Kim: Let's tidy up.
Pat & Bill: OK!
Pat: I've got the crayons.
Bill: I've got the pens.

Scene 4

Bill: The classroom is tidy!
Mrs Brown: Thank you, children.

Scene 5

Pat: Oh! Look at the wall!
Bill: It's a cat! Oh, no! It's Tom!

Pat: The crayons are on the desk.
Kim: The book is on the chair.
Bill: The pens are on the floor.

2 3.13 Listen, point and say.

- Focus the ss on the four pictures. Elicit the words before ss listen – they have heard them a few times now and have seen the flashcards. Praise them if they can remember them.
- Play the audio. Ss repeat the words.
- Extension Ss work in pairs to touch the items in the classroom and ask *What's this?*

1 chair **2** floor **3** desk **4** wall

3 3.14 Listen and tick (✓).

- Give ss a minute to look at the pictures and think about what they show. Play the audio. Ss tick the correct boxes.
- Extension Play the audio again and have ss repeat the sentences as they point to the correct picture.

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

1 The bag is on the floor.
2 The crayons are on the desk.
3 The cat is on the bag.
4 The pencils are on the chair.

4 3.15 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 verses 1 and 2. They all sing the chorus.

Chorus: Look! Look! Look!
What's this? What's this? What's this?
Boy: It's a window.
It's a floor.
It's a whiteboard.
It's a door.
Chorus: Look! Look! Look!
What's this? What's this? What's this?
Girl: It's a chair.
It's a wall.
It's a desk.
It's a doll.

Activity Book

1 3.16 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- Extension When ss have finished, ask them to point to each picture and say the word.

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

1 desk **2** wall **3** chair **4** floor

2 3.17 Listen and match.

- Give ss a minute to look at the pictures and prepare before they listen. Elicit the name of each object.
- Play the first line of the audio. Ss listen and draw a line from the crayons to the desk. Use the Traffic light cards technique to check ss understand what they have to do.
- Play the rest of the audio. Ss draw lines to match objects according to what they hear.

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

1 The crayons are on the desk.
2 The pen is on the bag.
3 The pencils are on the floor.
4 The cat is on the chair.

Finishing the lesson

- Use the Happy/sad face technique to elicit from ss what they think of the story.
- Revise the unit vocabulary. Touch a desk and ask *What's this?* Hold up a crayon and ask *What's this?*
- Put the crayon on the desk. Say *The crayon is ...* and elicit *on the desk.* Ss repeat the whole sentence.
- Repeat with other objects, e.g. *The book is on the desk. The bag is on the floor.*

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 72.

Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 70 in the Activity Book.

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Letters and sounds Cc

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to learn and practise saying the letter *c*
- **Target language:** the letter and the hard sound *Cc*

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 3 flashcards (*chair, desk, door, floor, teacher, wall, whiteboard, window*)
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the eight flashcards of the unit vocabulary (*chair, desk, door, floor, teacher, wall, whiteboard, window*) to revise the words. 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 26 in the Pupil's Book and say *c, c, cat.* (Make sure to use the hard sound of the letter and not its name.) Write the letters *C* and *c* on the board and repeat the *c* sound.

Practice

Pupil's Book

1 3.18 Listen, find and say.

- Focus ss on page 26 and point to each picture in turn. Do some repetition practice of all six words (*table, cat, carrot, cake, book, car*). Three of the words (*carrot, cake, car*) are new, so focus on these.
- Say the four words starting with hard *c* (*cat, carrot, cake, car*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.

/k/ /k/ carrot
/k/ /k/ cake
/k/ /k/ cat
/k/ /k/ car

Capitals-only version

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

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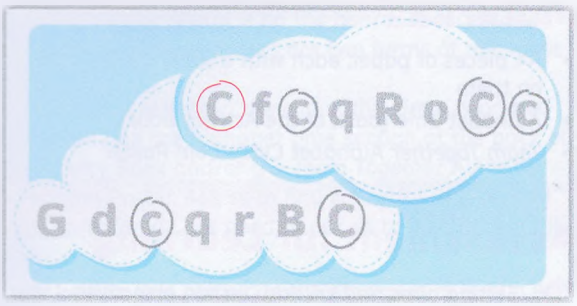
2 Find and circle C and c.

- Write the letters *C* and *c* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud, and circle *C* and *c*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster, ask ss to find the letter C or c and point to it. You do not need to ask ss to say the word it is in.

Answer key Ss find and circle the examples of *C* and *c* in the cloud artwork.



Activity Book

1 Look and colour. Cc.

- Ss identify the correct letters and colour them in. Ask them to quietly say the hard *c* sound (*c, c, c*) as they work.

Answer key Ss colour the upper-case Cs in yellow and the lower-case cs in blue.

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 Cc.

- Ss look at the pictures and letters. Encourage them to say *cat* at the start and *cake* when they finish. They draw lines to connect all the letters *C* and *c* together. As ss work, encourage them to make the sound *c*.

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. *carrot, cat*, but move on to other words starting with the sound, e.g. *can, cap, colour, cut*. For the other words that don't start with hard *c*, use words ss already know, e.g. *book, boy, desk, girl, pen, pencil*.

Capitals-only version

If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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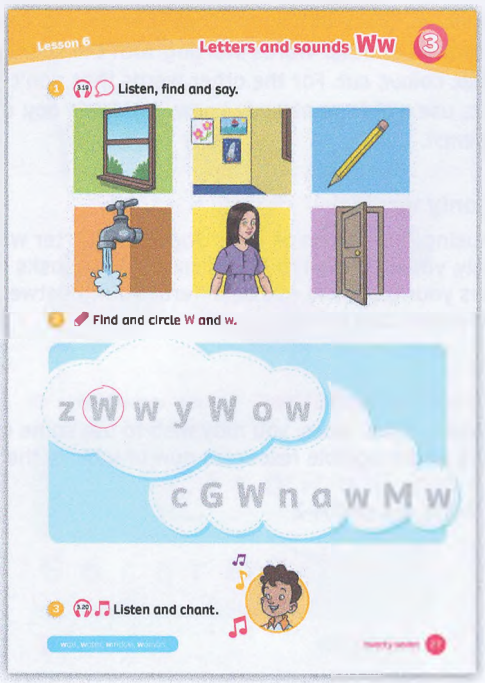
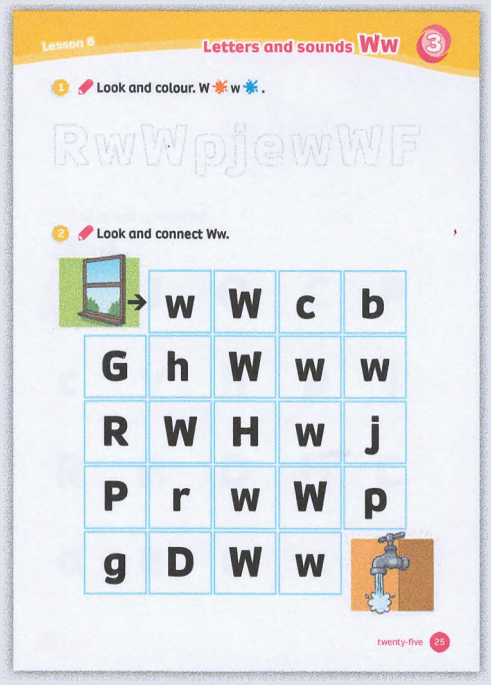
Letters and sounds Ww

Pupil's Book



Activity Book



Objectives

- **Lesson aims:** to learn and practise saying the letter *w*
- **Target language:** the letter and sound *Ww*

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

- A4 pieces of paper, each with a letter (*B, D, C* and *W*) on them
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Focus ss on the main picture on page 22 in the Pupil's Book. Say the sound *d* and tell ss to find a word that starts with *d* (*Dan, door*).
- Introduce the sound *w*. Repeat it a few times and then ask ss to find any words that start with *w* (*window, whiteboard, wall*). Note that words starting with the letters *w* and *wh* are pronounced with the same initial *w* sound, so accept suggested words that start with *wh* at this pre-writing and spelling stage.

Presentation

- Show page 27 in the Pupil's Book and say *w, w, window.* Make sure to use the sound of the letter and not its name.

Practice

Pupil's Book

1 3.19 Listen, find and say.

- Help ss find page 27 in the Pupil's Book and point to each picture in turn. Elicit the words. Do some repetition practice of all six words (*window, wall, pencil, water, woman, door*). Two of the words (*water, woman*) are new, so focus on these.
- Say the four words starting with *w* and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words ss know that start with the *w* sound. (They may know a few words or names, e.g. *what, whiteboard.*) All ss repeat these words for further practice with the initial *w* sound.

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/w/ /w/ wall
/w/ /w/ water
/w/ /w/ window
/w/ /w/ woman

Capitals-only version
You may wish to support your ss by focusing only on the capital letter *W* in the following activities.

2 Find and circle W and w.

- Write the letters *W* and *w* on the board. If necessary, remind ss that these letters are two forms of the same letter.
- Ss look at the letters in the cloud and circle *W* and *w*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter *W* or *w* and point to it. You do not need to ask ss to say the word it is in.

Answer key Ss find and circle the examples of W and w in the cloud artwork.

3 3.20 Listen and chant.

- Ss listen to and repeat the chant.

Extra activity TPR

- Divide the class into two. One half can chant the *c* section and the other half the *w* section. They could continue the chant and increase the speed each time for fun.

Bill: It's a car, car, car
And a cat, cat, cat.
It's a wall, wall, wall
And a window, window, window.

Activity Book

1 Look and colour. Ww.

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

Answer key Ss colour the upper-case Ws in orange and the lower-case ws in blue.

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 Ww.

- Ss look at the pictures and letters. Encourage them to say the words *window* at the start and *water* when they finish. As they work, they make the *w* sound.

Finishing the lesson

- Play the Which letter? game with the letters *b, d, c* and *w*. Start with the sounds in isolation, move on to words that ss know starting with initial sounds they have practised, e.g. *boy, cat, doll, wall,* and then move on to other words, e.g. *bed, cow, dig, white*.

Capitals-only version
If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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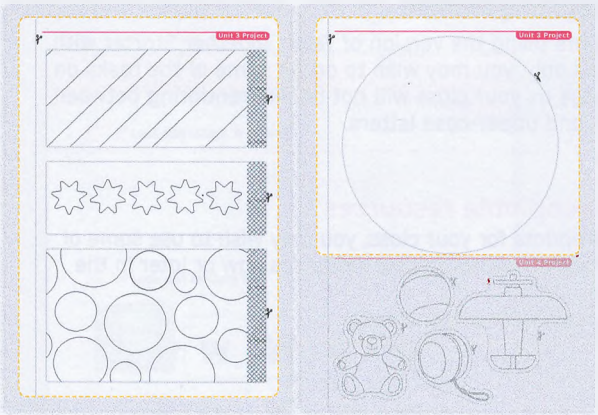
Project A desk tidy

Pupil's Book

Cut-outs



Objectives

- **Lesson aims:** to practise language from Units 2 and 3
- **Target language:** *crayon, pen, pencil, rubber, ruler; I've got a ..., What's this? It's a ...*

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 2 flashcards or real objects (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*)
- templates of the desk tidy for ss to cut out
- a completed desk tidy for demonstration
- scissors and glue
- crayons or coloured pencils
- a soft ball

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

- Say *Tell me a word that starts with w.* Elicit words. Use flashcards or pictures as prompts.
- Use the Unit 2 flashcards (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*) to revise the vocabulary needed for the project. Use the Where is this card? and/or What's missing? games.

Presentation

- Before the lesson, prepare all the materials and make a desk tidy for demonstration.
- Show page 28 in the Pupil's Book and say *Look!* Show an example of the desk tidy that ss are going to make. Put some real pens or pencils in it. Take one object out of the desk tidy and say, e.g. *I've got a pencil.*

Practice

Pupil's Book

1 Make and show.

- Show the desk tidy to the class and say what it is. Relate it to the unit value of being tidy. Demonstrate what ss can do with it, e.g. show a pencil and say *I've got a pencil* and put it in the desk tidy.

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- Focus ss on the illustrations on page 28 in the Pupil's Book. Introduce and talk through each stage of the process so ss know what they are going to do before they start. Use the Traffic light cards technique to check ss understand the procedure.
- Refer ss to the cut-out templates at the back of the Pupil's Book and distribute the materials needed.
- Ss cut out the shapes. Make sure they can use scissors safely. Monitor closely and help wherever necessary.
- Ss colour the sides as they wish. There's no need to colour the bases as they won't be seen.
- Demonstrate how to glue the bases to the sides. Make sure ss use the correct base for each side. Demonstrate how to use the glue carefully.

Extra activity **Fast finishers**

- Ask more confident ss to help other ss who have yet to finish.

- Ss put items into their desk tidies. They can use real items or the cut-outs of pens, pencils, etc. they made in the Unit 2 project. If any ss have not been successful at creating a usable desk tidy, 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 something usable for the following activities.

2 3.21 **Listen and play.**

- Play the audio to demonstrate the language. Ss repeat the question and answer.
- Using the Lollipop stick technique, choose one or two ss to ask about their desk tidies. Ask *What's this?* Elicit answers following the pattern *It's a desk tidy. I've got ... .*
- Choose ss, using the Lollipop stick technique, and ask them to show and name objects in their desk tidy, e.g. *I've got a blue pencil.*
- Ss put some of their items into their desk tidies. Ss then show each other what they have got, i.e. ss take out the items and say, e.g. *I've got a green rubber.*
- Ss exchange empty desk tidies and put some items in their partner's desk tidy. They then take back their desk tidies and unpack them saying, e.g. *I've got a red ruler.*
- Compare what you have got with one student. Say *I've got a yellow ruler. I haven't got a green pen.* Ss do the same in pairs.

Girl: What's this?
Boy: It's a desk tidy. I've got pencils. I've got a ruler.

Finishing the lesson

- Ss stand in a circle. Give them a small soft ball and ask them to pass it from hand to hand. Every student who receives the ball has to say any word in English. If he/she fails to do so or repeats one which has already been used, he/she sits down and drops out of the game.

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.

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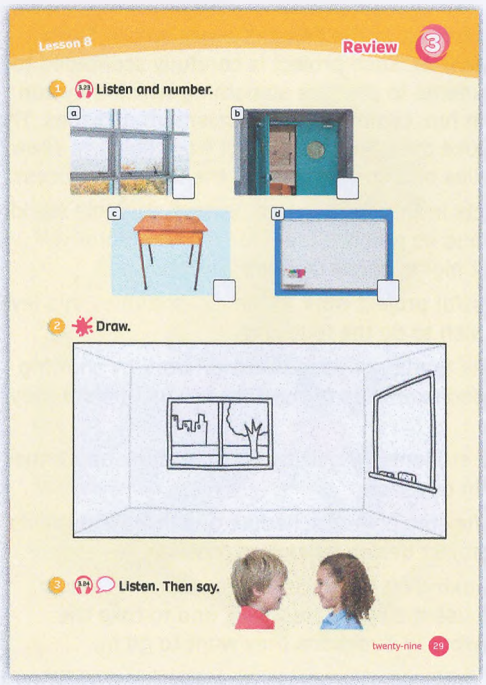
Review

Pupil's Book



Activity Book

Objectives

- **Lesson aims:** to review language from the unit
- **Target language:** *chair, desk, floor, wall, whiteboard, window; What's this? It's a ...*

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

- desk tidies and items to put in them (from previous projects)
- coins (for a game)
- 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

Starting the lesson

- Ss use the desk tidies and school items they made in the previous project lessons. Tell them to put some of the items in their desk tidies.
- Go around the classroom and take out items from the desk tidies, hold each one up and ask *What's this?* Elicit *It's a ... .* Encourage ss to use colours, e.g. *a blue pen, a red pencil.*
- Ss continue to do the same in pairs.

Presentation

- Show page 29 in the Pupil's Book and say *What's this? It's a window. The pens are on the whiteboard.*

Practice

Pupil's Book

1 3.23 **Listen and number.**

- Guide ss to find page 29 in the Pupil's Book. Focus the ss on the pictures and elicit what they illustrate.
- Play the audio. Ss listen and number the pictures in the order they hear them.

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

1 It's a desk.
2 It's a window.
3 It's a door.
4 It's a whiteboard.

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2 Draw.

- Ss complete a picture of a classroom. Elicit some of the items they can include first, e.g. *chair, desk* and also things on the desk, e.g. *pen, ruler*. Distribute drawing materials.

Diversity

Support
- Ss work at their own pace. Some can draw just one or two items.

Challenge
- Ss could include more items, e.g. a bag and a desk tidy with items in it.

3 3.24 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 *What's this?* Elicit *It's a ... .*
- Ss work in pairs to show their drawings and talk about them with a partner.

Girl: What's this?
Boy: It's a chair.
Girl: What's this?
Boy: It's a door.

Activity Book Review 1

1 3.22 Listen and tick (✓).

- Play the audio. Ss listen and tick the correct picture in each pair.

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

1 teacher **2** whiteboard **3** desk **4** wall

2 Look and play!

- Explain how to play. Give each pair of ss a coin. Show them the two different sides of the coin. Ss take it in turns to drop the coin on the desk. If it comes up heads (or side A), the student moves one square forward. If it comes up tails (or side B), they move two squares forward. When they land on the square, they must say the word, e.g. *It's a door.* The winner is the first to land on the final square. Use the Traffic light cards technique to check ss understand how to play the game before they start.
- Ss play the game in pairs.

Answer key door, wall, floor, teacher, chair, desk, whiteboard, window

Activity Book Review 2

1 3.25 Listen and number.

- Play the audio. Ss listen and number the pictures in the order they hear them.

Answer key 1 chair, 2 window, 3 desk, 4 whiteboard

1 Boy: What's this?
Woman: It's a chair.
2 Boy: What's this?
Woman: It's a window.
3 Boy: What's this?
Woman: It's a desk.
4 Boy: What's this?
Woman: It's a whiteboard.

2 3.26 Listen and draw.

- Ask students to listen and draw what they hear. Use the Traffic light cards technique to check ss understand before continuing with the activity.
- Distribute drawing materials. Play the audio several times, if necessary. Pause after each instruction for ss to draw.

Answer key Ss draw books on the floor and a whiteboard on the wall.

1 The books are on the floor.
2 The whiteboard is on the wall.

3 Look and colour for Unit 3.

- Find out how happy ss are with what they have learned in the unit. Find out if they can name things in the classroom. Explain that if they are happy, 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.

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 ask and answer questions about their desk tidies again.)

Extra activity **Picture dictionary**

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 72.

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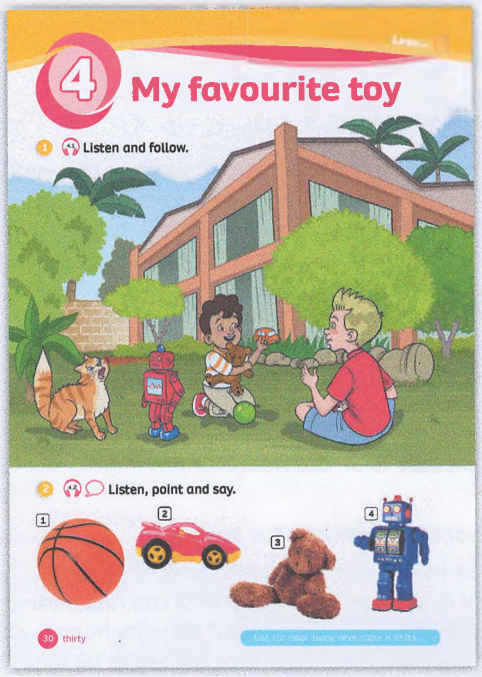
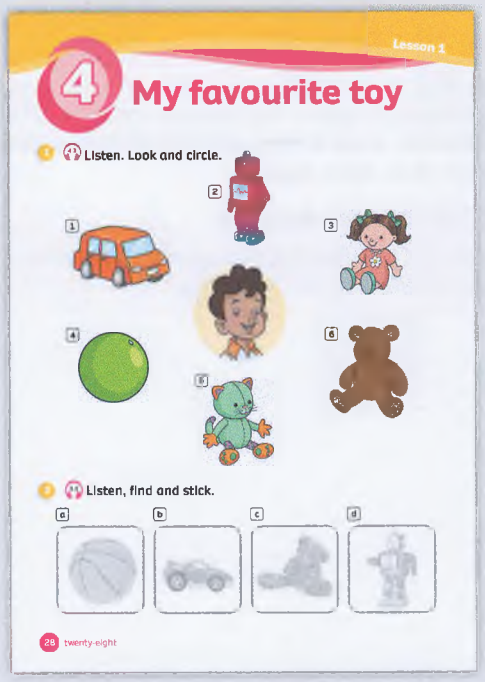
4 My favourite toy

Pupil's Book



Activity Book



Unit objectives

to talk about favourite toys and their colours

Language

Vocabulary	*ball, car, doll, plane, robot, teddy, train, yoyo*
Grammar	*What colour is it? It's ...* *What's your favourite toy?* *It's my ...*
Functions	naming toys and their colours; naming your favourite toy
Phonics	*t, y*

Objectives

- **Lesson aims:** to name toys
- **Target language:** *ball, car, robot, teddy; What colour is it? It's ...*

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).
  Speaking: Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- toys (ball, car, robot, teddy – several of different colours, if possible)
- Unit 4 flashcards (*ball, car, robot, teddy*)
- Unit 4 Stickers (back of the Activity Book)

Assessment for Learning

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

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Starting the lesson

Extra activity TPR

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

- Revise the colours as introduced in the Welcome unit. Point to something in the room or hold up something which is blue. Say *blue*. Ss repeat *blue* after you. Point to or hold up the object and ask *Is it red or blue?* Elicit *It's blue*. Ask *What colour is it?* Elicit *It's blue*. Do the same with other colours.

Presentation

- Show page 30 in the Pupil's Book and say *ball, car, teddy, robot*. Hold up an example of each item as you say the word.

Practice

Pupil's Book

1 4.1 Listen and follow.

- Display a ball, toy car and a teddy on a desk at the front or use the unit flahscards. Have a toy robot hidden away. Say *Look at my toys* and bring out the toys for ss to have a look.
- Hold up each in turn and present the name of the toy, i.e. *This is my toy/car/teddy*.
- Say *I've got a robot, too* and bring out your robot (or the flashcard). Ss say *Hello, robot*.
- Guide ss to find page 30 in the Pupil's Book. Focus them on the main picture. Say *Tom, robot, teddy, ball, car, Dan, Bill*.
- Play the audio. Ss listen and follow the conversation.
- **Extension** Use the pictures to revise the colours and use the target structure. Point to the ball and ask *What's this?* Elicit *It's a ball*. Ask *What colour is it?* Elicit *It's green*. Repeat with the car, teddy and robot.

Dan: Look at my toys.
Bill: Oh, yes!
Dan: This is my ball. This is my car. This is my teddy.
Bill: Hello, teddy!
Dan: I've got a robot, too.
Bill: What colour is it?
Dan: It's red. Look!
Bill: Oh, yes! Hello, robot!
Dan & Bill: Ha, ha!

2 4.2 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 ss to repeat the words.
- **Extension** Point again to each object and ask *What colour is it?* Ss reply *It's ... .*

1 ball **2** car **3** teddy **4** robot

Extra activity TPR

- Introduce the four flashcards for the lesson (*ball, car, robot, teddy*). Show the flashcards and get ss to repeat the words 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 the room for this, they can simply stand and point to the correct card.)
- **Extension** Choose individual ss to do the activity, using the Lollipop stick technique. Get the rest of the class to help by pointing to where the student should go.

Activity Book

1 4.3 Listen. Look and circle.

- Focus ss on the pictures on page 28 in the Activity Book. Elicit the name of each object.
- Tell ss to listen and circle Dan's toys. Play the audio again.

Answer key 1, 2, 4, 6

Dan: Look at my toys.
Bill: Oh, yes!
Dan: This is my ball. This is my car. This is my teddy.
Bill: Hello, teddy!
Dan: I've got a robot, too.
Bill: What colour is it?
Dan: It's red. Look!
Bill: Oh, yes! Hello, robot!
Dan & Bill: Ha, ha!

2 4.4 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each in turn and say the word.

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

1 teddy **2** ball **3** robot **4** car

Finishing the lesson

Extra activity TPR

- Play the Team race game adapted to use real toys around the classroom (balls, cars, dolls, robots and teddies of different colours, i.e. you can have a blue, green and brown ball).

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

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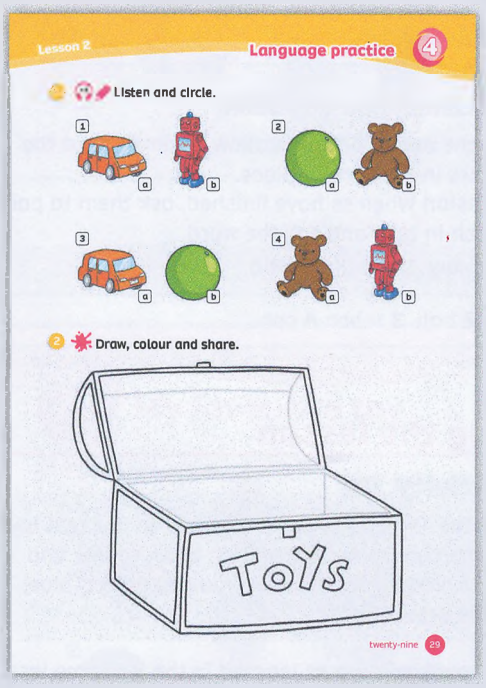
Language practice

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 1
- **Target language:** *ball, car, robot, teddy; What colour is it? It's ...*

Global Scale of English (GSE)

- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28).

Materials

- toys or pictures of toys (*ball, car, cat, teddy, doll, robot*)
- Unit 4 flashcards (*ball, car, robot, teddy*)
- drawing materials for each student

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Peer learning: pairwork

Starting the lesson

- Review the vocabulary from the previous lesson using the real toys and/or flashcards (*ball, car, robot, teddy*). Show them at random and elicit the word.
- Play the Observation game with the flashcards (*ball, car, robot, teddy*).

Presentation

- Show page 31 in the Pupil's Book and say *What colour is it? It's green.*

Practice

Pupil's Book

1 4.5 **Listen and circle.**

- Focus ss on the pictures on page 31 in the Pupil's Book. Elicit the name of the item in each picture.
- Tell ss to listen and circle the correct picture. Play the audio. Ss circle the toy they hear in each pair of pictures.
- **Extension** Ss work in pairs. One student points to any of the pictures and asks *What's this?* The other answers and then asks the next question.

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

1 robot **2** teddy **3** car **4** ball

2 4.6 **Listen and number.**

- Ss look at each picture in turn. Point to the picture and ask *What's this?* and elicit the name. Then ask *What colour is it?* and elicit the colour.
- Explain to ss that in this activity they are listening for the colour, not the name, of the toy. Play the audio. Ss number the pictures.

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

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1 Man: What colour is it?
Dan: It's red.
2 Man: What colour is it?
Dan: It's brown.
3 Man: What colour is it?
Dan: It's green.
4 Man: What colour is it?
Dan: It's orange.

3 4.7 Listen. Then say.

- Play the audio as a model of the language to be practised.
- Ss listen again and repeat the question and answer.
- Ss work in pairs asking and answering the question using the pictures in Activities 1 and 2.

Boy: What colour is it?
Girl: It's blue.

Activity Book

1 4.8 Listen and circle.

- Focus ss on the pictures on page 29 in the Activity Book. Point to each picture and ask *What's this?* and elicit the name.
- Explain to ss that in this activity they are listening for the colour, not the name, of the toy. Play the audio. Ss circle the toy they hear in each pair of pictures.

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

1 Woman: What colour is it?
Girl: It's orange.
2 Woman: What colour is it?
Girl: It's brown.
3 Woman: What colour is it?
Girl: It's green.
4 Woman: What colour is it?
Girl: It's red.

2 Draw, colour and share.

- Display the four lesson flashcards (*ball, car, robot, teddy*) and tell ss to draw two of the items. They can colour in their drawings.
- Ss work in groups to show their pictures and ask and answer questions about them, e.g. *What's this? What colour is it?*

Finishing the lesson

- Ss work in groups at a table. Ask one student from each group to come out. Give them a toy, flashcard or other picture of a toy (ball, car, doll, robot or teddy) of different colours (blue, green, yellow, orange, red, brown). To check that ss know what they are, ask *What's this?* and *What colour is it?*
- The ss return to their groups and show their toy or picture to their groups. They ask *What's this?* and *What colour is it?* Members of the group answer.
- The next member of each group then returns the toy to you, and gets another.

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Story

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to understand a story; to think about how to share
- **Target language:** *doll, plane, train, yoyo; What's your favourite toy? It's my ...*

Global Scale of English (GSE)

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

Materials

- Unit 4 flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- paper and drawing materials for each student

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring ss' learning: Happy/sad face technique

Starting the lesson

- Review the language from the previous lessons using real toys and/or flashcards (*ball, car, robot, teddy*). Show the toys and ask *What's this?* Elicit *It's a ...* . Ask *What colour is it?* Elicit *It's ...* .

Presentation

- Show page 32 in the Pupil's Book and say *doll, plane, train, yoyo.*

Practice

Pupil's Book

1 4.9 Listen and follow. Point to Sue.

- Present the new vocabulary before ss listen to the audio. Use real toys or flashcards of a plane, train and yoyo. Revise *doll*, which was introduced in Unit 1.
- Hold up each item and say the name clearly several times, e.g. *plane*. Ss repeat the words after you.
- Hold up one item and ask *Is it a plane?* Ss answer *Yes* or *No*.
- Hold up one item and ask *Is it a plane or a train?* Ss answer *It's a plane*.
- Hold up one item and ask *What is it?* Ss answer *It's a plane*.
- Tell ss they are going to listen to a story called *The green yoyo*.
- Guide ss to find page 32 in the Pupil's Book. Focus them on the pictures. Ask *Who's this?* and *What's this?*, pointing to the characters and objects ss already know. Elicit answers using *It's ...* .
- Play the audio of the first two scenes and pause. Say *Point to Bill.*

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- Play the third scene and pause. Say *Point to Sue.*
- Play the rest of the story. Say *Point to Bill.*
- Play the full audio again. Ss listen and point to the correct pictures.

Answer key Sue is in pictures 3 and 5.

The green yoyo

Scene 1
Kim: Let's play!

Scene 2
Bill: What's your favourite toy?
Kim: It's my train.
Bill: What's your favourite toy?
Rob: It's my plane.

Scene 3
Bill: What's your favourite toy?
Pat: It's my doll. Say hello to Sue.
Bill: Hello, Sue!

Narrator: Scene 4
Pat: What's your favourite toy?
Bill: It's my yoyo. Errrrr. Oh, no.
Pat: What colour is it?
Bill: It's green.

Scene 5
Rob: Let's share!
Pat & Kim: Yes! Let's all play!
Bill: Thank you!

2 Look and find.

- Introduce the topic of sharing. Take one of the toys and play with it alone. Mime turning your back and keeping the toy to yourself. Say *I'm not sharing.* Then invite one or two ss to share the toy and play with you. Say *I'm sharing.*
- Using the Happy/sad face technique, distribute the cards with faces. Play alone again and say *I'm not sharing. Is it good?* Ss show their cards. Share the toy with others and ask *I'm sharing. Is it good?* Ss show their cards.
- **Extension** You may wish to support your ss' understanding by explaining or discussing what ss do to tidy up at school and at home in their first language. Discuss why it is good to share (e.g. you have more things to play with, you make friends, you have more fun). Ask ss of examples of when they share things, at home and at school.
- Focus ss on the first two pictures of the story and Bill. Explain that Bill has no toys. Use the Happy/sad face cards again. Ask *Is Bill happy?* or *Is Bill sad?* showing the appropriate cards to indicate the meaning of *happy* and *sad*. Ss show their cards.
- Do the same with pictures 3 and 4. Then focus on picture 5. Using the Happy/sad face cards, elicit that Bill is happy at the end when all the children share.

Answer key Ss point to picture 5.

Activity Book

1 4.10 Listen. Look and number.

- Explain that the pictures are in the wrong order and ss have to help put them right. Point out to them where they write the numbers 1 to 5.
- Play the audio of the story again. Ss point to the correct picture as they listen. Monitor that they are doing this correctly.
- Play the audio again for ss to number the pictures.

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

The green yoyo

Scene 1
Kim: Let's play!

Scene 2
Bill: What's your favourite toy?
Kim: It's my train.
Bill: What's your favourite toy?
Rob: It's my plane.

Scene 3
Bill: What's your favourite toy?
Pat: It's my doll. Say hello to Sue.
Bill: Hello, Sue!

Narrator: Scene 4
Pat: What's your favourite toy?
Bill: It's my yoyo. Errrrr. Oh, no.
Pat: What colour is it?
Bill: It's green.

Scene 5
Rob: Let's share!
Pat & Kim: Yes! Let's all play!
Bill: Thank you!

2 Look and colour.

- Ss look at the pictures and colour in the circles of those which show children sharing. They can use any colour.

Answer key Ss colour pictures 1 and 3.

Finishing the lesson

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

Kim: Let's play!
Bill: What's your favourite ... (*toy*)?
Kim: It's my ... (*train*).

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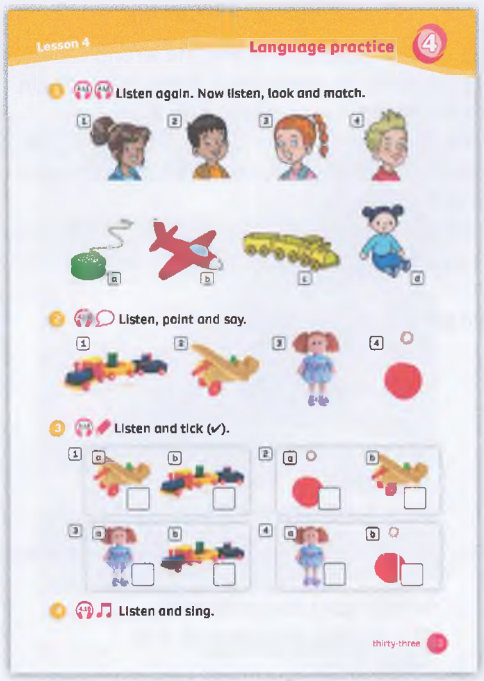
Language practice

Pupil's Book



Activity Book

Objectives

- **Lesson aims:** to practise language from Lesson 3
- **Target language:** *doll, plane, train, yoyo; What's your favourite toy? It's ...*

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 recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10). Can sing a simple song, if supported by pictures (GSE 22).

Materials

- toys, if possible (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- Unit 4 flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- Vocabulary time (back of the Activity Book)
- Unit 4 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring ss' learning: Traffic light cards technique; Lollipop stick technique; Happy/sad face technique

Peer learning: pairwork

Starting the lesson

- Revise the vocabulary for the unit using real toys or flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*). Play any of the following games: Which card is this?, What's missing, Which card have you got?, Where is this card?, Standing up.

Presentation

- Show page 33 in the Pupil's Book and say *What's your favourite toy? It's my train.*

Practice

Pupil's Book

1 4.11 4.12 Listen again. Now listen, look and match.

- Play the audio of the story (4.11) to remind ss of what happens.
- Focus ss on pictures 1–4 and point to each character in turn. Ask *Who's this?* Then point to toys a–d and ask *What's this?* for each one.
- Explain the activity carefully. Ss have to match the character to their toy. Use the Traffic light cards technique to check that ss are ready to do the activity.
- Play audio 4.12. Ss match the characters and toys.

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

The green yoyo

Scene 1
Kim: Let's play!

Scene 2
Bill: What's your favourite toy?
Kim: It's my train.
Bill: What's your favourite toy?
Rob: It's my plane.

Scene 3
Bill: What's your favourite toy?
Pat: It's my doll. Say hello to Sue.
Bill: Hello, Sue!

Scene 4
Pat: What's your favourite toy?
Bill: It's my yoyo. Errrrr. Oh, no.
Pat: What colour is it?
Bill: It's green.

Scene 5
Rob: Let's share!
Pat & Kim: Yes! Let's all play!
Bill: Thank you!

Man: What's your favourite toy?
Kim: It's my train.
Rob: It's my plane.
Pat: It's my doll.
Bill: It's my yoyo.

2 4.13 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.
- Play the audio. Ss point to the words and repeat them.

1 train **2** plane **3** doll **4** yoyo

3 4.14 Listen and tick (✓).

- Teach the meaning of the word *favourite* using some real toys. Put them all in front of you and name each item. Then mime thinking and picking one up with enthusiasm. Say *This is my favourite toy.*
- Focus ss on the eight pictures and give them a minute to look at them. Elicit the names of the toys before ss listen.
- Play the audio. Ss tick the correct picture from each pair.
- **Extension** Using the Lollipop stick technique, select some ss and ask them *What's your favourite toy?* Elicit *It's my ... .*

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

1 Woman: What's your favourite toy?
Boy 1: It's my train!
2 Woman: What's your favourite toy?
Girl 1: It's my plane!
3 Woman: What's your favourite toy?
Girl 2: It's my doll!
4 Woman: What's your favourite toy?
Boy 2: It's my yoyo!

4 4.15 Listen and sing.

- Play the 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.

Chorus: Let's play! Let's play! Hooray! Hooray!
Verse 1: What's your favourite toy?
It's my train.
What's your favourite toy?
It's my plane.
Chorus: Let's play! Let's play! Hooray! Hooray!
Verse 2: What's your favourite toy?
It's my doll.
What's your favourite toy?
It's my yoyo.
Chorus: Let's play! Let's play! Hooray! Hooray!

Activity Book

1 4.16 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each picture and say the word.

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

1 plane **2** yoyo **3** doll **4** train

2 4.17 Listen and match.

- Give ss a minute to look at the pictures and prepare before they listen.
- Play the audio. Ss listen and draw lines to match the children and their favourite toys.
- **Extension** Check answers by saying the numbers and eliciting the word, e.g. *one – doll.*

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

1 Man: What's your favourite toy?
Girl 1: It's my doll!
2 Man: What's your favourite toy?
Boy 1: It's my train!
3 Man: What's your favourite toy?
Girl 2: It's my plane!
4 Man: What's your favourite toy?
Boy 2: It's my yoyo!

Finishing the lesson

- Focus ss on the picture story on page 32 in the Pupil's Book (4.9). Play the beginning of each line of the audio, but pause for ss to fill in what is said, e.g.
  Pat: What's your ... (*favourite toy*)?
  Bill: It's my yoyo. Errrrr. Oh, no.
  Pat: What ... (*colour is it*)?
  Bill: It's ... (*green*).
- 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 73.

Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 71 in the Activity Book.

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Letters and sounds Tt

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to learn and practise saying the letter *t*
- **Target language:** the letter and the hard sound *Tt*

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

- A4 pieces of paper, each with a letter (*B, D, P* and *T*) on them
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Do some revision of the letter sounds taught in the previous units. Ss look at the main picture on page 30 in the Pupil's Book. Say the sound *b* and tell ss to find a word that starts with *b* (*ball, Bill, boy*).
- Do the same with the hard *c* sound (elicit *car* and *cat*), *d* (elicit *Dan*) and *r* (elicit *robot* or *red robot*).

Presentation

- Show page 34 in the Pupil's Book and say *t, t, teddy*. (Make sure to use the hard sound of the letter and not its name.) Write the letters *T* and *t* on the board and repeat the *t* sound.

Practice

Pupil's Book

1 4.18 Listen, find and say.

- Guide ss to find page 34 in the Pupil's Book. Focus ss on the page and point to each picture in turn. Do some repetition practice of all six words (*plane, teddy, teacher, table, ten, cat*).
- Say the four words starting with *t* (*teddy, teacher, table, ten*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words ss know that start with the *t* sound. (They may know a few words, e.g. *toy, two*.) All ss repeat these words for further practice with the initial *t* sound. (If ss suggest it, don't accept *train* at this stage as the initial blend could confuse ss.)

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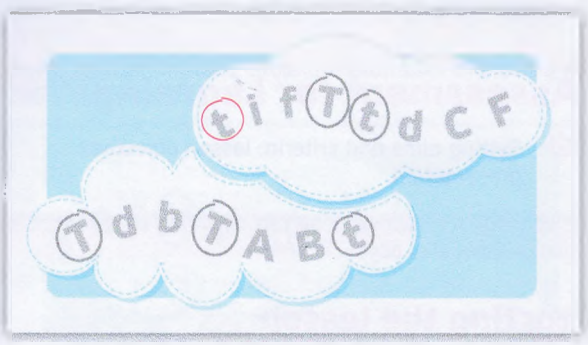
/t/ /t/ Tom
/t/ /t/ ten
/t/ /t/ teddy
/t/ /t/ teacher

Capitals-only version
You may wish to support your ss by focusing only on the capital letter *T* in the following activities.

2 Find and circle T and t.

- Write the letters *T* and *t* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *T* and *t*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter *T* or *t* and point to it. (You do not need to ask ss to say the word it is in.)

Answer key Ss find and circle the examples of *T* and *t* in the cloud artwork.



Activity Book

1 Look and colour. Tt.

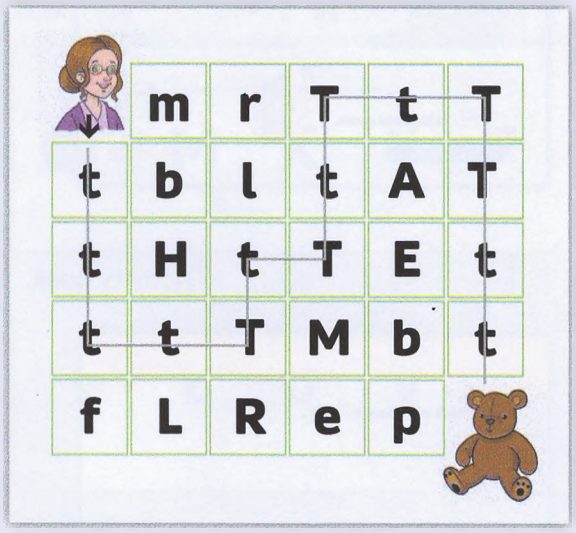
- Ss identify the correct letters and colour them in. Ask them to quietly say *t, t, t* as they work.

Answer key Ss colour the upper-case Ts in blue and the lower-case ts in red.

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 Tt.

- Ss look at the pictures and letters. Encourage them to say *teacher* at the start and *teddy* when they finish. As they work, encourage them to make the *t* sound.



Finishing the lesson

- Play the Which letter? game with the letters *b, d, p* and *t*. Start with the sounds in isolation, move on to words that ss know that start with the sounds, e.g. *ball, boy, dad, doll, pen, pencil, teddy, ten,* and then move on to other words, e.g. *bed, big, dig, do, paper, put, tea, tick.*

Capitals-only version
If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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Letters and sounds Yy

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to learn and practise saying the letter *y*
- **Target language:** the letter and sound *Yy*

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, cat*)
- Unit 2 flashcards (*bag, book, pen, pencil, rubber, ruler*)
- Unit 3 flashcards (*desk, door, teacher, wall, whiteboard, window*)
- Unit 4 flashcards (*ball, car, doll, robot, teddy*)
- A4 pieces of paper, each with a letter (*C, R, W* and *Y*) on them
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Play a game with flashcards from this and previous units – see flashcards list above. Distribute all the flashcards to pairs of ss (or individuals or small groups depending on the size of your class). Then say *Show me a b word*. Ss with a card showing a word that starts with the *b* sound stand up, show the card and say the word. All ss repeat the sound and the word. (Note that there is more than one card for each letter, so more than one pair should stand up and show.) Continue with the other sounds and flashcards.

Presentation

- Show page 35 in the Pupil's Book and say *y, y, yellow*. (Make sure to use the sound of the letter and not its name.) Write the letters *Y* and *y* on the board and repeat the *y* sound.

Practice

Pupil's Book

1 4.19 Listen, find and say.

- Help ss find page 35 in the Pupil's Book and point to each picture in turn. Elicit or introduce the words. The tick represents *yes*, and *yoghurt* is new. Do some repetition practice of all six words (*yoyo, yes, door, yellow, yoghurt, pencil*).
- Say the four words starting with *y* (*yoyo, yes, yellow, yoghurt*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.

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

/y/ /y/ yoyo
/y/ /y/ yellow
/y/ /y/ yes
/y/ /y/ yoghurt

Capitals-only version
You may wish to support your ss by focusing only on the capital letter *Y* in the following activities.

2 Find and circle Y and y.

- Write the letters *Y* and *y* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *Y* and *y*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter *Y* or *y* and point to it. (You do not need to ask ss to say the word it is in.)

Answer key Ss find and circle the examples of Y and y in the cloud artwork.

3 4.20 Listen and chant.

- Ss listen to and repeat the chant.

Extra activity TPR

- Divide the class into two. One half can chant the *t* section and the other half the *y* section. They could continue the chant and increase the speed each time for fun.

Bill: This is my teddy, teddy, teddy,
With Tom, Tom, Tom.
This is my yoyo, yoyo, yoyo
And it's yellow, yellow, yellow.

Activity Book

1 Look and colour. Yy.

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

Answer key Ss colour the upper-case *Y*s in yellow and the lower-case *y*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 Yy.

- Ss look at the pictures and letters. Encourage them to say the words *yoyo* at the start and *yellow* when they finish. As they work, they make the *y* sound.

Answer key

Finishing the lesson

- Play the Which letter? game with the letters *c, r, w* and *y*. Start with the sounds in isolation, move on to words that ss know, e.g. *car, cat, red, robot, wall, window, yes, yoyo*, and then move on to other words, e.g. *cake, can, ring, run, what, win, yell, you*.

Capitals-only version
If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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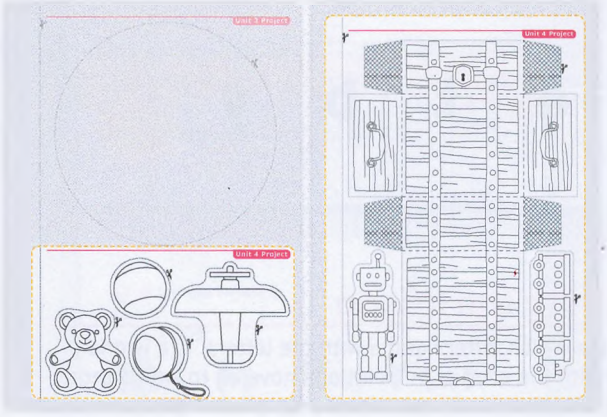
Project A toy box

Pupil's Book

Cut-outs



Objectives

- **Lesson aims:** to practise language from the unit
- **Target language:** *ball, plane, robot, teddy, train, yoyo; red, blue, orange, brown, green, yellow; What colour is it? It's ..., What's your favourite toy? It's ..., I've got a ...*

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 4 flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- templates of the toy box and toys for ss to cut out
- a completed model toy box and toys
- scissors and glue
- crayons or coloured pencils
- two puppets or soft toys

Assessment for Learning

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

Starting the lesson

- Use the unit flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*) to revise the key vocabulary. Use the Where is this card? and/or What's missing? games.

Presentation

- Before the lesson, prepare all the materials and make a toy box and some cut-out toys for demonstration.
- Show ss page 36 in the Pupil's Book and then an example of the toy box and toys they are going to make. Say *Look! I've got my robot.*

Practice

Pupil's Book

1 Make and show.

- Prepare checklists of the stages of making the toy box so that you can keep a record of what ss achieve. You could include:
  (name) can:
  1 cut out the shapes.
  2 colour the boxes and toys.
  3 glue the sections carefully.
  4 name their toys and their colours.
  5 ask and answer questions about favourite toys and colours.

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- Show the model toy box to the class, saying *This is a box*. Ss repeat the word *box*. Then say *It's a toy box. Look, I've got my toys*. Then take out and show each toy and say *I've got a ... .*
- When you have shown all the toys, hold them up again one by one and ask *What is it?* Elicit the answer and then put it back in the box.
- Focus ss on the illustrations on page 36 in the Pupil's Book. Introduce and talk through each stage of the process so ss know what they are going to do before they start. Use the Traffic light cards technique to check ss understand the procedure.
- Refer ss to the cut-out templates at the back of the Pupil's Book and distribute the materials needed.
- Ss cut out the shapes. Make sure they can use scissors safely. Monitor closely and help wherever necessary.
- Ss colour their boxes and toys.
- Demonstrate how to glue the box. Make it clear that they leave the top of the box open. Demonstrate how to use the glue carefully.

Extra activity Fast finishers

- Ask more confident ss to help other ss who have yet to finish.

- If any ss have not been successful at creating a usable toy box and toys, encourage them by saying they will have the chance to make something else in the next project. Put them with a partner who has created something usable for the following activities.
- Ss work in pairs to show their toys. Model what you want them to say, using your box and toys. Say, e.g. *I've got a robot. It's blue.*

Extra activity TPR

- Ss exchange empty toy boxes and put some toys in their partner's box. They then take back their boxes and unpack them saying, e.g. *I've got a red robot.* Praise the ss for sharing their toys.

- Ss work in pairs to talk about their favourite toy in their toy box. Model the conversation using two puppets or soft toys, e.g.
  What's your favourite toy?
  It's my ... .
  What colour is it?
  It's ... .

2 4.21 **Sing and play.**

Extra activity TPR

- Play the audio. Ss hold up their toys as they hear them named in the song.

- Play the audio again. Ss sing along and put the toys back in the box as they sing about them.

Chorus: Let's play! Let's play!
Hooray! Hooray!

Boy: What's your favourite toy?
It's my train.
What's your favourite toy?
It's my plane.

Chorus: Let's play! Let's play!
Hooray! Hooray!

Girl: What's your favourite toy?
It's my doll.
What's your favourite toy?
It's my teddy.

Chorus: Let's play! Let's play!
Hooray! Hooray!

Finishing the lesson

- Draw a toy box on the board. Place the unit flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*) face down on a table at the front. Using the Lollipop stick technique, select a student to come out, take any card, look at it, then draw the toy in the outline of the toy box. As the student is drawing, ask the other ss *What is it?* When they get the correct answer, the student drawing stops and says, *Yes, it's a ... .* Continue with other ss.

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.

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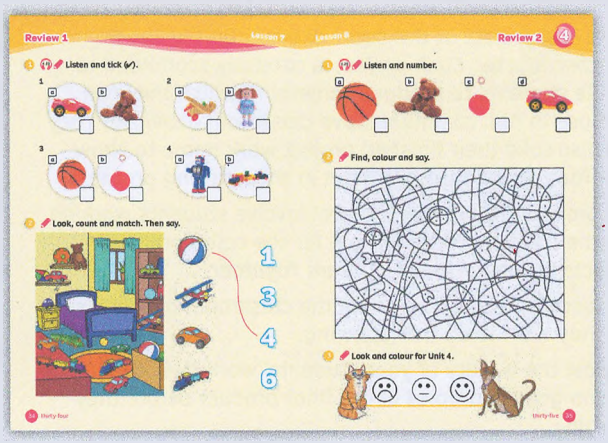
Review

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to review language from the unit
- **Target language:** *ball, car, doll, plane, robot, teddy, train, yoyo; What colour is it? It's ..., What's your favourite toy? It's 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

- Unit 4 flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- 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

Starting the lesson

- Ss use the toy boxes they made in the previous lesson to do some revision of the target language for the unit. Put them into pairs to practise talking about the toys, e.g. *What's this? It's my ... . What colour is it? It's ... . What's your favourite toy? It's my ... .*

Presentation

- Show page 37 in the Pupil's Book and say *What's your favourite toy? It's my red car.*

Practice

Pupil's Book

1 4.23 Listen and circle.

- Help ss find page 37 in the Pupil's Book. Focus ss on the pictures and elicit what they illustrate. Ss repeat the words.
- Play the audio. Ss listen and circle the correct picture.
- **Extension** Point to one of the pictures and ask *What colour is it?* Elicit answers.
- Ss work in pairs to ask and answer about the colours of the toys in the pictures.

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

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1 Man: What's your favourite toy?
Girl 1: It's my car.
2 Man: What's your favourite toy?
Boy 1: It's my train.
3 Man: What's your favourite toy?
Girl 2: It's my yoyo.
4 Man: What's your favourite toy?
Boy 2: It's my robot.

2 Draw.

- Distribute drawing materials.
- Ss draw a picture of their favourite toy (a real toy from home, not one made in the project). Ideally, this will be something they have learned the name of in the unit, but if they choose to draw something else, teach them the name of the toy.

3 4.24 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 *What's your favourite toy?*
- Ss work in pairs to show their drawings and talk about them with a partner using *What's your favourite toy* and *It's my ... .*

Girl: What's your favourite toy?
Boy: It's my green train.

Activity Book Review 1

1 4.22 Listen and tick (✓).

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

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

1 teddy **2** doll **3** yoyo **4** robot

2 Look, count and match. Then say.

- Ss find and count the items in the picture. They say, e.g. *Three trains*
- Using the Traffic light technique, check ss understand the task before continuing with the rest. They then match the toys to the numbers.

Answer key ball 4, plane 1, car 6, train 3

Activity Book Review 2

1 4.25 Listen and number.

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

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

1 Man: What colour is it?
Girl 1: It's brown.
2 Man: What colour is it?
Boy 1: It's orange.
3 Man: What colour is it?
Girl 2: It's red.
4 Man: What colour is it?
Boy 2: It's red, and yellow.

2 Find, colour and say.

- Ss find the toys in the puzzle and colour them in as they like.
- Ss work in pairs to show their drawing. They name each toy they have found and its colour, for example *I've got a ... . It's ... .*

Answer key a car, a doll, a robot, a plane

3 Look and colour for Unit 4.

- Find out how happy ss are with what they have learned in the unit. Ask *Can you ask about colours? Can you talk about your favourite toys?* Ask them to colour the face they want to, to show how they feel about the unit.

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 ask and answer questions about their toy boxes again.)

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 73.

Photocopiable resources

If appropriate for your class, you may wish to do the following photocopiable resources now or later in the course:
Resource 23 and/or 28: Reading and Writing 3: My toys

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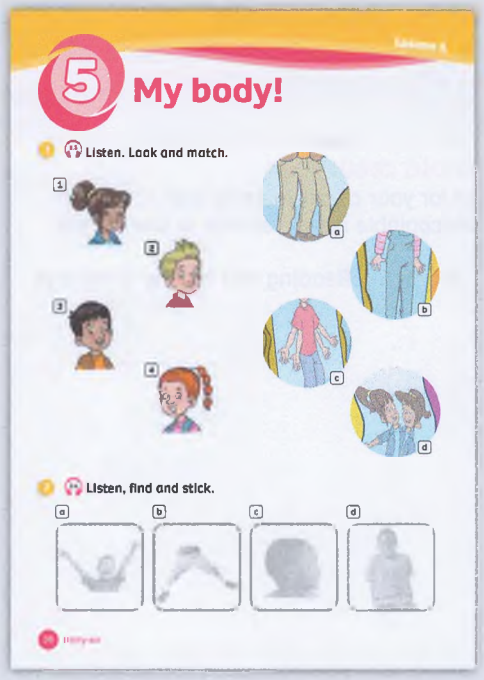
5 My body!

Pupil's Book

Activity Book



Unit objectives

to name body parts; to talk about what body parts people have got

Language

Vocabulary	*arms, body, face, feet, hair, hands, head, legs*
Grammar	*He's/She's got ..., He/She hasn't got ...*
Functions	naming body parts; saying what people have and haven't got
Phonics	*f, h*

Objectives

- **Lesson aims:** to name body parts
- **Target language:** *arms, body, head, legs; He's/She's got ...*

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).
  Speaking: Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Unit 4 flashcards or real toys (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- Unit 5 flashcards (*arms, body, head, legs*)
- Unit 5 Stickers (back of the Activity Book)

Assessment for Learning

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

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Starting the lesson

Extra activity TPR

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

- Use the Unit 4 flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*) or real toys and games to revise the vocabulary from Unit 4. Choose one or more of these flashcard games: Which card is this?, Which card have you got?, Numbers.

Presentation

- Show page 38 in the Pupil's Book and say *arms, legs, head, body,* indicating each as you say them.

Practice

Pupil's Book

1 5.1 Listen and follow.

- Before listening, introduce the key vocabulary using the flashcards (*arms, body, head, legs*) and your body.
- Show each card and say the word, e.g. *body*. Ss repeat. Then gesture to your body and say *Look, this is my body*. Repeat with *head, arms* and *legs*. Make sure you indicate that *body* is the whole thing and the other words are parts.

Extra activity TPR

- Ss stand up. Say *Shake your legs* (demonstrate the meaning of *shake*). Then count them, e.g. *one, two legs*. Do the same with *body, arms* and *head* as preparation for the pictures in the Pupil's Book.

- Guide ss to find page 38 in the Pupil's Book. Focus them on the main picture at the top of the page. Say *Look at Bill/Kim/Pat/Rob*. Count the parts of the body in the mirrors with ss.
- Play the audio. Ss listen and follow the conversation.

Kim: Look at Bill! He's got four arms!
Bill: Yes! I've got four arms.
Pat: Look at Rob! He's got three legs!
Rob: Ha, ha! And look at Kim! She's got two heads!
Kim: Yes, I've got two heads!
Pat: Look ... I've got one body!

2 5.2 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 ss to repeat the words.

1 arms **2** legs **3** head **4** body

Activity Book

1 5.3 Listen. Look and match.

- Focus ss on the pictures on page 36 in the Activity Book. Elicit the names of each character and parts of the body.
- Tell ss to listen and match each character to their reflection. Use the Traffic light cards technique to check they understand what to do. Play the audio of the story again.
- **Extension** Play the audio again, but pause for ss to complete the sentences with *I've got ...* , e.g.
  Kim: Look at Bill! He's got four arms!
  Bill: Yes! ... (*I've got four arms.*)

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

Kim: Look at Bill! He's got four arms!
Bill: Yes! I've got four arms.
Pat: Look at Rob! He's got three legs!
Rob: Ha, ha! And look at Kim! She's got two heads!
Kim: Yes, I've got two heads!
Pat: Look ... I've got one body!

2 5.4 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each in turn and say the word.

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

1 legs **2** body **3** arms **4** head

Finishing the lesson

- Show the four flashcards for the lesson (*arms, body, head, legs*). Say the words and get ss to repeat them after you.

Extra activity TPR

- 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 the room for this, they can simply stand and point to the correct card.)

- **Extension** Choose individual ss to do the activity using the Lollipop stick technique. The rest of the class can help by pointing to where the student should go.

Extra activity TPR

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

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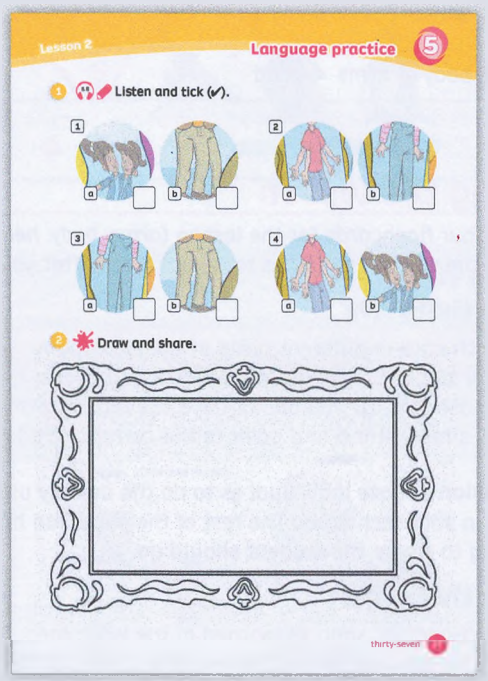
Language practice

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 1
- **Target language:** *arms, body, head, legs; He's/She's got ...*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).

Materials

- Unit 5 flashcards (*arms, body, head, legs*)
- drawing materials for each student

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork

Starting the lesson

- Review the vocabulary from the previous lesson using the flashcards (*arms, body, head, legs*). Show the flashcards at random and elicit the word.
- Play the Observation and/or Echo games with the flashcards (*arms, body, head, legs*).

Presentation

- Show page 39 in the Pupil's Book and say *She's got two heads. He's got four arms.*

Practice

Pupil's Book

1 5.5 Listen and tick (✓).

- Check ss have all found page 39 in the Pupil's Book. Give ss a minute to look at the pictures and prepare before they listen. Elicit the names of the parts of the body.
- Play the audio. Ss tick the correct pictures.
- **Extension** Singular and plural nouns are used here, so you may want to focus on this point. On one side of the board, draw a little stick figure of a person with one head, one leg and one arm – elicit the words *arm, body, head, leg*. Then, on the other side of the board, draw several figures with more than one arm, head and leg. Drill the plural forms, *arms, bodies, heads* and *legs*. (Make sure you indicate more than one figure for *bodies*.) Make sure ss clearly pronounce the final *z* sound for all these words.

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

1 body **2** arms **3** legs **4** head

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2 5.6 Listen and number.

- Ss look at the four pictures. Elicit the part of the body and count each part.
- Play the audio. Ss listen and number.

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

1 He's got three legs.
2 She's got one body.
3 She's got two heads.
4 He's got four arms.

3 5.7 Listen. Point and say.

- Play the audio as a model of the language to be practised.
- Ss listen again and repeat the sentences. Make sure they are clearly using the final *z* sound to mark the plural form with *arms*.
- **Extension** Ss work in pairs using the structure to describe the pictures in Activity 2, e.g. *She's got two heads*. As they work, monitor ss to check they are clearly making the distinction between singular and plural forms of the words.

Boy: He's got one head.
Girl: She's got two arms.

Activity Book

1 5.8 Listen and tick (✓).

- Give ss a minute to look at the pictures and prepare before they listen. Elicit the names of the parts of the body, and the number of each.
- Play the audio. Ss tick the correct boxes.

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

1 She's got two heads.
2 She's got one body.
3 He's got three legs.
4 He's got four arms.

2 Draw and share.

- Focus ss on the pictures in Activity 1. Elicit the parts of the body, e.g. *heads*, then ask ss to count them. They then repeat the sentence *She's got two heads*. Continue with the other parts of the body.
- Ss draw their own picture of a boy or a girl with a unusual number of heads, arms and legs on their body. While they are working, draw your own picture on the board.
- Describe your picture to model the language for the ss, e.g. *He's/She's got five arms*. Ss then work in pairs to show and describe their drawings using the target structure.

Finishing the lesson

- Collect ss' drawings from the previous activity. Select one at random to display. Elicit a description from the class, e.g. *He's/She's got seven legs/a blue body*. Repeat with other drawings.

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Story

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to understand a story; to think about how to be safe
- **Target language:** *face, feet, hair, hands; He/She hasn't got …*

Global Scale of English (GSE)

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

Materials

- Unit 5 flashcards (*arms, body, face, feet, hair, hands, head, legs*)
- paper and drawing materials for each student

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring ss' learning: Happy/sad face technique
Peer learning: pairwork

Starting the lesson

- Review the language from the previous lessons using the four flashcards (*arms, body, head, legs*). Show the flashcards and ask *What's this?* Elicit *arms/legs/a head/a body*.
- Use the flashcards from the previous lessons to play the What's missing? or Numbers game (or any other flashcard game).

Presentation

- Show page 40 in the Pupil's Book and say *face, feet, hair, hands*.

Practice

Pupil's Book

1 5.9 Listen and follow. Point to the train.

- Present the new vocabulary before ss listen. Use flashcards for *face, feet, hair* and *hands*.
- Show each item and say the name clearly several times, e.g. *face*. Ss repeat the words after you.
- Hold up one item and ask *Is it a face?* Ss answer *yes* or *no*.
- Hold up one item and ask *Face or hands?* Ss answer *face*.
- Tell ss they are going to listen to a story called *He's got two heads!*

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- Help ss find page 40 in the Pupil's Book. Focus them on the pictures as preparation for the listening.
- Play the audio of the first scene and pause. Say *Point to the train.*
- Play the second and third scenes and pause. Say *Point to the heads/hair/legs.*
- Play the fourth and fifth scenes and pause. Say *Point to the face/arms/hands.*
- Play the full audio again. Ss listen and point to the train in any of the pictures.

Answer key Ss point to the train in all pictures.

He's got two heads!

Scene 1

Kim: What's this?
Rob: It's a fun train!

Scene 2

Bill: Look! He's got two heads!
Pat: Cool! He hasn't got hair!

Scene 3

Bill: He's got three legs.
Pat: But he hasn't got feet!

Scene 4

Kim: She's got a green face!

Scene 5

Rob: She's got three arms.
Kim: But she hasn't got hands!

Fairground assistant: Are you ready?
Kim & Rob: Yes.

Scene 6

Bill: This is fun!

2 Look and find.

- To introduce the topic of keeping safe, set up some chairs at the front of the class to make a train, point to it and say *It's a fun train!* Then get in 'the train' and mime some dangerous things, e.g. leaning out of the window, run around while it is moving, standing on the seats and jumping from one to the other. Using the Happy/sad face technique, distribute the cards with faces and ask *Is it good? Is it safe?* Elicit that it isn't good.
- Sit down quietly and mime putting on a seat belt. Using the Happy/sad face technique again, elicit that this is good. Say *It is safe.*
- **Extension** You may wish to support your ss' understanding by explaining or discussing what ss do to stay safe, using their first language.
- Ask ss to find examples in the story of where children are staying safe (Kim, Bill, Pat and Rob all put their safety belts on) or not staying safe (the child running). Highlight how rules are there to keep us safe.

Answer key Ss point to pictures 3 and 5, which show Pat and Kim with their safety belts on.

Extra activity Creativity

- Ss draw a picture of themselves doing something safely at home, at school or in the street.

Activity Book

1 5.10 Listen. Look and number.

- Focus ss on the pictures from the story. 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 6.
- Play the audio of the story. Ss point to the correct picture as they listen. Monitor that they are doing this correctly. Play the audio again for ss to number the pictures.

Answer key a 1, b 4, c 5, d 6, e 2, f 3

He's got two heads!

Scene 1

Kim: What's this?
Rob: It's a fun train!

Scene 2

Bill: Look! He's got two heads!
Pat: Cool! He hasn't got hair!

Scene 3

Bill: He's got three legs.
Pat: But he hasn't got feet!

Scene 4

Kim: She's got a green face!

Scene 5

Rob: She's got three arms.
Kim: But she hasn't got hands!

Fairground assistant: Are you ready?
Kim & Rob: Yes.

Scene 6

Bill: This is fun!

2 Look and colour.

- Ss look at the pictures and colour in the circles (using any colour they like) on those which show children keeping safe.

Answer key Ss colour pictures 1 and 2.

Finishing the lesson

- Play the Team race game with the eight flashcards for the unit (*arms, body, face, feet, hair, head, hands, legs*).

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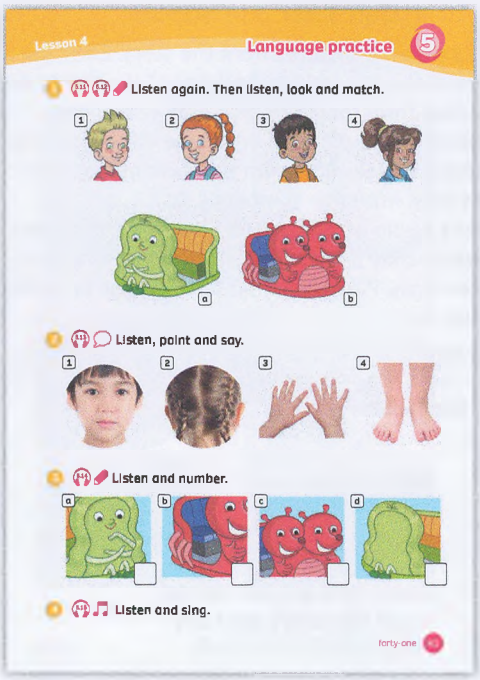
Language practice

Pupil's Book



Activity Book

Objectives

- **Lesson aims:** to practise language from Lesson 3
- **Target language:** *face, feet, hair, hands; He/She hasn't got …*

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 recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
  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 5 flashcards (*arms, body, face, feet, hair, hands, head, legs*)
- drawing materials for each student
- Vocabulary time (back of the Activity Book)
- Unit 5 Stickers (back of the Activity Book)

Assessment for Learning

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

Starting the lesson

- Play any of the following games: What's missing?, Which card have you got?, Where is this card?
- Revise the vocabulary for the unit using the flashcards (*arms, body, face, feet, hair, hands, head, legs*).

Presentation

- Show page 41 in the Pupil's Book and say *He's got two heads. He hasn't got hair.*

Practice

Pupil's Book

1 5.11 5.12 Listen again. Now listen, look and match.

- Play the audio of the story again (5.11) to remind ss what happens.
- Focus ss on the picture on page 41 in the Pupil's Book, point to each character in turn, and ask *Who's this?* Then look at the two train carriages and say *Point to the hair/heads*, etc.
- Explain the activity carefully. Use the Traffic light cards technique to check ss are ready to start.
- Play audio 5.12.
- Ss match the characters to the carriage they ride in. Ss compare their answers in pairs.

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

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He's got two heads!

Scene 1
Kim: What's this?
Rob: It's a fun train!

Scene 2
Bill: Look! He's got two heads!
Pat: Cool! He hasn't got hair!

Scene 3
Bill: He's got three legs.
Pat: But he hasn't got feet!

Scene 4
Kim: She's got a green face!

Scene 5
Rob: She's got three arms.
Kim: But she hasn't got hands!

Fairground assistant: Are you ready?
Kim & Rob: Yes.

Scene 6
Bill: This is fun!

Bill: Look! He's got two heads!
Pat: Cool! He hasn't got hair!
Rob: She's got three arms!
Kim: But she hasn't got hands!

2 5.13 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 (*face, feet, hair, hands*). Praise ss if they can remember them.
- Play the audio. Ss repeat the words.

1 face **2** hair **3** hands **4** feet

3 5.14 Listen and number.

- Focus ss on the pictures. Elicit what it shows, e.g. *a head*. Focus them on what it hasn't got. Say *Point to the hair. Oh, no! He hasn't got hair.* Continue with other pictures until you are sure ss understand the meaning of *hasn't got*.
- Play the audio. Ss number the pictures.

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

1 He hasn't got hair.
2 He hasn't got feet.
3 She hasn't got hands.
4 She hasn't got a face.

4 5.15 Listen and sing.

- Play the whole song as ss listen.
- Then play each line and pause for ss to repeat.
- Ss sing along with the whole song.

Extra activity TPR

- Ss stand up. Divide up the class into three parts to sing one part each.

Boy 1: Funny friend, funny friend!
This is Fred.
He's got a body,
But he hasn't got a head!
Girl 1: Funny friend, funny friend!
This is Grace.
She's got blue hair,
But she hasn't got a face!
Boy 2: Funny friend, funny friend!
This is Peg.
She's got four feet,
But she hasn't got legs!

Extra activity Creativity

- Play the song again. Pause at the end of each verse for ss to draw the funny friend they hear described.
- Ss then share their pictures and see if they are the same.

Activity Book

1 5.16 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each picture and say the word.

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

1 hair **2** feet **3** face **4** hands

2 5.17 Listen and number.

- Give ss a minute to look at the picture and prepare before they listen.
- Play the audio. Ss listen and write numbers in the boxes.
- **Extension** Check answers by saying the numbers and eliciting the sentence, e.g. *one – He hasn't got feet.*

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

1 Boy: He hasn't got feet.
2 Girl: She hasn't got hands.
3 Girl: He hasn't got hair.
4 Boy: She hasn't got a face.

Finishing the lesson

- Ss look again at the picture story on page 40 or the pictures on page 41 in the Pupil's Book. Point to a picture and say, e.g. *She's got three hands.* Ss correct you. Guide them to use a full sentence, e.g. *No, she hasn't got hands.*

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 74.

Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 72 in the Activity Book.

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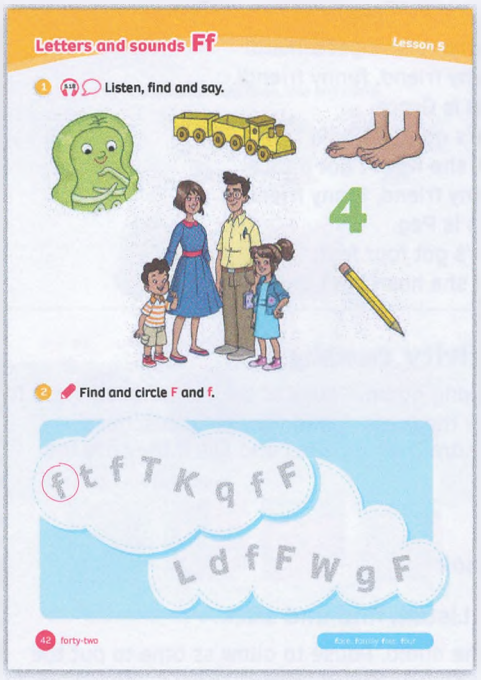
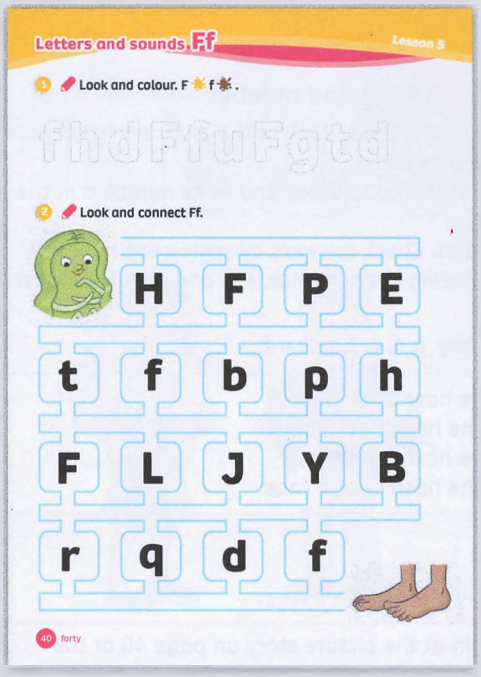
Letters and sounds Ff

Pupil's Book



Activity Book



Objectives

- **Lesson aims:** to learn and practise saying the letter *f*
- **Target language:** the letter and the sound *Ff*

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 5 flashcards (*arms, body, face, feet, hair, hands, head, legs*)
- Units 1–4 flashcards
- Alphabet time (back of the Activity Book)
- Team Together Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the eight Unit 5 flashcards (*arms, body, face, feet, hair, hands, head, legs*) to revise the words (particularly those that have the *f* sound). Begin by showing the cards and eliciting the words. Do some repetition practice.
- Play the Observation and Where is this card? (or any other) games with the flashcards (*arms, body, face, feet, hair, hands, head, legs*).

Presentation

- Show page 42 in the Pupil's Book and say *f, f, face.* (Make sure to use the sound of the letter and not its name.) Write the letters F and f on the board and repeat the *f* sound.

Practice

Pupil's Book

1 5.18 Listen, find and say.

- Guide ss to find page 42 in the Pupil's Book. Point to each picture in turn. Do some repetition practice of all six words (*face, train, feet, family, four, pencil*). The word *family* was introduced in Unit 1, but will need revision at this point.
- Say the four words starting with *f* (*face, feet, family, four*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.

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- **Extension** Elicit any other English words ss know that start with the *f* sound (e.g. *five, find*). Avoid words with initial blends (e.g. *friend, floor*) at this stage to focus on the pure *f* sound. All ss repeat these words for further practice.

/f/ /f/ face
/f/ /f/ feet
/f/ /f/ family
/f/ /f/ four

Capitals-only version
You may wish to support your ss by focusing only on the capital letter *F* in the following activities.

2 Find and circle F and f.

- Write the letters *F* and *f* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *F* and *f*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter *F* or *f* 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 *F* and *f* in the cloud artwork.

Activity Book

1 Look and colour. Ff.

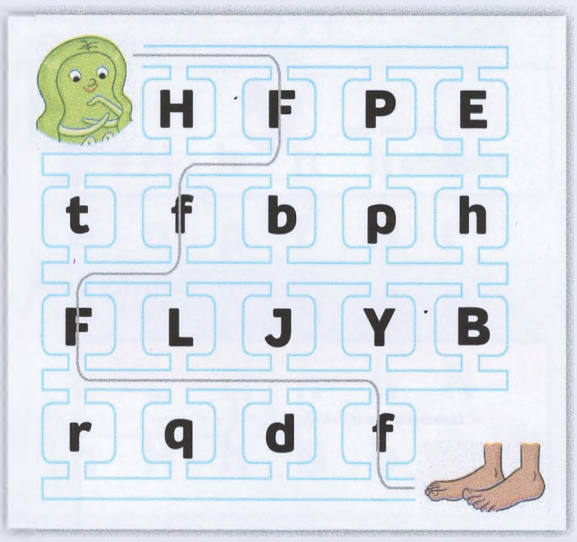
- Ss identify the correct letters and colour them in. Ask them to quietly say *f, f, f* as they work.

Answer key Ss colour the upper-case Fs in yellow and the lower-case fs 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 Ff.

- Ss look at the pictures and letters. Encourage them to say the words *face* at the start and *feet* when they finish. As they work, they make the *f* sound.



Finishing the lesson

- Play a version of the Which card have you got? game. Ss stand in a circle. Hand out flashcards from Units 1–4 and ask ss to keep passing them along. When you say *Stop!*, ss stop passing the cards and look at the card they have (there are a maximum of 24 flashcards so, depending on the class size, not all ss will have a card each round).
- Ask for the card, using the sound and name of one of the words depicted, e.g. *Who's got f, f, feet?* The student with the card holds it up and repeats *f, f, feet*.
- Continue with the other flashcards.

Capitals-only version
If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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Letters and sounds Hh

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to learn and practise saying the letter *h*
- **Target language:** the letter and sound *Hh*

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

- a hat
- a piece of paper
- A4 pieces of paper, each with a letter (*R, W, H* and *F*) on them
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Play the Stand or sit? game to revise the *f* sound. Start with words that ss know, e.g. *face, family, four*, but move on to other words starting with the same initial sound, e.g. *five, fine*. Avoid sounds with an initial blend at this stage, e.g. *friend, fly*.

Presentation

- Show page 43 in the Pupil's Book and say *h, h, head*. (Make sure to use the sound of the letter and not its name.) Write the letters *H* and *h* on the board and repeat the *h* sound.

Practice

Pupil's Book

1 5.19 Listen, find and say.

- Focus ss on the pictures at the top of page 43 in the Pupil's Book and point to each picture in turn. Elicit the words. Do some repetition practice of all six words (*head, teddy, hair, hands, hat, door*). The word *hat* is new, so explain this and give it extra practice. Show a real hat if possible.
- Say the four words starting with *h* (*head, hair, hands, hat*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- If ss have difficulty with the sound (it is not used in all languages), explain and demonstrate that the sound is made with a little puff of air. Hold a piece of paper in front of your mouth and say *at*, then *hat*. The paper should move only when you blow with the *h* sound. Ss practise doing the same, and then with *and* and *hand*.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.

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- **Extension** Elicit any other English words ss know that start with the *h* sound. (They may know a few words or names, e.g. *home, house*.) All ss repeat these words for further practice with the initial *h* sound.

/h/ /h/ head
/h/ /h/ hair
/h/ /h/ hands
/h/ /h/ hat

Capitals-only version
You may wish to support your ss by focusing only on the capital letter *H* in the following activities.

2 Find and circle H and h.

- Write the letters *H* and *h* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *H* and *h*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter *H* or *h* and point to it. (You do not need to ask ss to say the word it is in.)

Answer key Ss find and circle the examples of *H* and *h* in the cloud artwork.

3 5.20 Listen and chant.

- Ss listen to and repeat the chant.

Extra activity TPR

- Divide the class into two. One half can chant the *f* section and the other half the *h* section. They could continue the chant and increase the speed each time for fun.

Bill: Look at my feet, feet, feet
and my face, face, face.
Look at my head, head, head
and my hair, hair, hair.

Activity Book

1 Look and colour. Hh.

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

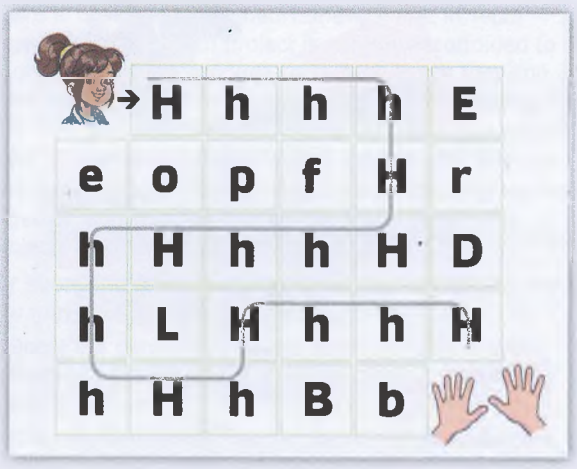
Answer key Ss colour the upper-case Hs in red and the lower-case hs in blue.

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 Hh.

- Ss look at the pictures and letters. Encourage them to say the words *head* at the start and *hands* when they finish. As they work, they make the *h* sound.

Answer key Please note that there is more than one route for ss to connect the letters.



Finishing the lesson

- Play the Which letter? game with the letters *R, W, F* and *H*. Start with the sounds in isolation, then words that ss know, e.g. *red, robot, wall, window, four, five, hair, hands*, and then move on to other words, e.g. *run, ring, warm, water, full, follow, hen, hide*.

Capitals-only version
If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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Project A funny friend

Pupil's Book

Cut-outs

Objectives

- **Lesson aims:** to practise language from the unit
- **Target language:** *arms, body, face, feet, hair, hands, head, legs; He's/She's got ... He/She hasn't got ...*

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 5 flashcards (*arms, body, face, feet, hair, hands, head, legs*)
- templates of the funny friend and body parts to cut out
- a completed model of a funny friend
- scissors
- crayons or coloured pencils

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

- Use the Unit 5 flashcards (*arms, body, face, feet, hair, hands, head, legs*) to revise the vocabulary needed for the project. Use the Where is this card? and/or What's missing? games.

Presentation

- Before the lesson, prepare all the materials and make a funny friend for demonstration. You will need to glue the body parts on it to make sure you can hold it up.
- Show ss page 44 in the Pupil's Book and say *Look!* Show them an example of the funny friend model they are going to make. Hold it up and say, e.g. *Hello, I'm Boo. I've got three arms. I've got four legs. I haven't got hair.*

Practice

Pupil's Book

1 Make and show.

- Show the funny friend you have prepared to the class. Present and drill *funny friend*. Demonstrate what ss can do with them, e.g. the funny friend introduces himself: *Hello, I'm Boo.*

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- Focus ss on the illustrations on page 44 in the Pupil's Book. 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 ss' understanding by explaining or discussing this with your class in L1. Use the Traffic light cards technique to check ss understand the procedure.
- Refer ss to the cut-out templates at the back of the Pupil's Book and distribute the materials needed.
- Ss cut out the shapes. Make sure they can use scissors safely. Monitor closely and help wherever necessary. Reinforce the unit value, *be safe*.
- Ss can choose to make a boy or girl funny friend. They can also choose how many arms, legs, etc. they want to use.
- Ss colour in the parts of the body they have cut out and then put them on top of the main body.

Extra activity **Fast finishers**

- Ask more confident ss to help other ss who have yet to finish.

- If any ss have not been successful at creating a funny friend, encourage them by saying they will have the chance to make something else in the next project. Put them with a partner who has created something usable for the following activities.
- Model how the funny friends can introduce themselves by repeating your introductions to your figure, e.g. *Hello, I'm Boo. I've got three arms. I've got four legs. I haven't got hair.*
- Ss work in pairs to introduce their funny friends. Monitor them as they work and assist as necessary, but don't interrupt to correct unnecessarily. At this stage, ss will make errors with singular and plural forms, or with the use of articles with countable and uncountable nouns (e.g. *a hair, hairs*), but don't worry about this too much. The objective at this early stage should be for them to successfully communicate with each other and enjoy using the language.
- Show your funny friend again, and this time introduce it using the third person, e.g. *Who's this? This is my funny friend, Boo. He's got three arms. He's got four legs. He hasn't got hair.*

2 5.21 Sing and play.

- Play the song. Ss sing along.

Boy 1: Funny friend, funny friend!
This is Fred.
He's got a body,
But he hasn't got a head!
Girl 1: Funny friend, funny friend!
This is Grace.
She's got blue hair,
But she hasn't got a face!
Boy 2: Funny friend, funny friend!
This is Peg.
She's got four feet,
But she hasn't got legs!

Finishing the lesson

- Play a simple game in which ss correct your mistakes. Make statements about parts of the body and touch them, e.g. *This is my arm/face/hair/leg*. After a few instructions, make a mistake and say, e.g. *This is my head* while touching your leg. Ss correct you.

Extra activity **TPR**

- Ss stand up. They touch the body part and repeat the sentence only if it is correct. When you make a mistake, they must do and say nothing. If they do touch the wrong part, or repeat the sentence, then they are out of the game and sit down. Continue until you have a winner. After you make a mistake, make sure to then repeat the sentence with the appropriate gesture to reinforce the correction.

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.

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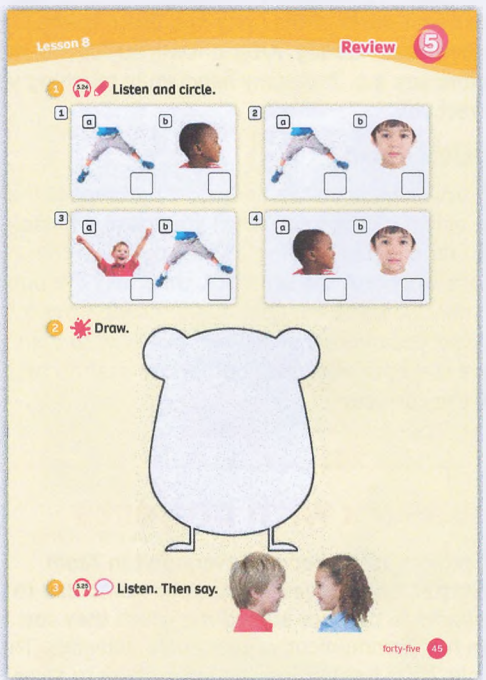
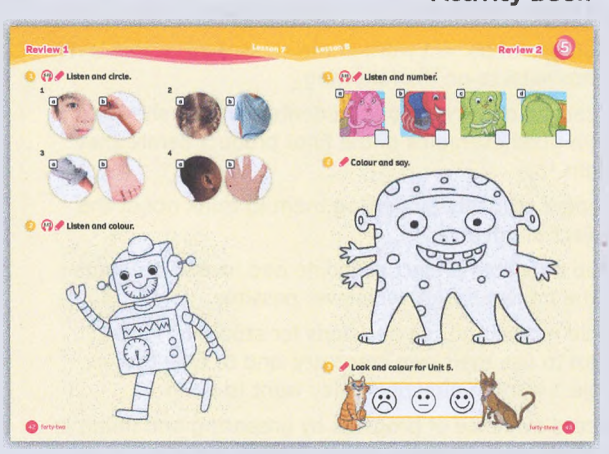
Review

Pupil's Book



Activity Book



Objectives

- **Lesson aims:** to review language from the unit
- **Target language:** *arms, body, face, feet, hair, hands, head, legs; He's/She's got ..., He/She hasn't got ...*

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

- Unit 5 flashcards (*arms, body, face, feet, hair, hands, head, legs*)
- paper and drawing materials for each student, including 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

- Ss use the funny friends they made in the previous lesson to do some revision of the target language for the unit. Put them in pairs to practise asking and answering, e.g. *Who's this? This is my funny friend ... . He's/She's got ... .*

Presentation

- Show page 45 in the Pupil's Book and say *He's got two feet. She's got one face.*

Practice

Pupil's Book

1 5.24 Listen and circle.

- Guide ss to find page 45 in the Pupil's Book. Focus ss on the pictures and elicit what they illustrate. Ss repeat the words.
- Play the audio. Ss listen and circle the correct picture from each pair.

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

1 He's got two feet.
2 He's got one face.
3 He's got two arms.
4 He's got one head.

2 Draw.

- Distribute drawing materials.
- Ss draw a picture of a funny friend. Encourage them to use all of the body parts learned in the unit.

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3 5.25 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?*
- Ss work in pairs to show their drawings and talk about them with a partner, using *He's/She's ... .*

Girl: Who's this?
Boy: This is my friend. She's got two arms. She hasn't got blue hair.

Activity Book Review 1

1 5.22 Listen and circle.

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

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

1 arm **2** body **3** leg **4** hand

2 5.23 Listen and colour.

- Focus ss on the picture and distribute crayons. Tell ss that they must listen and colour. Use the Traffic light technique to check ss understand the task before continuing.
- Pause after each line to give ss time to colour.

Answer key face – blue, body – green, arms – orange, feet – brown

Boy: Look at my robot!
He's got a blue face,
... a green body,
... orange arms,
... and brown feet.

Extra activity Creativity

- Ss draw another robot, colouring the parts of the body as they want. In pairs, they show their drawings and talk about them, e.g. *Look at my robot. He/She's got a ... .*

Activity Book Review 2

1 5.26 Listen and number.

- Play the audio. Ss listen and number the pictures.

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

1 He hasn't got hair.
2 She's got three hands.
3 She hasn't got a face.
4 She's got green hair.

2 Colour and say.

- Ss colour the funny friend.
- Ss work in pairs to show their drawings. They talk about/name the body parts of the friend they have coloured in, e.g. *This is my friend. He's got ... .*

Answer key Ss colour their funny friend.

3 Look and colour for Unit 5.

- Find out how happy ss are with what they have learned in the unit. Ask *Do you know the names of body parts?* Ask them to colour the face they want to, to show how they feel about the unit.

Finishing the lesson

- Ask ss what their favourite part of the unit was. Give ss the opportunity to repeat the popular activities. (If they say the project, allow them to practise conversations with their funny friends again.)

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 74.

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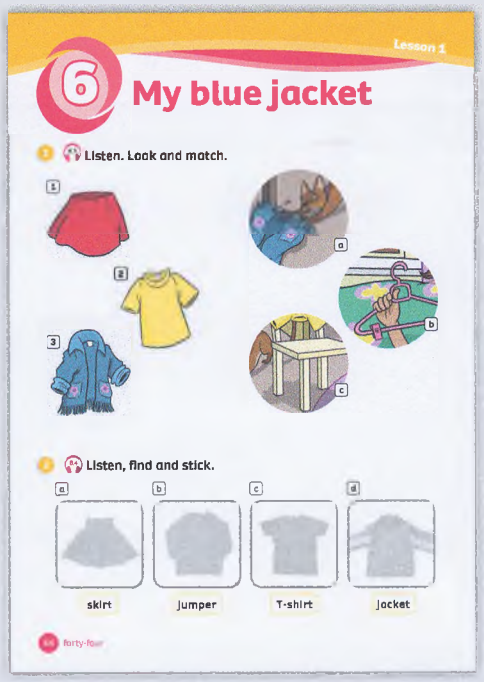
6 My blue jacket

Pupil's Book

Activity Book



Unit objectives

to name clothes; to talk about what you are wearing

Language

Vocabulary	*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*
Grammar	*Where's my ...? It's on the ..., I'm wearing ...*
Functions	naming clothes; saying what you are wearing
Phonics	*s, j*

Objectives

- **Lesson aims:** to name clothes
- **Target language:** *jacket, jumper, skirt, T-shirt; Where's my ...? It's on the ...*

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).
  Speaking: Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Unit 6 flashcards and real clothes (*jacket, jumper, skirt, T-shirt*)
- Unit 5 flashcards (*arms, body, face, feet, hair, hands, head, legs*)
- Unit 6 Stickers (back of the Activity Book)

Assessment for Learning

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

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Starting the lesson

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

Presentation

- Show page 46 in the Pupil's Book and say *skirt, jumper, T-shirt, jacket*. Hold up an example of each item as you say the word.

Practice

Pupil's Book

1 6.1 Listen and follow.

- Before listening to the audio, introduce the key vocabulary using clothes and/or flashcards (*skirt, jumper, T-shirt, jacket*). Show each item of clothing or card and present the word, e.g. *T-shirt*. Ss repeat. Repeat with *jacket, jumper* and *skirt*.
- Display the clothing or flashcards (*skirt, jumper, T-shirt, jacket*) around the classroom. Say the word and ask ss to point to the correct item. They repeat the words again.
- Revise colours using the clothes. Point to each item of clothing and ask *What colour is it?* Elicit answers from ss. Use skirts, jumpers, etc. that ss are wearing also.
- Guide ss to find page 46 in the Pupil's Book. Focus them on the main picture at the top of the page.
- Play the audio. Ss listen and follow the conversation.
- Play the audio again. This time ss point to the clothes in the picture as they hear them.

Dad: Are you ready for the school show, Kim?
Kim: Yes! I've got my red skirt. I've got my brown jumper. Oh, no! Where's my T-shirt?
Dad: What colour is it?
Kim: It's yellow.
Dad: Look! It's on the chair!
Kim: Oh, yes! Where's my blue jacket?
Dad: It's on the floor!
Kim: Oh, no! Meg! No!

2 6.2 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. (Note that some labels are introduced from this point to get ss used to seeing words. They don't have to be read yet.)
- 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 ss to repeat the words.
- **Extension** Use the pictures of clothes to do more practise with colours, e.g.

Look at one. What is it?
It's a skirt.
What colour is the skirt?
It's green.

1 skirt **2** jumper **3** T-shirt **4** jacket

Activity Book

1 6.3 Listen. Look and match.

- Focus ss on the pictures on page 44 in the Activity Book. Elicit the names of each item of clothing.
- Tell ss to listen and match where each item of clothing is. Use the Traffic light cards technique to check ss understand what to do.
- Play the audio of the story again. Ss draw lines to match.

Answer key 1 b, 2 c, 3 a

Dad: Are you ready for the school show, Kim?
Kim: Yes! I've got my red skirt. I've got my brown jumper. Oh, no! Where's my T-shirt?
Dad: What colour is it?
Kim: It's yellow.
Dad: Look! It's on the chair!
Kim: Oh, yes! Where's my blue jacket?
Dad: It's on the floor!
Kim: Oh, no! Meg! No!

2 6.4 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each in turn and say the word.

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

1 T-shirt **2** jacket **3** skirt **4** jumper

Finishing the lesson

Extra activity TPR

- Play the Team race game with the four flashcards (*jacket, jumper, skirt, T-shirt*) for the lesson (or items of clothing). Use the flashcards from Unit 5 (*arms, body, face, feet, hair, hands, head, legs*) to extend the game and do some revision.

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

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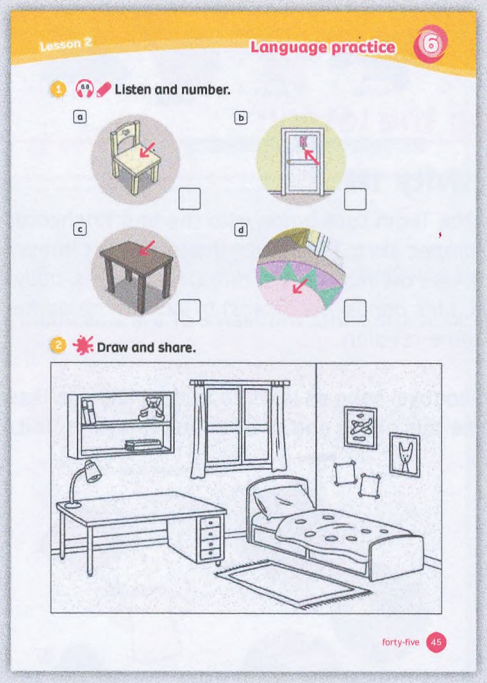
Language practice

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 1
- **Target language:** *jacket, jumper, skirt, T-shirt; Where's my ...? It's on the ...*

Global Scale of English (GSE)

- **Listening:** Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).

Materials

- real clothes and Unit 6 flashcards (*jacket, jumper, skirt, T-shirt*)
- drawing materials for each student
- real objects (bag, book, crayon, pen, pencil, pencil case, rubber, ruler)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Peer learning: pairwork

Starting the lesson

- Review the vocabulary from the previous lesson using real clothes and/or the flashcards (*jacket, jumper, skirt, T-shirt*). Ask *What's this?* Elicit *It's a ... .* Ask *What colour is it?* Elicit *It's ... .*

Presentation

- Show page 47 in the Pupil's Book and say *Where's my skirt? It's on the chair.*

Practice

Pupil's Book

1 6.5 Listen and circle.

- Guide ss to find page 47 in the Pupil's Book. Give ss a minute to look at the pictures and prepare before they listen. Elicit the names of the clothes.
- Play the audio. Ss circle the correct pictures.
- **Extension** Check the answers by calling out the numbers and eliciting the words.

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

1 T-shirt **2** jumper **3** skirt **4** jacket

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2 6.6 Listen and match.

- Focus ss on the pictures. Elicit the names of the clothes and the places.
- Explain to ss that they are going to listen to where the clothes are. Use the Traffic light cards technique to check they understand what they have to do. Play the audio. Ss draw lines to match.

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

1 Girl: Where's my skirt?
Woman: It's on the chair.
2 Boy: Where's my T-shirt?
Woman: It's on the floor!
3 Boy: Where's my jacket?
Woman: It's on the door.
4 Girl: Where's my jumper?
Woman: It's on the desk.

3 6.7 Listen. Then say.

- Play the audio as a model of language to be practised. Ss repeat the question and answer.
- **Extension** Ss work in pairs to ask and answer questions using the pictures in Activity 2. Drill the question *Where's the ... ?* (rather than *Where's my ... ?*) before ss start.

Extra activity **TPR**

- Ss place their jackets and jumpers on chairs, desks, hooks on doors and the floor.
- They move around and ask other ss, *Where's my ... ?* The other student points and replies *It's on the ... .*

Boy: Where's my jacket?
Girl: It's on the desk.

Activity Book

1 6.8 Listen and number.

- Ss look at each picture in turn. Point to the picture and ask *Where is it?* Elicit the answer indicated by the picture, i.e. *It's on the chair/door/desk/floor.*
- Play the audio. Ss listen and number the pictures.

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

1 Girl: Where's my skirt?
Man: It's on the floor.
2 Girl: Where's my T-shirt?
Man: It's on the chair.
3 Girl: Where's my jumper?
Man: It's on the door.
4 Girl: Where's my jacket?
Man: It's on the desk.

2 Draw and share.

- Display the four lesson flashcards (*jacket, jumper, skirt, T-shirt*) and tell ss to draw and colour two of the items of clothing where they like in the drawing.

Extra activity **Fast finishers**

- Some ss may have time to draw three or more items of clothing in their rooms.
- Ss work in pairs to show their drawings and talk about them. They ask each other *Where's the ... ?* and *What colour is it?*
- **Extension** Collect ss' drawings. Select some at random to display. Ask *Where's the ... ?* and *What colour is it?* and elicit answers about each.

Finishing the lesson

- Place a few items of clothing around the classroom (on chairs, desks, the floor) and ask *Where's the ... ?* Elicit answers. Then do the same with some of the classroom objects taught in Unit 2 (bag, book, crayon, pen, pencil, pencil case, rubber, ruler).

Extra activity **TPR**

- Ss put one or two of their own classroom objects around the classroom. They then point to it and ask another student *Where's my ... ?*

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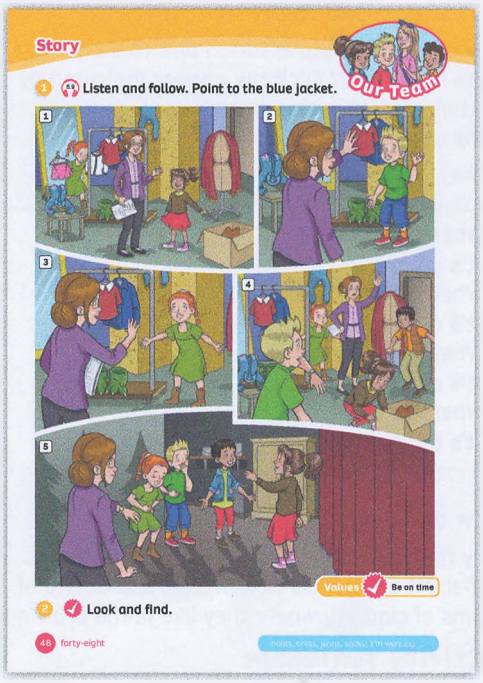
Story

Pupil's Book



Activity Book

Objectives

- **Lesson aims:** to understand a story; to think about how to be on time
- **Target language:** *boots, dress, jeans, socks; I'm wearing ...*

Global Scale of English (GSE)

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

Materials

- Unit 6 flashcards or real clothes (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*)
- a picture of a school show
- paper and drawing materials for each student

Assessment for Learning

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

Starting the lesson

- Review the language from the previous lessons using the four flashcards (*jacket, jumper, skirt, T-shirt*). Show the flashcards and ask *What's this?* Elicit *jacket, jumper, skirt, T-shirt*.

Presentation

- Show page 48 in the Pupil's Book and say *boots, dress, jeans, socks*.

Practice

Pupil's Book

1 6.9 Listen and follow. Point to the blue jacket.

- Present the key new vocabulary before ss listen to the audio. Use real clothes and/or flashcards of *boots, dress, jeans* and *socks*.
- Show each item and say the name clearly several times, e.g. *dress*. Ss repeat the words after you.
- Hold up one item and ask *Is it a dress?* Ss answer *yes* or *no*.
- Hold up one item and ask *Is it a dress or socks?* Ss answer *It's a dress.*
- Hold up one item and ask *What is it?* Ss answer *It's a dress.*
- Tell ss they are going to listen to a story called *The school show*. If possible, show a picture of a school show to introduce the word *show*.
- Guide ss to find page 48 in the Pupil's Book. Focus ss on the pictures.
- Play the audio of the first scene and pause. Say *Point to the blue jacket.*
- Play the second and third scenes and pause. Say *Point to Bill/Pat.*

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- Play the fourth scene and fifth scene, pausing after each and saying *Point to the blue jacket.*
- Play the full audio again. Ss listen and point to the correct picture.

Answer key Ss point to the blue jacket in pictures 1, 2, 4 and 5.

The school show

Scene 1

Mrs Brown: Hello, children! Are you ready for the show?
Kim: Yes! Look! I'm wearing a yellow T-shirt. I'm wearing a red skirt and a brown jumper.
Mrs Brown: Great!

Scene 2

Mrs Brown: Are you ready, Bill?
Bill: Yes! I'm wearing blue jeans. I'm wearing a green T-shirt and orange socks.
Mrs Brown: OK!

Scene 3

Mrs Brown: Are you ready, Pat?
Pat: Yes, Mrs Brown! I'm wearing a green dress and brown boots.
Mrs Brown: Great!

Scene 4

Mrs Brown: Where's Rob?
Pat, Bill & Kim: Errrrr.
Mrs Brown: Rob? Rob?
Rob: Hi! I'm here! Sorry, Mrs Brown!

Scene 5

Mrs Brown: Come on, Rob! Are you ready?
Rob: Yes! I'm wearing red jeans and a green T-shirt and errrr ...
Kim: My blue jacket!
Rob: Sorry, Kim!

2 Look and find.

- Use the story to introduce the unit value of being on time. Using the Happy/sad face technique, distribute the cards with faces and look at the story frame by frame. Ask *Is Rob here?* Elicit the answers. Students show a sad face for frames 1–3 and a happy face for frames 4 and 5. To reinforce the value, for each time the answer is *no*, look at your watch angrily. In frame 4 when Rob arrives, mime looking relieved.
- **Extension** You may wish to support your ss' understanding by explaining or discussing what it is to be on time, using their first language. Ask ss if they have ever been late for something.

Answer key Ss point to picture 3, which shows that Pat is on time.

Extra activity Creativity

- Ss draw a picture of themselves arriving somewhere, but not being on time.

Activity Book

1 6.10 Listen. Look and number.

- Ss look at the pictures of the story. 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.
- Play the audio. Ss point to the correct picture as they listen. Monitor that they are doing this correctly.
- Play the audio again for ss to number the pictures.

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

The school show

Scene 1

Mrs Brown: Hello, children! Are you ready for the show?
Kim: Yes! Look! I'm wearing a yellow T-shirt. I'm wearing a red skirt and a brown jumper.
Mrs Brown: Great!

Scene 2

Mrs Brown: Are you ready, Bill?
Bill: Yes! I'm wearing blue jeans. I'm wearing a green T-shirt and orange socks.
Mrs Brown: OK!

Scene 3

Mrs Brown: Are you ready, Pat?
Pat: Yes, Mrs Brown! I'm wearing a green dress and brown boots.
Mrs Brown: Great!

Scene 4

Mrs Brown: Where's Rob?
Pat, Bill & Kim: Errrrr.
Mrs Brown: Rob? Rob?
Rob: Hi! I'm here! Sorry, Mrs Brown!

Scene 5

Mrs Brown: Come on, Rob! Are you ready?
Rob: Yes! I'm wearing red jeans and a green T-shirt and errrr ...
Kim: My blue jacket!
Rob: Sorry, Kim!

2 Look and colour.

- Ss look at the pictures and colour in the circles (in any colour they like) on those which show children being on time.

Answer key Ss colour pictures 2 and 3.

Finishing the lesson

- Read the story to ss again, but this time pause for ss to fill the gaps. Choose the names of clothes ss have learned and used already, e.g.

Mrs Brown: Hello, children! Are you ready for the show?
Kim: Yes! Look! I'm wearing a yellow ... (hat). I'm wearing a red skirt and a brown ... (T-shirt).
Mrs Brown: Great!

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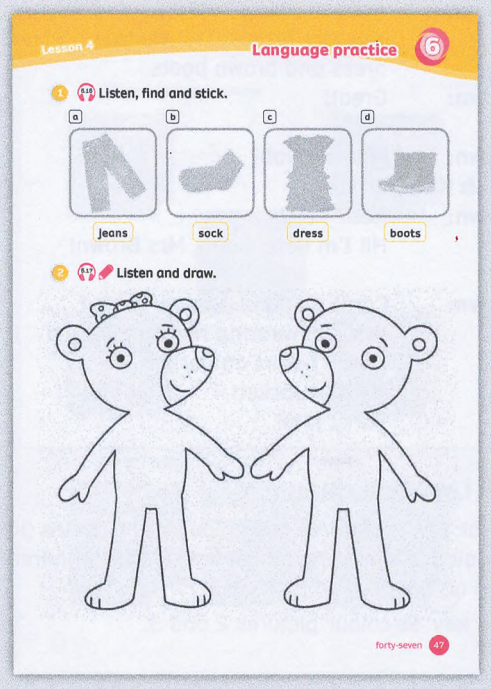
Language practice

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 3
- **Target language:** *boots, dress, jeans, socks; I'm wearing ...*

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 recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **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 6 flashcards or real clothes (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*)
- paper and drawing materials for each student
- Vocabulary time (back of the Activity Book)
- Unit 6 Stickers (back of the Activity Book)

Assessment for Learning

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

Starting the lesson

- Revise the vocabulary for the unit using real clothes or the flashcards (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*). Play any of the following games: What's missing?, Which card have you got?, Where is this card?, Yes/No!

Presentation

- Show page 49 in the Pupil's Book and say *I'm wearing a yellow T-shirt. I'm wearing a red skirt.*

Practice

Pupil's Book

1 6.11 6.12 Listen again. Now listen, look and match.

- Play the audio of the story again (6.11) to remind ss what happens.
- Focus ss on pictures 1–4 on page 49 in the Pupil's Book and point to each character in turn, asking *Who's this?* Then point to each item of clothing a–d and ask *What's he/she wearing?*
- Explain the activity carefully. Ss have to match the characters to the clothes they are wearing for the school show.
- Play audio 6.12. Ss match the characters to the clothes they are wearing.

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

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The school show

Scene 1

Mrs Brown: Hello, children! Are you ready for the show?
Kim: Yes! Look! I'm wearing a yellow T-shirt. I'm wearing a red skirt and a brown jumper.
Mrs Brown: Great!

Scene 2

Mrs Brown: Are you ready, Bill?
Bill: Yes! I'm wearing blue jeans. I'm wearing a green T-shirt and orange socks.
Mrs Brown: OK!

Scene 3

Mrs Brown: Are you ready, Pat?
Pat: Yes, Mrs Brown! I'm wearing a green dress and brown boots.
Mrs Brown: Great!

Scene 4

Mrs Brown: Where's Rob?
Pat, Bill & Kim: Errrrr.
Mrs Brown: Rob? Rob?
Rob: Hi! I'm here! Sorry, Mrs Brown!

Scene 5

Mrs Brown: Come on, Rob! Are you ready?
Rob: Yes! I'm wearing red jeans and a green T-shirt and errrr ...
Kim: My blue jacket!
Rob: Sorry, Kim!

Mrs Brown: Are you ready for the show?
Kim: Yes! Look! I'm wearing a yellow T-shirt. I'm wearing a red skirt and a brown jumper.
Bill: I'm wearing a green T-shirt and orange socks.
Pat: Yes, Mrs Brown! I'm wearing a green dress and brown boots.
Rob: Yes! I'm wearing red jeans and a green T-shirt.

2 6.13 Listen, point and say.

- Focus ss on the four pictures. Elicit the words first.
- Play the audio. Ss repeat the words.

1 jeans **2** socks **3** dress **4** boots

3 6.14 Listen and number.

- Focus ss on the pictures. Use the Traffic light cards 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 4, c 3, d 1

1 Boy 1: I'm wearing jeans.
2 Girl 1: I'm wearing socks.
3 Girl 2: I'm wearing a dress.
4 Boy 2: I'm wearing boots.

4 6.15 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.

Chorus: Hooray, hooray, hooray,
It's the school show today!
Verse 1: I'm wearing blue jeans,
I'm wearing a red T-shirt.
I'm wearing a brown jumper,
And a yellow skirt.
Chorus: Hooray, hooray, hooray,
It's the school show today!
Verse 2: I'm wearing blue socks,
I'm wearing a red jacket.
I'm wearing a green dress,
And orange boots.
Chorus: Hooray, hooray, hooray,
It's the school show today!

Extra activity Creativity

- Play the song and pause at the end of each verse for ss to draw and colour a picture of people wearing the clothes described.

Activity Book

1 6.16 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 d, 3 a, 4 b

1 dress **2** boots **3** jeans **4** sock

2 6.17 Listen and draw.

- Give ss a minute to look at the pictures. Make it clear that the first teddy on the left is a girl and the teddy on the right is a boy.
- Play the audio. Ss listen and point to the correct teddy. Play the audio again. Ss draw the clothes.

Answer key female bear – skirt, socks; male bear – jeans, boots

Girl: Hello! I'm wearing a skirt. I'm wearing socks.
Boy: Hi! I'm wearing jeans. I'm wearing boots.

Finishing the lesson

- Play the Team race game with the eight Unit 6 flashcards (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*) on the board.

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 75.

Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 73 in the Activity Book.

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Letters and sounds Ss

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to learn and practise saying the letter *s*
- **Target language:** the letter and the hard sound *Ss*

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 6 flashcards (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*)
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the eight flashcards of the unit vocabulary (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*) to revise the words (particularly those that have the *s* sound). Begin by showing the flashcards and eliciting the words. Do some repetition practice.
- Play the Observation and Echo games with the flashcards.

Presentation

- Show page 50 in the Pupil's Book and say *s, s, socks*. (Make sure to use the sound of the letter and not its name.) Write the letters S and s on the board and repeat the *s* sound.

Practice

Pupil's Book

1 6.18 Listen, find and say.

- Guide ss to find page 50 in the Pupil's Book and point to each picture in turn. Do some repetition practice of all six words (*socks, hand, six, seven, teddy, sister*).
- Say the four words starting with *s* (*socks, six, seven, sister*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.

/s/ /s/ socks
/s/ /s/ six
/s/ /s/ seven
/s/ /s/ sister

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Capitals-only version
You may wish to support your ss by focusing only on the capital letter *S* in the following activities.

2 Find and circle S and s.

- Write the letters *S* and *s* on the If board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *S* and *s*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter *S* or *s* and point to it. (You do not need to ask ss to say the word it is in.)

Answer key Ss fi nd and circle the examples of S and s in the cloud artwork.

Activity Book

1 Look and colour. Ss.

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

Answer key Ss colour the upper-case Ss in orange and the lower-case ss in green.

2 Look and trace.

Extra activity TPR

- Demonstrate making the shapes of the letters. Stand with your back to the class and draw the pattern in the air. Ss follow you and make the same movements. Tell them to continue while you turn and check they are doing it correctly. Ss can also practise drawing the letter shape on the back of another student with their finger.

- Before tracing with a pencil, ss trace the shapes in the book with their finger.
- Ss then trace the shapes in their books. Check that they keep between the lines on the grid. As they work, they make the *s* sound.

3 Look and trace.

- Ss then trace the letter *s* in the Activity Book. As they work, they make the *s* sound.

Finishing the lesson

- Ss draw a picture using lots of *s* shapes. Demonstrate on the board first. Use big and small *s* shapes in different colours. As ss draw, tell them to make the *s* sound.

Capitals-only version
If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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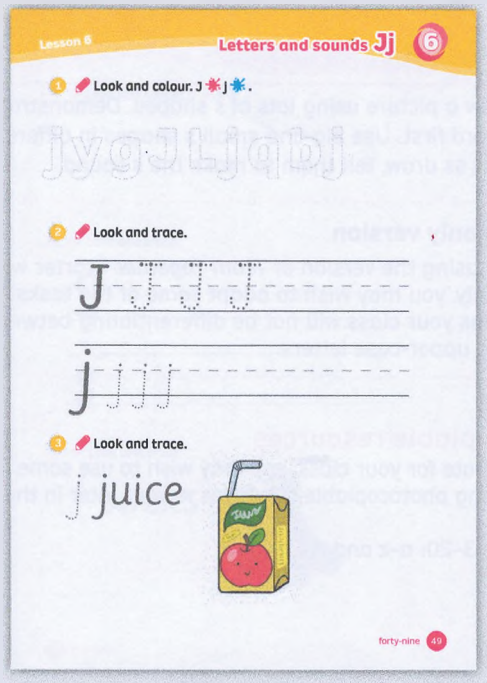
Letters and sounds Jj

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to learn and practise saying the letter *j*
- **Target language:** the letter and sound *Jj*

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

- A4 pieces of paper, each with a letter (*B*, *D*, *T*, *S* and *J*) on them
- Alphabet time (back of the Activity Book)
- Team Together Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Play the Stand or sit game to revise the *s* sound. Start with *s* words that ss know, e.g. *six, seven, socks, sister*, but move on to other short words starting with the same sound, e.g. *say, sing, sit, some, sun* (but avoid sounds with an initial blend at this stage, e.g. *skirt, stop*).

Presentation

- Show page 51 in the Pupil's Book and say *j, j, jumper*. (Make sure to use the sound of the letter and not its name.) Write the letters *J* and *j* on the board and repeat the *j* sound.

Practice

Pupil's Book

1 6.19 Listen, find and say.

- Help ss find page 51 in the Pupil's Book and point to each picture in turn. Elicit the words (*doll, jacket, jeans, juice, jumper, pencil*). Do some repetition practice of all six words (*jumper, jacket, pencil, jeans, juice, doll*). The word *juice* is new, so explain this and give it extra practice.
- Say the four words starting with j (*jacket, jeans, juice, jumper*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words ss know that start with the *j* sound. (They may know a few words or names, e.g. *jump, Joe*.) All ss repeat these words for further practice with the initial *j* sound.

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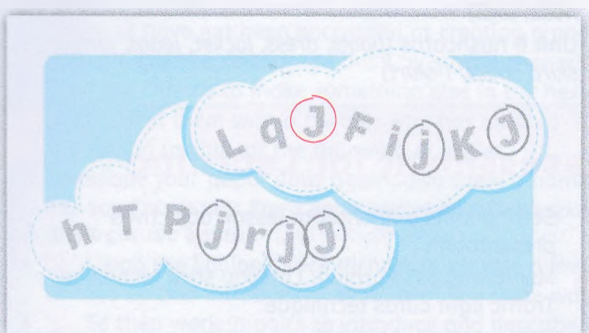
/j/ /j/ jumper
/j/ /j/ jacket
/j/ /j/ jeans
/j/ /j/ juice

Capitals-only version
You may wish to support your ss by focusing only on the capital letter *J* in the following activities.

2 Find and circle J and j.

- Write the letters *J* and *j* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle the letter *J* and *j*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the Team Together Alphabet Classroom Poster. Ask ss to find the letter *J* or *j* and point to it (you do not need to ask ss to say the word it is in).

Answer key Ss find and circle the examples of J and j in the cloud artwork.



3 6.20 Listen and chant.

- Ss listen to and repeat the chant.

Extra activity TPR

- Divide the class into two. One half can chant the *s* section and the other half the *j* section. They could continue the chant and increase the speed each time for fun.

Girl: I'm wearing seven, seven, seven
blue socks, socks, socks.
I'm wearing jeans, jeans, jeans
and a jacket, jacket, jacket.

Activity Book

1 Look and colour. Jj.

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

Answer key Ss colour the upper-case *J*s in red and the lower-case *j*s in blue.

2 Look and trace.

Extra activity TPR

- Demonstrate making the shapes of the letters. Stand with your back to the class and draw the pattern in the air. Ss follow you and make the same movements. Tell them to continue while you turn and check they are doing it correctly. Ss can also practise drawing the letter shape on the back of another student with their finger.

- Before tracing with a pencil, ss trace the shapes in the book with their finger.
- Ss then draw the shapes in the Activity Book. Check that they keep between the lines on the grid. As they work, they make the *j* sound.
- Ss trace the letter to complete the word juice.

3 Look and trace.

- Ss trace the letter to complete the word *juice*.

Answer key Ss trace the word.

Finishing the lesson

- Play the Which letter game with the letters *B, D, T, S* and *J*. Start with the sounds in isolation. Move on to words that ss know, e.g. *ball, book, desk, doll, teddy, ten, sister, socks, jacket, jeans*, then move on to other words, e.g. *big, box, dig, dog, tall, tap, say, sing, jam, jump*.

Capitals-only version
If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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Project Paper dolls

Pupil's Book

Cut-outs

Objectives

- **Lesson aims:** to practise language from the unit
- **Target language:** *boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt; Where's my ...? It's on the ...; I'm wearing ...*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE18).
  Speaking: Can sing a simple song, if supported by pictures (GSE 22).

Materials

- a completed model of two paper dolls
- templates of the paper dolls to cut out
- scissors
- crayons or coloured pencils
- Unit 5 flashcards (*arms, body, face, feet, hair, hands, head, legs*)
- Unit 6 flashcards (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*)

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

- Ss repeat *s, s, s*. Then say *Tell me a word that starts with s*. Elicit words. Use flashcards or pictures as prompts.
- Repeat with the letter and sound *j*.

Presentation

- Before the lesson, prepare all the materials and make one boy and one girl paper doll with clothes for demonstration.
- Show page 52 in the Pupil's Book and the paper dolls and their clothes ss are going to make. Hold one up and say *I'm wearing ...* .

Practice

Pupil's Book

1 Make and show.

- Show the paper dolls to the class and introduce the word *clothes*. Say *Look at the clothes*. Point to individual clothes and ask *What's this?* Elicit the clothes and then sum up, say, e.g. *He's got blue jeans. She's got red boots. He's got a blue striped jumper. She's got a yellow dress with spots. She's got red boots.* (Avoid using *He's/She's wearing ...* at this stage as it hasn't been taught.) Ss will make errors with articles and plurals, but don't try to explain the grammar at this point. Simply say the

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correct form of the sentence back to ss, and ask them to repeat the correct form.

- Focus ss on the illustrations on page 52 in the Pupil's Book. 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 ss' understanding by explaining or discussing this with your class in L1. Use the Traffic light cards technique to check ss understand the procedure.
- Refer ss to the cut-out templates at the back of the Pupil's Book and distribute the materials needed.
- Ss cut out the shapes. Make sure they can use scissors safely. Monitor closely and help wherever necessary.
- Ss colour in the clothes. As they work, go around to monitor and ask questions to individual ss, e.g. *What's this? What colour is it?*
- Show ss how to use the tabs to wrap around the bodies to keep the clothes on – there should be no need for glue.

Extra activity **Fast finishers**

- Ask more confident ss to help other ss who have yet to finish.

- If any ss have not been successful at creating a paper doll and clothes, encourage them by saying they will have the chance to make something else in the next project. Put them with a partner who has created something usable for the following activities.
- Introduce your paper dolls again, give them a name, e.g. say *This is Kay. She's got a yellow dress with spots. She's got red boots.*
- Using the Lollipop stick technique, choose a few ss to hold up and introduce their dolls in the same way.
- Ss then work in pairs to introduce and describe their dolls to a partner.
- Show your dolls again as though they are puppets so that they introduce themselves using the first person, e.g. *Hi! I'm Kay. I'm wearing a yellow dress with spots. I'm wearing red boots.*
- Ss repeat each introduction to practise the structure.
- Using the Lollipop stick technique, choose a few ss to hold up their dolls. Say *Hello. Who are you?* and elicit the introduction from the student.

Extra activity **TPR**

- Ss move around the classroom. Their dolls talk to each other.

2 6.21 Sing and play.

- Play the song. Ss sing along and hold up their paper dolls.

Chorus: Hooray, hooray, hooray,
It's the school show today!
Boy 1: I'm wearing blue jeans,
I'm wearing a red T-shirt.
Girl 1: I'm wearing a brown jumper,
And a yellow skirt.
Chorus: Hooray, hooray, hooray,
It's the school show today!
Boy 2: I'm wearing blue socks,
I'm wearing a red jacket.
Girl 2: I'm wearing a green dress,
And orange boots.
Chorus: Hooray, hooray, hooray,
It's the school show today!

Finishing the lesson

- Using the flashcards, revise the Unit 5 vocabulary (*arms, body, face, feet, hair, hands, head, legs*) and the Unit 6 vocabulary (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*). Then play the game Which is different?

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.

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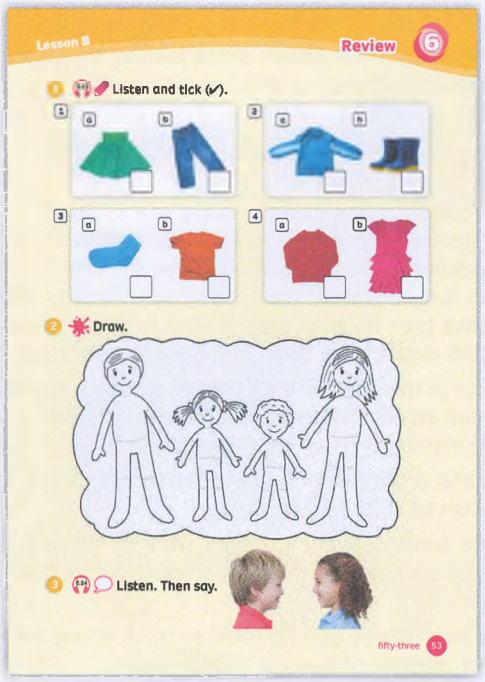
Review

Pupil's Book



Activity Book

Objectives

- **Lesson aims:** to review language from the unit
- **Target language:** *boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt; Where's my ...? It's on the ...; I'm wearing ...*

Global Scale of English (GSE)

- **Listening:** Can understand simple language related to naming and describing people's clothes (GSE 26).
  Speaking:
- Can describe someone's clothes using simple language (GSE 33).

Materials

- paper dolls and clothes made in the project
- drawing materials for each student
- coins

Assessment for Learning

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

Starting the lesson

- Ss use the paper dolls and clothes they made in the previous lesson to do some revision of the target language for the unit. They move around the classroom and 'meet' other dolls. Model the language you want them to use, e.g. *Hello!/Hi! I'm ... . I'm wearing.*

Presentation

- Show page 53 in the Pupil's Book and say *I'm wearing blue jeans.*

Practice

Pupil's Book

1 6.23 Listen and tick (✓).

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

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

1 I'm wearing a skirt.
2 I'm wearing boots.
3 I'm wearing socks.
4 I'm wearing a jumper.

2 Draw.

- Ss complete a picture of themselves wearing clothes. Elicit some of the clothes they can include first.
- Distribute drawing materials.

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Diversity

Support
- Some ss draw just one or two clothes and colour them simply.

Challenge
- Ss could add in more clothes (e.g. a hat) and colour in more detail.

3 6.24 Listen. Then say.

- Play the audio and pause after each line for ss to repeat.
- Make a quick drawing of yourself on the board and colour in some clothes. Introduce the picture and say *Look! I'm wearing ... and ... .*
- Ss work in pairs to show their drawings and talk about them in the same way.

Girl: Look! I'm wearing a blue jumper and green boots.
Boy: Cool! I'm wearing red socks and a yellow jumper.

Activity Book Review 1

1 6.22 Listen and circle.

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

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

1 jacket **2** socks **3** dress **4** jeans

2 Look, colour and say.

- Introduce the picture and elicit the names of all the clothes and colours. Explain that ss have to follow the key to complete the colouring of the picture.
- Use the Traffic light cards technique to check ss understand the task before continuing with the rest.
- When ss have finished colouring the picture, ask them to describe it, e.g. *I'm wearing a yellow jumper. I'm wearing a brown jacket. I'm wearing a green skirt. I'm wearing yellow socks. I'm wearing red boots.*

Activity Book Review 2

1 6.25 Listen and match.

- Focus the ss on the pictures and elicit the names of the clothes and items.
- Play the audio. Ss listen and draw lines to match the clothes to the objects.

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

1 Girl: Where's my jumper?
Woman: It's on the floor.
2 Girl: Where's my dress?
Woman: It's on the chair.
3 Girl: Where's my skirt?
Woman: It's on the door.
4 Girl: Where's my jacket?
Woman: It's on the desk.

2 Look and play.

- Explain how the game is played. Each pair of ss will need a coin or something similar. They take it in turns to drop the coin on the desk. If it shows one side (heads), they move one space forward. If it shows the other side (tails), they move two spaces forward. They look at the picture in the square they land on and say *I'm wearing (colour) (clothes item).* The winner is the first to reach the end of the board.

Answer key *I'm wearing a red dress. I'm wearing a red jumper. I'm wearing blue socks. I'm wearing blue jeans. I'm wearing blue (and yellow) boots. 6 I'm wearing a blue jacket. 7 I'm wearing a green skirt. I'm wearing an orange T-shirt.*

3 Look and colour for Unit 6.

- Find out how happy ss are with what they have learned in the unit. Ask *Do you know the names of clothes? What are you wearing?* Ask them to colour the face they want to, to show how they feel about the unit.

Finishing the lesson

- Ask ss what their favourite part of the unit was. Give ss the opportunity to repeat the popular activities. (If they say the project, allow them to practise with their paper dolls and cut-out clothes again.)

Extra activity **Picture dictionary**

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 75.

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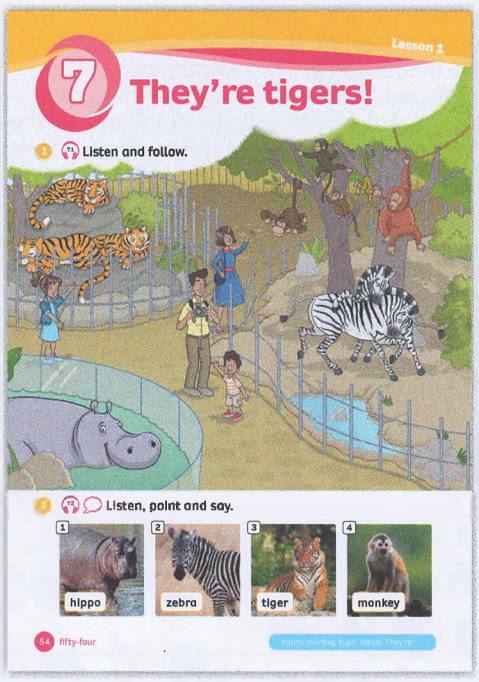
7 They're tigers!

Pupil's Book



Activity Book

Unit objectives

to name animals

Language

Vocabulary	*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*
Grammar	*What are these? They're …*
Functions	naming animals
Phonics	*m, k*

Objectives

- **Lesson aims:** to name animals
- **Target language:** *hippo, monkey, tiger, zebra, animals; They're …*

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).
  Speaking: Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Unit 6 flashcards and real clothes (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*)
- Unit 7 flashcards (*hippo, monkey, tiger, zebra*)
- Unit 7 Stickers (back of the Activity Book)

Assessment for Learning

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

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Starting the lesson

Extra activity TPR

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

- Use the Unit 6 flashcards (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*) and, if possible, real clothes to revise the vocabulary from Unit 6. Choose one or more of these flashcard games: What's missing?, Which card have you got?, Where is the card?, Numbers.

Presentation

- Show page 54 in the Pupil's Book and say *hippo, zebra, tiger, monkey.*

Practice

Pupil's Book

1 7.1 Listen and follow.

- Before playing the audio, introduce the key vocabulary using flashcards (*hippo, monkey, tiger, zebra*). Show each flashcard and present the word, e.g. *hippo*. Ss repeat. Repeat with *monkey, tiger* and *zebra*.
- Display the flashcards (*hippo, monkey, tiger, zebra*) around the classroom. Say the word and ask ss to point to the correct item. They repeat the words again.
- Use all four flashcards together and introduce the word *animals*. (Make sure to include the group of animals to reinforce the use of the plural *-s*.) Ss repeat.
- Guide ss to find page 54 in the Pupil's Book. Focus them on the main picture at the top of the page. Point to each group of animals and present the words *hippo, tiger, monkey, zebra.* (There is only one hippo, so leave this plural for the moment.) Make sure ss pronounce the final *z* sound at the end of each plural form.
- **Extension** Contrast the single animal on the flashcards (*hippo, monkey, tiger, zebra*) with the groups in the picture on page 54 in the Pupil's Book. Drill *tiger – tigers*, etc.
- Play the audio. Ss listen and follow the conversation.
- Play the audio again. This time ss point to the animals.

Dan: Mum! Dad! Kim! Look at the animals! What's this?
Kim: It's a hippo!
Dan: Oh, yes! One hippo.
Kim: And look! They're tigers. One, two, three. Three tigers!
Dan: Oh, yes ...
Dad: Look! They're zebras. Two zebras!
Mum: And look! They're monkeys! One, two, three, four, five. Five monkeys!
Dan: They're funny!

2 7.2 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 in the Pupil's Book. The first time, tell them to point to the correct picture as they listen.
- Play the audio again for ss to repeat the words.

1 hippo **2** zebra **3** tiger **4** monkey

Extra activity TPR

- Place each flashcard (*hippo, monkey, tiger, zebra*) in a different part of the classroom. When you say one of the words, ss must run to the correct flashcard. (If you do not have the room for this, they can simply stand and point to the correct flashcard.)
- **Extension** Choose individual ss to do the activity using the Lollipop stick technique. Get the rest of the class to help by pointing to where the student should go.

Activity Book

1 7.3 Listen. Look and count.

- Focus ss on the four pictures below the main picture and elicit the names of the animals (*monkey, hippo, tiger, zebra*).
- Ask ss to count the number of each animal. Elicit the answer, making sure ss use the singular form for *hippo* and, plural form for the other animals.
- Play the audio. Ss write the numbers of each animal.

Answer key 1 5, 2 1, 3 3, 4 2

Dan: Mum! Dad! Kim! Look at the animals! What's this?
Kim: It's a hippo!
Dan: Oh, yes! One hippo.
Kim: And look! They're tigers. One, two, three. Three tigers!
Dan: Oh, yes ...
Dad: Look! They're zebras. Two zebras!
Mum: And look! They're monkeys! One, two, three, four, five. Five monkeys!
Dan: They're funny!

2 7.4 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each picture and say the word.

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

1 zebra
2 tiger
3 hippo
4 monkey

Finishing the lesson

Extra activity TPR

- Play the Team race game with the four flashcards for the lesson (*hippo, monkey, tiger, zebra*).

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

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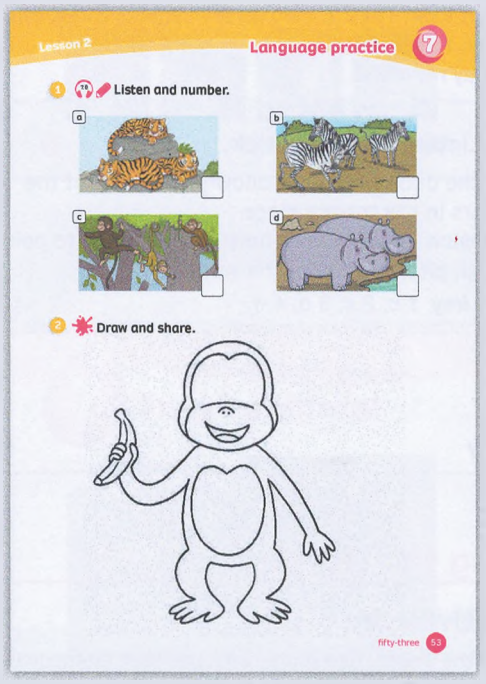
Language practice

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 1
- **Target language:** *hippo, monkey, tiger, zebra; They're …*

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).

Materials

- Unit 7 flashcards (*hippo, monkey, tiger, zebra*)
- drawing materials for each student
- real objects (classroom objects, clothes, toys)

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork

Starting the lesson

- Review the vocabulary from the previous lesson using the flashcards (*hippo, monkey, tiger, zebra*). Use Observation or Which card is this? Also revise the word *animals* using all four flashcards.

Presentation

- Show page 55 in the Pupil's Book and say *They're hippos. They're monkeys. They're tigers. They're zebras.*

Practice

Pupil's Book

1 7.5 Listen and number.

- Guide ss to find page 55 in the Pupil's Book. Ss look at each picture in turn. Point to the picture and ask *What's this?* and elicit *It's a … .*
- Play the audio. Ss listen and number the pictures.

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

1 hippo **2** zebra **3** tiger **4** monkey

2 7.6 Listen and circle.

- Start by revising the plural form. Show a pencil and ask *What's this?* Elicit *pencil* (or *a pencil*). Then hold up several pencils and ask *What are these?* Elicit *pencils*. (At this stage, don't worry about full sentences.) Repeat with some other objects that ss know (*arm – arms, hand – hands, leg – legs*).
- Focus ss on the pictures and elicit the names of the animals. Point to each picture and ask *What are these?* For the moment, elicit the plural form of the name (not full sentences), e.g. *hippos*. Where possible, count the number of animals in each picture, e.g. *one, two – two hippos*. Ss repeat the name of each animal in the plural form.

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- Play the audio. Ss circle the correct pictures.
- **Extension** Check answers by saying the numbers and eliciting the sentences, e.g. *one – They're monkeys.*

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

1 They're monkeys.
2 They're zebras.
3 They're hippos.
4 They're tigers

3 7.7 Listen and say.

- Play the audio as a model of the language to be practised. Ss repeat the sentences.
- Ss work in pairs to take it in turns to point to the pictures in Activities 1 (singular form) and 2 (plural form).

Boy: It's a hippo.
Girl: They're hippos.

Activity Book

1 7.8 Listen and number.

- Ss look at each picture in turn. Point to the picture and ask *What are these?* Elicit the answers with *They're ... .* Ss repeat the sentence for practice with the full sentence answers.
- Play the audio. Ss listen and number the pictures.

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

1 They're monkeys.
2 They're tigers.
3 They're hippos.
4 They're zebras.

2 Draw and share.

- Introduce the incomplete drawing of a monkey. Tell ss to complete it and draw another monkey next to it.
- Ss work in pairs to show their drawings. They ask each other *What are these?* and answer *They're monkeys.*

Finishing the lesson

- Use real objects (single and multiple items of each) to practise contrasting the singular and plural structures. Use items ss have learned that have a regular plural ending with the *z* sound, e.g. *arm, car, chair, doll, hand, jumper, leg, pen, pencil, ruler, toy, train, window, yoyo.* Show the objects and ask *What's this?* or *What are these?* as appropriate. Elicit *It's a ... .* or *They're ... .* as appropriate. Ss repeat the answers. Make sure they are using the correct singular or plural form of the nouns.
- Ss work in pairs, asking and answering the same question about their classroom objects, clothes, parts of the body, etc.

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Story

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to understand a story; to think about how to look after animals
- **Target language:** *frog, lizard, snake, spider; What are these?, They are ...*

Global Scale of English (GSE)

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

Materials

- Unit 7 flashcards (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*)
- an animal puppet or toy animal
- paper and drawing materials for each student

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring ss' learning: Happy/sad face technique

Starting the lesson

- Review the language from the previous lessons using the four flashcards (*hippo, monkey, tiger, zebra*). Show the cards and ask *What's this?* Elicit *hippo, monkey, tiger* and *zebra*. Put all the cards together and ask *What are these?* Elicit *They're animals.*
- Use the flashcards (*hippo, monkey, tiger, zebra*) to play the What's missing? or Numbers game (or any other flashcard game).

Presentation

- Show page 56 in the Pupil's Book and say *They're frogs. They're lizards. They're snakes. They're spiders.*

Practice

Pupil's Book

1 7.9 Listen and follow. Point to May.

- Present the new vocabulary before ss listen to the audio. Use the unit flashcards (*snake, lizard, frog, spider*).
- Show each flashcard and say the name clearly several times, e.g. *snake*. Ss repeat the words after you.
- Hold up one card and ask *Is it a snake?* Ss answer *yes* or *no*.
- Hold up one flashcard and ask *Is it a snake or spider?* Ss answer *It's a snake.*
- Hold up one flashcard and ask *What is it?* Ss answer *It's a snake.*
- Use all four cards to revise the word *animals*.
- Tell ss they are going to listen to a story called *At the zoo*.
- Guide ss to find page 56 in the Pupil's Book. Focus them on the pictures. Ask *Who's this?* and *What are these?*, pointing to the characters and animals. Elicit answers using *It's ...* . Introduce Ken, e.g. *This is Ken.*
- Play the audio of the first scene and pause. Say *Point to*

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Ken.

- Play the second scene and pause. Say *Point to May.*
- Play the other scenes, pausing after each and saying *Point to the lizards/frogs/spiders.*
- Play the full audio again. Ss listen and point to the correct picture.

Answer key Ss point to the snake in picture 2.

At the zoo

Scene 1

Ken: Hello, I'm Ken!
Kim: Hi! I'm Kim and this is my brother, Dan.
Ken: Look! I've got food for the animals! Come on!
Dan & Kim: Hooray!

Scene 2

Dan: Wow! What's this?
Ken: This is May, the snake!
Dan: Cool!
Ken: No, Dan! Be careful!
Dan: Sorry.
Kim: I've got food for you, May!
Ken: Well done, Kim.

Scene 3

Dan: What are these?
Ken: They're lizards!
Dan: Great! I've got food for you!

Scene 4

Kim: What are these?
Ken: They're frogs.
Kim: Wow! I've got food for you!

Scene 5

Dan: What are these?
Ken: They're spiders.
Kim: It's OK, Dan! Look!
Dan: Oh, cool!
Kim's dad: I've got food for you! Come on! Wash your hands!
Kim: Thank you, Ken! Bye!
Ken: Thank you, children!

2 Look and find.

- Introduce the topic of looking after animals, using an animal puppet or toy animal. Mime stroking it and feeding it to indicate you are looking after it. Using the Happy/sad face technique, distribute the face cards and ask *Is this good?* Ss show the happy face. Then mime mistreating the puppet or toy – push it away or tap it. Ask the question again. Ss show the sad face.
- Take care of the puppet or toy and say *I'm looking after the ... .*
- **Extension** You may wish to support your ss' understanding by using their first language to elicit what animals ss have at home and what they do to look after them. Discuss why this is important. Discuss what zoos and farmers do to look after animals.

Answer key Ss point to pictures 2, 3 and 4 where Ken and Kim are getting food ready for the animals.

Extra activity Creativity

- Ss draw a picture of themselves looking after an animal.

Activity Book

1 7.10 Listen. Look and number.

- Explain that the pictures are in the wrong order and ss have to help put them right. Point out to them where they write the numbers 1–5.
- Play the audio. Ss point to the correct picture as they listen. Monitor that they are doing this correctly.
- Play the audio again for ss to number the pictures.

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

At the zoo

Scene 1

Ken: Hello, I'm Ken!
Kim: Hi! I'm Kim and this is my brother, Dan.
Ken: Look! I've got food for the animals! Come on!
Dan & Kim: Hooray!

Scene 2

Dan: Wow! What's this?
Ken: This is May, the snake!
Dan: Cool!
Ken: No, Dan! Be careful!
Dan: Sorry.
Kim: I've got food for you, May!
Ken: Well done, Kim.

Scene 3

Dan: What are these?
Ken: They're lizards!
Dan: Great! I've got food for you!

Scene 4

Kim: What are these?
Ken: They're frogs.
Kim: Wow! I've got food for you!

Scene 5

Dan: What are these?
Ken: They're spiders.
Kim: It's OK, Dan! Look!
Dan: Oh, cool!
Kim's dad: I've got food for you! Come on! Wash your hands!
Kim: Thank you, Ken! Bye!
Ken: Thank you, children!

2 Look and colour.

- Ss look at the pictures and colour in the circles in those which show children looking after animals.

Answer key Ss colour pictures 1 and 3.

Finishing the lesson

- Ss look again at the picture story on page 56 in the Pupil's Book. Point to a group of animals, e.g. the lizards, and say *What are these? They're spiders.* Ss correct you. Guide them to use a full sentence, e.g. *No, they're lizards.*

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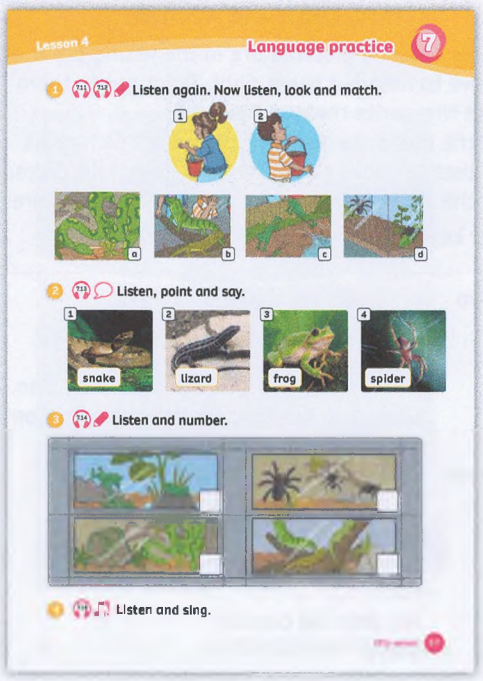
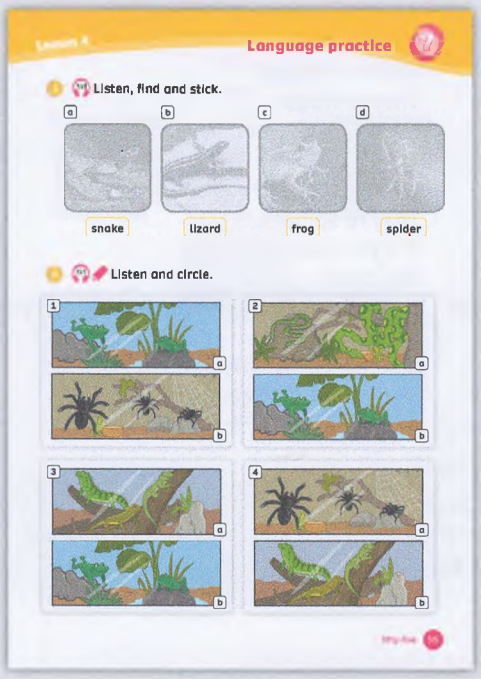
Language practice

Pupil's Book



Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 3
- **Target language:** *frog, lizard, snake, spider; What are these? They're ...*

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 recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
  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 7 flashcards (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*)
- pictures (from magazines, the internet, etc.) of groups of the animals taught in the lesson
- Vocabulary time (back of the Activity Book)
- Unit 7 Stickers (back of the Activity Book)

Assessment for Learning

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

Starting the lesson

- Revise the vocabulary for the unit using the flashcards (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*). Play any of the following flashcard games What's missing? Which card have you got?, Where is this card?, Yes/No.

Presentation

- Show page 57 in the Pupil's Book and say *What are these? They're snakes. They're lizards. They're frogs. They're spiders.*

Practice

Pupil's Book

1 7.11 7.12 Listen again. Now listen, look and match.

- Play the audio of the story (7.11) to remind ss of what happens.
- Focus ss on the picture on page 57 in the Pupil's Book. Point to Kim and Dan in turn and ask *Who's this?* Then elicit the name of the four animals.
- Explain that ss must listen and match the characters (1 and 2) to the animals (a–d) that they ask Ken about. Use the Traffic light cards technique to check that ss understand what they have to do.
- Play audio 7.12. Ss match Kim and Dan to the animals.

Answer key 1 a, c; 2 b, d

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At the zoo

Scene 1

Ken: Hello, I'm Ken!
Kim: Hi! I'm Kim and this is my brother, Dan.
Ken: Look! I've got food for the animals! Come on!
Dan & Kim: Hooray!

Scene 2

Dan: Wow! What's this?
Ken: This is May, the snake!
Dan: Cool!
Ken: No, Dan! Be careful!
Dan: Sorry.
Kim: I've got food for you, May!
Ken: Well done, Kim.

Scene 3

Dan: What are these?
Ken: They're lizards!
Dan: Great! I've got food for you!

Scene 4

Kim: What are these?
Ken: They're frogs.
Kim: Wow! I've got food for you!

Scene 5

Dan: What are these?
Ken: They're spiders.
Kim: It's OK, Dan! Look!
Dan: Oh, cool!
Kim's dad: I've got food for you! Come on! Wash your hands!
Kim: Thank you, Ken! Bye!
Ken: Thank you, children!

1 Kim: Wow! What's this?
Ken: This is May, the snake!
Dan: What are these?
Ken: They're frogs!
2 Dan: What are these?
Ken: They're lizards.
Dan: What are these?
Ken: They're spiders.

2 7.13 Listen, point and say.

- Focus the ss on the four pictures. Elicit the words before ss listen.
- Play the audio. Ss repeat the words.

1 snake **2** lizard **3** frog **4** spider

3 7.14 Listen and number.

- Focus ss on the picture. Elicit the names of all the animals.
- Play the audio. Ss number the animals.

Answer key frogs 2, spiders 4, snakes 3, lizards 1

1 Dan: What are these?
Woman: They're lizards.
2 Dan: What are these?
Woman: They're frogs.
3 Dan: What are these?
Woman: They're snakes.
4 Dan: What are these?
Woman: They're spiders.

4 7.15 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 song and pause for ss to repeat.
- Ss sing along with the whole song.

Hooray, hooray, hooray
We're at the zoo today!
Girl: What are these? What are these?
Boy: They're frogs, they're frogs!
Boy: What are these? What are these?
Girl: They're hippos, they're hippos!
Chorus: Hooray, hooray, hooray
We're at the zoo today!
Girl: What are these? What are these?
Boy: They're tigers, they're tigers!
Girl: What are these? What are these?
Boy: They're monkeys, they're monkeys!
Chorus: Hooray, hooray, hooray
We're at the zoo today!

Activity Book

1 7.16 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 d, 3 b, 4 a

1 frog **2** spider **3** lizard **4** snake

2 7.17 Listen and circle.

- Give ss a minute to look at the pictures and prepare before they listen. Point to each picture and ask *What are these?* Elicit *They're ... .*
- Play the audio. Ss listen and circle the pictures.

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

1 Girl: What are these?
Woman: They're spiders.
2 Boy: What are these?
Woman: They're snakes.
3 Boy: What are these?
Woman: They're frogs.
4 Boy: What are these?
Woman: They're lizards.

Finishing the lesson

- Show pictures of groups of the animals that ss have learned. Show each picture in turn and ask *What are these?* Elicit *They're ....*

Extra activity **Picture dictionary**

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 76.

Extra activity **Vocabulary time**

- To practise all the unit vocabulary, go to the Vocabulary time section on page 74 in the Activity Book.

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Letters and sounds Mm

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to learn and practise saying the letter *m*
- **Target language:** the letter and the hard sound *Mm*

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 7 flashcards (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*)
- A4 pieces of paper, each with a letter (*P, J, T* and *M*) on them
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the eight flashcards of the unit vocabulary (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*) to revise the words. Begin by showing the cards and eliciting the words. Do some repetition practice.
- Play the Which card is this?, Which card have you got? or Where is this card? games with the flashcards.

Presentation

- Show page 58 in the Pupil's Book and say *m, m, monkey*. (Make sure to use the sound of the letter and not its name.) Write the letters *M* and *m* on the board and repeat the *m* sound.

Practice

Pupil's Book

1 7.18 Listen, find and say.

- Guide ss to find page 58 in the Pupil's Book and point to each picture in turn. Do some repetition practice of all six words (*monkey, jumper, May, Mum, tiger, Meg*). Use the name *May* rather than the word *snake*.
- Say the four words starting with *m* (*monkey, Meg, Mum, Meg*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words ss know that start with the *m* sound. (They may know a few words, e.g. *man, moon*.) All ss repeat these words for further practice with the initial *m* sound.

/m/ /m/ monkey
/m/ /m/ May
/m/ /m/ Mum
/m/ /m/ Meg

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Capitals-only version

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

2 **Find and circle M and m.**

- Write the letters *M* and *m* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *M* and *m*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter *M* or *m* 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 *M* and *m* in the cloud artwork.

Activity Book

1 **Look and colour. Mm.**

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

Answer key Ss colour the upper-case *M*s in orange and the lower-case *m*s in blue.

2 **Look and trace.**

Extra activity TPR

- Demonstrate making the shapes of the letters. Stand with your back to the class and draw the pattern in the air. Ss follow you and make the same movements. Tell them to continue while you turn and check they are doing it correctly. Ss can also practise drawing the letter shape on the back of another student with their finger.

- Before tracing with a pencil, ss trace the shapes in the book with their fingers.
- Ss then trace the shapes in the Activity Book. Check that they keep between the lines on the grid. As they work, they make the *m* sound.

3 **Look and trace.**

- Ss trace the letter to complete the word *monkey*.

Finishing the lesson

- Play the Which letter? game with the letters *P, J, T,* and *M*. Start with the sounds in isolation. Move on to words that ss know, e.g. *pen, pencil, jacket, jumper, teddy, toy, monkey, mum,* and then move on to other words, e.g. *pot, put, jam, jump, tap, top, man, money*.

Capitals-only version

If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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Letters and sounds Kk

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to learn and practise saying the letter *k*
- **Target language:** the letter and sound *Kk*

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

- A4 pieces of paper, each with a letter (*P, J, T* and *M*) on them
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Play the Stand or sit? game to revise the *m* sound. Start with *m* words that ss know, e.g. *Meg, monkey, Mum*, but move on to other words starting with the same sound, e.g. *man, mat, milk*.

Presentation

- Show page 59 in the Pupil's Book and say *k, k, Kim.* (Make sure to use the sound of the letter and not its name.) Write the letters K and k on the board and repeat the k sound.

Practice

Pupil's Book

1 7.19 Listen, find and say.

- Help ss find page 59 in the Pupil's Book and point to each picture in turn. Do some repetition practice of all six words (*Kim, Ken, T-shirt, kite, tiger, kiwi*). The words *kite* and *kiwi* are new, so explain them and give them extra practice.
- Say the four words starting with *k* (*Kim, Ken, kite, kiwi*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.
- Avoid eliciting other words starting with the sound because ss may think of words with the same initial sound, but starting with the letter *c* which they have learned (*cat, car*). If this issue does come up, explain to ss that both the letter *c* and the letter *k* make the same sound at the beginning of words.

/k/ /k/ Ken
/k/ /k/ kite
/k/ /k/ kiwi
/k/ /k/ Kim

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Capitals-only version
You may wish to support your ss by focusing only on the capital letter *K* in the following activities.

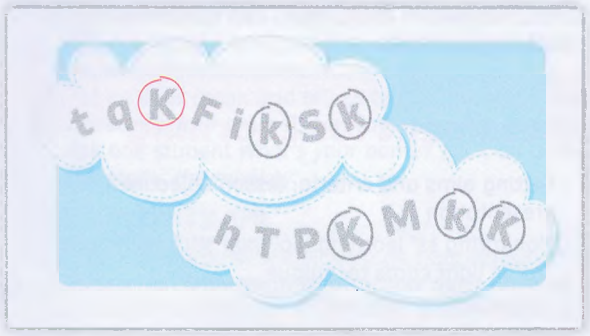
2 Find and circle K and k.

- Write the letters *K* and *k* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *K* and *k*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter *k* or *K* 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 K and k in the cloud artwork.

3 7.20 Listen and chant.

- Ss listen to and repeat the chant.



Extra activity TPR

- Divide the class into two. One half can chant the *m* section and the other half the *k* section. They could continue the chant and increase the speed each time for fun.

Girl: This is May, May, May.
And this is a monkey, monkey, monkey!
This is Ken, Ken, Ken.
And this is a kite, kite, kite!

Activity Book

1 Look and colour. Kk.

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

Answer key Ss colour the upper-case *K*s in red and the lower-case *k*s in brown.

2 Look and trace.

Extra activity TPR

- Demonstrate making the shapes of the letters. Stand with your back to the class and draw the pattern in the air. Ss follow you and make the same movements. Tell them to continue while you turn and check they are doing it correctly. Ss can also practise drawing the letter shape on the back of another student with their finger.
- Before tracing with a pencil, ss trace the shapes in the book with their finger. Make sure they start at the top of each letter and make the downward line.
- Ss then trace the shapes in the Activity Book. Check that they keep between the lines on the grid. As they work, they make the *k* sound.

3 Look and trace.

- Ss trace the letter to complete the word *kite*.

Finishing the lesson

- Play the Echo game with words starting with *k* and *m*, e.g. say *kite* for ss to repeat several times, starting loudly, but then getting quieter and quieter.

Capitals-only version
If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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Project Animal masks

Pupil's Book

Cut-outs

Objectives

- **Lesson aims:** to practise language from the unit
- **Target language:** *frog, hippo, lizard, monkey, snake, spider, tiger, zebra; What are they? They are …*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE18).
- **Speaking:** Can sing a simple song, if supported by pictures (GSE 22).

Materials

- a completed animal mask
- templates of the animal masks to cut out
- scissors and string
- crayons or coloured pencils
- Unit 4 flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- Unit 7 flashcards (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*)

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

- Ss repeat *k, k, k*. Then say *Tell me a word that starts with* k. Elicit words. Use pictures as prompts.
- Repeat with the letter and sound *m*. Ss use the paper dolls and clothes they made in the previous lesson to do some revision of the target language for the unit. They move around the classroom and 'meet' other dolls. Model the language you want them to use, e.g. *Hello!/Hi! I'm (…). I'm wearing … .*

Presentation

- Before the lesson, prepare all the materials and make examples of a mask for demonstration.
- Show page 60 in the Pupil's Book and say *Look!* Show them an example of the mask they are going to make. Put one on and say, e.g. *Hello! I'm Tom the tiger.*

Practice

Pupil's Book

1 Make and show.

- Show the mask templates to the class and introduce them each individually, ask *What's this?* Elicit *It's a monkey/tiger.*
- Focus ss on the illustrations on page 60 in the Pupil's Book. 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 ss' understanding by explaining or discussing this with

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your class in L1. Use the Traffic light cards technique to check ss understand the procedure.
- Refer ss to the cut-out templates at the back of the Pupil's Book and distribute the materials needed.
- Ss cut out the shapes. Make sure they can use scissors safely. Monitor and help wherever necessary. They will need to cut out the eyes and small holes for the string.
- Ss colour their masks as they wish.
- Demonstrate how to thread the string through the holes to hold the masks on their heads. They may need assistance to use the right length of string and tie the knots.

Extra activity Fast finishers

- Ask more confident ss to help other ss who have yet to finish.

- If any ss have not been successful at creating a usable mask, encourage them by saying they will have the chance to make something else in the next project. Put them with a partner who has created something usable for the following activities.
- Hold up one by one some of the masks ss have made and ask *What's this?*, then *What colour is it?* Elicit answers from the class.
- Put on your mask and tell ss to put on their masks. Introduce your animal, e.g. say *Hello, I'm Tom the tiger.* Ask one student *What's your name?* Elicit an answer, e.g. *I'm Magic the monkey.*

Extra activity TPR

- Ss move around the classroom wearing their masks. (Clear an area for them so that they don't fall over anything if their vision is impaired by their masks.) They ask each other's name and introduce themselves to each other.

- **Extension** Ask ss to look after their animal masks carefully for the next lesson. Ask them to find somewhere safe to put them.

2 7.21 **Sing and play.**

- Play the song. Ss sing along wearing their masks. Ss should jump when they hear the animal whose mask they are wearing.

Chorus: Hooray, hooray, hooray!
We're at the zoo today!
Girl: What are these? What are these?
Boy: They're frogs, they're frogs!
Boy: What are these? What are these?
Girl: They're hippos, they're hippos!
Chorus: Hooray, hooray, hooray!
We're at the zoo today!
Girl: What are these? What are these?
Boy: They're tigers, they're tigers!
Girl: What are these? What are these?
Boy: They're monkeys, they're monkeys!
Chorus: Hooray, hooray, hooray!
We're at the zoo today!

Finishing the lesson

- Using the flashcards, revise the vocabulary for Unit 4 (*ball, car, doll, plane, robot, teddy, train, yoyo*) and this unit (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*). Then play the Categories game.

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.

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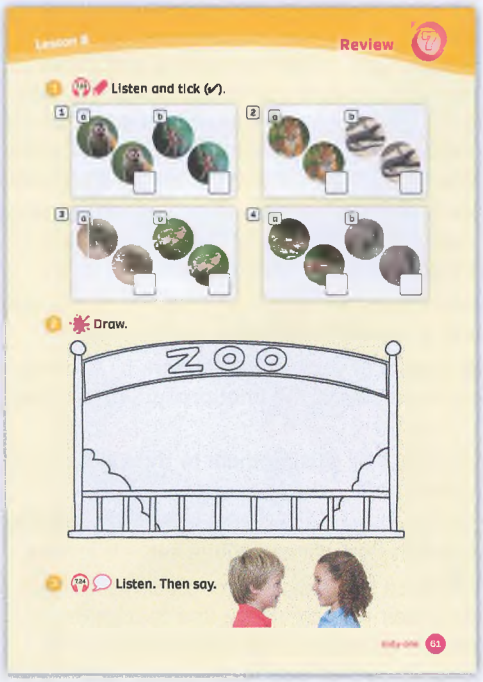
Review

Pupil's Book



Activity Book

Objectives

- **Lesson aims:** to review language from the unit
- **Target language:** *frog, hippo, lizard, monkey, snake, spider, tiger, zebra, animals; What are these? They're ... What are these ...; They're ...*

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

- masks from the project
- 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

Starting the lesson

- Ss use the masks they made in the previous lesson to revise the target language for the unit. Tell them to put on their mask. Then tell them to find another student wearing the same mask and make a pair. Then ask ss to point at other animals and ask *What are these?* Elicit *They're ... .*

Presentation

- Show page 61 in the Pupil's Book and say *What are these? They're animals.*

Practice

Pupil's Book

1 7.23 Listen and tick (✓).

- Help ss find page 61 in the Pupil's Book. Focus ss on the pairs of pictures and elicit what they illustrate. Ss repeat the words.
- Play the audio. Ss listen and tick the correct pair of pictures.

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

1 Man: What are these?
Girl: They're spiders.
2 Man: What are these?
Girl: They're lizards.
3 Man: What are these?
Girl: They're zebras.
4 Man: What are these?
Girl: They're snakes.

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2 Draw.

- Tell ss that the picture is a zoo. They have to draw some animals. Tell them to draw more than one of each animal that they choose.

Diversity

Support
- Ss work at their own pace. Some can draw just one group of animals.

Challenge
- Ss could draw various groups of animals. They can add more detail and colours.

3 7.24 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 *What are these?* Elicit *They're ... .*
- Ss work in pairs to show their drawings and talk about them with a partner.

Girl: What are these?
Boy: They're hippos!

Activity Book Review 1

1 7.22 Listen and tick (✓).

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

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

1 hippo **2** monkey **3** lizard **4** frog

2 Look, match and say.

- Focus ss on the pictures. Explain that they need to match the part of the animal to the whole animal. Use the Traffic light cards technique to check ss understand the task before they do the matching.
- Point to each pictures on the left and ask *What is it?* Elicit *It's a ... .* Ss then work in pairs to ask and answer the same question.

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

Activity Book Review 2

1 7.25 Listen and number.

- Look at all the pictures with ss and elicit the names of the animals.
- Play the audio. Ss listen and number the pictures.

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

1 Young girl: What are these?
Boy: They're spiders.
2 Young girl: What are these?
Boy: They're tigers.
3 Young girl: What are these?
Boy: They're frogs.
4 Young girl: What are these?
Boy: They're lizards.

2 Find, say and tick (✓).

- Explain to ss that they have to find their way through the maze. When they find some animals, they ask *What are these?* and answer. They tick the picture of the animals on the right. They then continue in the maze until the end. Use the Traffic light cards technique to check ss understand before continuing with the rest of the activity.
- Ss work in pairs. They take it in turns to ask and answer the questions.

Answer key *snake, lizard, hippo, spider, frog, zebra*

3 Look and colour for Unit 7.

- Find out how happy ss are with what they have learned in the unit. Ask *Do you know the names of some animals?* Ask them to colour the face they want to, to show how they feel about the unit.

Finishing the lesson

- Ask ss what their favourite part of the unit was. Give ss the opportunity to repeat the popular activities. (If they say the project, allow them to play with their masks again.)

Extra activity **Picture dictionary**
- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 76.

Photocopiable resources
If appropriate for your class, you may wish to use some of the following photocopiable resources now or later in the course:
Resource 24 and/or 29: Reading and Writing 4: Animals

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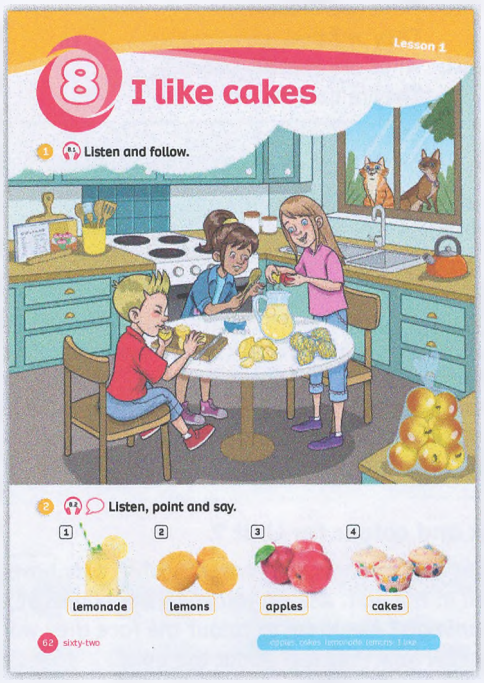
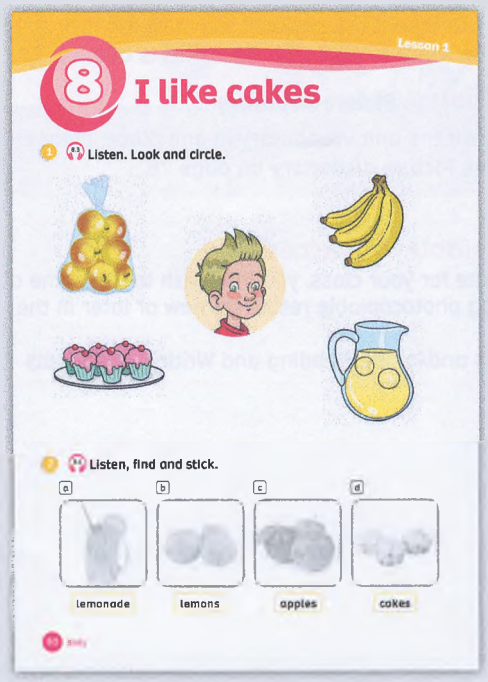
8 I like cakes

Pupil's Book



Activity Book



Unit objectives

to name some foods; to say what you like and don't like

Language

Vocabulary	*apples, carrots, cakes, grapes, juice, lemonade, lemons, sweets*
Grammar	*I like ..., I don't like ...*
Functions	naming food; expressing likes and dislikes
Phonics	*g, l*

Objectives

- **Lesson aims:** to name some food
- **Target language:** *apples, cakes, lemonade, lemons; I like ...*

Global Scale of English (GSE)

- **Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).
  Speaking: Can name everyday objects, animals or people around them or in pictures using single words (GSE 18).

Materials

- Unit 7 flashcards (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*)
- Unit 8 flashcards (*apples, cakes, lemonade, lemons*)
- a picture of a children's party
- Unit 8 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring ss' learning: Lollipop stick technique

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Starting the lesson

Extra activity TPR

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

- Use the Unit 7 flashcards (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*) and games to revise the vocabulary from Unit 7. Choose one or more of these flashcard games: What's missing?, Which card have you got?, Where is this card?, Numbers.

Presentation

- Show page 62 in the Pupil's Book and say *apples, cakes, lemonade, lemons.*

Practice

Pupil's Book

1 8.1 Listen and follow.

- Before listening to the audio, introduce the key vocabulary using flashcards (*lemonade, lemons, apples, cakes*). Show each flashcard and present the word, e.g. *lemons*. Ss repeat. Repeat with *lemonade, apples and cakes.*
- Guide ss to find page 62 in the Pupil's Book. Focus them on the main picture at the top of the page. Point to the children in turn and ask *Who's this?* Point to the lemonade and ask *What's this?* Then point to the lemons, apples and picture of cakes and ask *What are these?*
- Show a picture of a children's party. Ss repeat the word *party.*
- Play the audio. Ss listen and follow the conversation.
- Ss listen again. This time they point to the character who speaks.

Ann: Let's get ready for the party!
Bill: Yes! Let's make lemonade!
Kim: I've got lemons!
Bill: Mmmmmm! I like lemonade!
Ann: I've got apples for the party.
Kim: Great! I like apples! Let's make cakes, too!
Ann: Yes, good idea!
Bill: I like lemonade and I like apples and I like cakes! I like parties, too!

2 8.2 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 ss to repeat the words.

1 lemonade **2** lemons **3** apples **4** cakes

Extra activity TPR

- Place each flashcard (*lemonade, lemons, apples, cakes*) 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 the room for this, they can simply stand and point to the correct flashcard.)
- **Extension** Choose individual ss to do the activity using the Lollipop stick technique. Get the rest of the class to help by pointing to where the student should go.

Activity Book

1 8.3 Listen. Look and circle.

- Focus ss on the pictures on page 60 in the Activity Book and elicit the names of the foods. Use the picture to teach *bananas*, which is a new word. Point to each picture and ask *What is this/are these?* Ss repeat the name of each food.
- Tell ss to listen to hear the foods that Bill talks about.
- Play the audio. Ss circle the correct pictures.

Answer key lemonade, apples, cakes

Ann: Let's get ready for the party!
Bill: Yes! Let's make lemonade!
Kim: I've got lemons!
Bill: Mmmmmm! I like lemonade!
Ann: I've got apples for the party.
Kim: Great! I like apples! Let's make cakes, too!
Ann: Yes, good idea!
Bill: I like lemonade and I like apples and I like cakes! I like parties, too!

2 8.4 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each in turn and say the word.

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

1 lemons **2** cakes **3** lemonade **4** apples

Finishing the lesson

Extra activity TPR

- Play the Team race game with the four flashcards for the lesson (*apples, cakes, lemonade, lemons*). Use the flashcards from Unit 7 (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*) to extend the game and do some revision.

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

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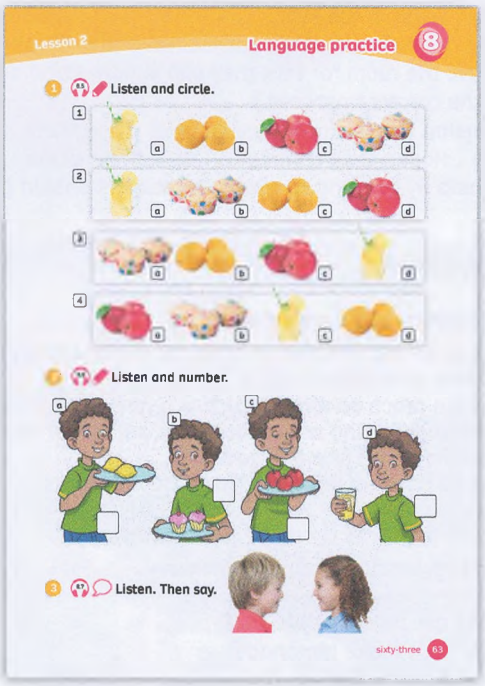
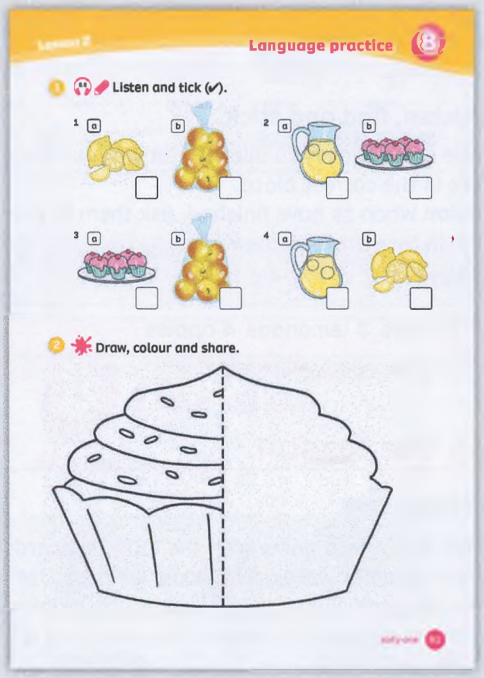
Language practice

Pupil's Book



Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 1
- **Target language:** *apples, cakes, lemonade, lemons; I like ...*

Global Scale of English (GSE)

- **Listening:** Can understand simple phrases about likes and dislikes (GSE 23).

Materials

- Unit 8 flashcards (*apples, cakes, lemonade, lemons*)
- a selection of flashcards from Units 5, 6 and 7 (*arms, body, face, feet, hair, hands, head, legs; boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt; frog, hippo, lizard, monkey, snake, spider, tiger, zebra*)
- drawing materials for each student

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Peer learning: pairwork

Starting the lesson

- Review the vocabulary from the previous lesson using the flashcards (*apples, cakes, lemonade, lemons*). Play the flashcard games Observation and/or Numbers.

Presentation

- Show page 63 in the Pupil's Book and say *I like apples. I like cakes. I like lemons. I like lemonade.*

Practice

Pupil's Book

1 8.5 Listen and circle.

- Focus ss on the pictures on page 63 in the Pupil's Book. Start with the first set of pictures (this is the first time ss have to choose from four options) and elicit the names of the food. Ask either *What is this?* or *What are these?* Elicit the names. Ss repeat the name of each food.
- Play the audio for the first set of pictures. Ss circle the correct picture.
- Continue with the rest of the activity.
- **Extension** Ss work in pairs. One student says the name of an item in the pictures. The other points to the correct picture.

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

1 lemons **2** apples **3** cakes **4** lemonade

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2 8.6 Listen and number.

- Ss look at the pictures before they listen. Elicit the names of the foods on the boy's tray.
- Play the audio. Ss number the pictures.

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

1 I like cakes.
2 I like lemons.
3 I like apples.
4 I like lemonade.

3 8.7 Listen. Then say.

- Play the audio as a model of the language to be practised. Ss repeat the sentences.
- Do some further practice with the structure *I like ...* . to make sure ss understand the meaning. Hold up the flashcards for *apples*, *cake* and *lemonade* and say *Mmm! Yes, I like ...* , using a happy, positive tone. Then to contrast it, hold up the flashcard of lemons, make a face, push the flashcard away and say *Ugh! No!*
- **Extension** Ss work in pairs to take it in turns to point to the pictures in Activities 1 and 2 and say *I like ...* .

Boy: I like apples!
Girl: I like lemonade!

Activity Book

1 8.8 Listen and tick (✓).

- Ss look at each picture in turn. Point to the first picture and ask *What are these?* or *What is this?* and elicit *They're apples/cakes/lemons* or *It's lemonade*. Ss repeat the sentence for practice with the full sentence answers.
- Say *I like lemons* and get ss to repeat after you. Practise the language with each item.
- Play the audio. Ss listen and tick the correct pictures.

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

1 I like apples.
2 I like lemonade.
3 I like cakes.
4 I like lemons.

2 Draw, colour and share.

- Focus ss on the incomplete drawing. Elicit what it shows (a cake). Tell ss to complete it.
- Ss work in pairs to show their drawings. They point and say *I like cakes*.

Finishing the lesson

- Revise the four key words from this unit (*apples, cakes, lemonade, lemons*) alongside some of the vocabulary from previous units by playing the game Which is different? with flashcards. Select groups of flashcards from Unit 5 (*arms, body, face, feet, hair, hands, head, legs*), Unit 6 (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*) and Unit 7 (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*).

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Story

Pupil's Book

Activity Book

Objectives

- **Lesson aims:** to understand a story; to think about how to be polite
- **Target language:** *carrots, grapes, juice, sweets; I don't like ...*

Global Scale of English (GSE)

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

Materials

- Unit 8 flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*)
- drawing materials for each student

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring ss' learning: Happy/sad face technique

Starting the lesson

- Review the language from the previous lessons using the four flashcards (*apples, cakes, lemonade, lemons*). Show the flashcards and ask *What's this?* or *What are these?* Elicit *It's lemonade. They're apples/cakes/lemons.*
- Point to the flashcard with apples and say *I like apples.* Get ss to repeat after you. Practise the language with the rest of the vocabulary.

Presentation

- Show page 64 in the Pupil's Book and say *It's juice. They're carrots. They're grapes. They're sweets.*

Practice

Pupil's Book

1 8.9 Listen and follow. Point to Meg and Tom.

- Present the key new vocabulary before ss listen to the audio. Use the unit flashcards (*carrots, grapes, juice, sweets*).
- Show each flashcard and say the name clearly several times, e.g. *carrots.* Ss repeat the words after you.
- Hold up one flashcard and ask *Are they carrots?* or *Is it juice?* Ss answer *yes* or *no.*
- Hold up one flashcard and ask *What are these?* or *What's this?* Ss answer *They're carrots* and *It's juice.*
- Tell ss they are going to listen to a story called *The summer party.*
- Guide ss to find page 64. Focus them on each picture in turn to give them a preview of the story. Ask *Who's this?*, pointing to the characters. Elicit answers using *It's ... .* Say *Point to the cakes/lemonade*, etc.
- Play the audio of each scene and pause to say *Point to Meg and Tom.*

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Answer key Ss point to the cats Meg and Tom in each picture.

The summer party

Scene 1
Bill: Hello!
Rob: Hi, Bill!
Bill: I've got six cakes! I like cakes!
Rob: Me, too!

Scene 2
Kim: I've got lemonade!
Rob: I don't like lemonade.
Ann: How about juice?
Rob: Oh, yes, please.
Kim: I like apples, but I don't like apple juice!

Scene 3
Pat: I've got carrots!
Dan: Mmmmm, I like carrots!
Kim: Say, 'please', Dan.
Dan: Sorry. Carrots, please!
Pat: OK, Dan!
Dan: Thank you!

Scene 4
Rob: I've got grapes!
Pat: I don't like grapes. What are these?
Ann: They're apples.
Pat: Oh, I like apples. Thank you, Ann!

Scene 5
Kim: Let's have cakes!
Bill: Oh, yes! Oh, no!
Kim: Tom! Meg!
Bill's mum: It's OK! Look! I've got sweets!
Children: Oh, yes, please!
Pat: It's a great party!

2 Look and find.

- Introduce the words *please* and *thank you*, using classroom objects. Pretend that you have no book, pen, ruler, etc. and ask ss for them. Say *A pen, please*, then *Thank you*.
- Pass the flashcards of the food (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*) around the class. Then ask for them in turn, saying, e.g. *Grapes, please*, and *Thank you*.
- Using the Happy/sad face technique, distribute the cards with faces and ask *Are 'please' and 'thank you' good?* Ss show their cards. Then rudely point to a student's pen, say *Pen!* and take it. Ask *Is that good?* Ss show their cards.
- Ask ss to find examples in the story of when the children say *Please* or *Thank you*. Play the audio if necessary.

Answer key Students point to pictures 2 and 4.

Activity Book

1 8.10 Listen. Look and number.

- Play the audio. Ss point to the correct picture as they listen. Monitor that they are doing this correctly.
- Play the audio again for ss to number the pictures.

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

The summer party

Scene 1
Bill: Hello!
Rob: Hi, Bill!
Bill: I've got six cakes! I like cakes!
Rob: Me too!

Scene 2
Kim: I've got lemonade!
Rob: I don't like lemonade.
Ann: How about juice?
Rob: Oh, yes, please.
Kim: I like apples, but I don't like apple juice!

Scene 3
Pat: I've got carrots!
Dan: Mmmmm, I like carrots!
Kim: Say, 'please', Dan.
Dan: Sorry. Carrots, please!
Pat: OK, Dan!
Dan: Thank you!

Scene 4
Rob: I've got grapes!
Pat: I don't like grapes. What are these?
Ann: They're apples.
Pat: Oh, I like apples. Thank you, Ann!

Scene 5
Kim: Let's have cakes!
Bill: Oh, yes! Oh, no!
Kim: Tom! Meg!
Bill's mum: It's OK! Look! I've got sweets!
Children: Oh, yes, please!
Pat: It's a great party!

2 Look and colour.

- Ss look at the pictures and colour in the circles (in any colour) on those which show children saying *please* or *thank you*.

Answer key Ss colour pictures 1 and 3.

Finishing the lesson

- Show the flashcards of the food items (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*). Ask *What's this? What are these?* Elicit the answer. Give some flashcards to ss and then ask for them. Say *Grapes, please*. Take the flashcard and say *Thank you*.
- Ss stand in a circle. Show the first flashcard to Student 1 and guide him/her to say ... , *please*. Give him/her the flashcard and make sure he/she says *Thank you*.
- Student 1 then shows the flashcard to Student 2, who says the same. Student 2 then shows it to Student 3, and so on.
- Once the card is circulating with no problems, show Student 1 the second flashcard for that to be passed around the circle. Continue until all the flashcard are in circulation.

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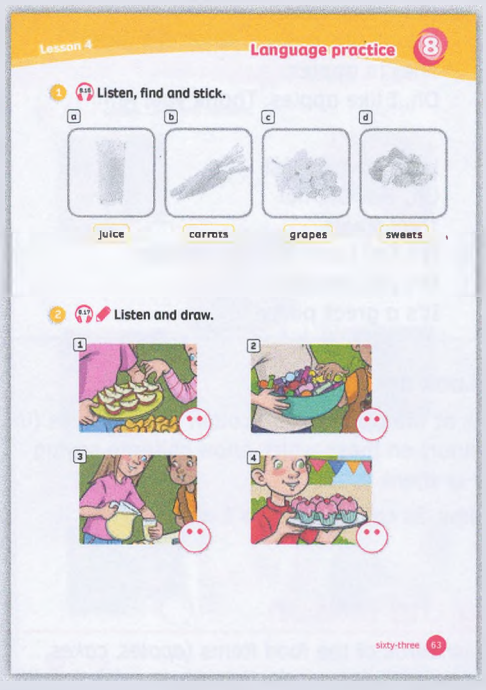
Language practice

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to practise language from Lesson 3
- **Target language:** *carrots, grapes, juice, sweets; I don't like …*

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 recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **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 8 flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*)
- drawing materials for each student
- Vocabulary time (back of the Activity Book)
- Unit 8 Stickers (back of the Activity Book)

Assessment for Learning

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

Starting the lesson

- Play any of the following games: What's missing?, Which card have you got?, Where is this card?, Yes!/No!
- Revise the vocabulary for the unit using the flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*).

Presentation

- Show page 65 in the Pupil's Book and say *I like sweets. I don't like carrots. I like grapes. I don't like juice.*

Practice

Pupil's Book

1 8.11 8.12 Listen again. Now listen, look and match.

- Play the audio of the story (8.11) to remind ss of what happens.
- Focus ss on pictures 1–4 and point to each character in turn. Ask *Who's this?* Point to the food (a–d) and ask *What's this?* or *What are these?*
- Explain the activity. Ss have to match the children with the food they have got. The children all say *I've got …* .
- Play audio 8.12. Ss match the characters to the food.

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

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The summer party

Scene 1
Bill: Hello!
Rob: Hi, Bill!
Bill: I've got six cakes! I like cakes!
Rob: Me, too!

Scene 2
Kim: I've got lemonade!
Rob: I don't like lemonade.
Ann: How about juice?
Rob: Oh, yes, please.
Kim: I like apples, but I don't like apple juice!

3 Scene
Pat: I've got carrots!
Dan: Mmmmm, I like carrots!
Kim: Say, 'please', Dan.
Dan: Sorry. Carrots, please!
Pat: OK, Dan!
Dan: Thank you!

Scene 4
Rob: I've got grapes!
Pat: I don't like grapes. What are these?
Ann: They're apples.
Pat: Oh, I like apples. Thank you, Ann!

Scene 5
Kim: Let's have cakes!
Bill: Oh, yes! Oh, no!
Kim: Tom! Meg!
Bill's mum: It's OK! Look! I've got sweets!
Children: Oh, yes, please!
Pat: It's a great party!

Bill: I've got six cakes! I like cakes!
Kim: I've got lemonade!
Pat: I've got carrots!
Rob: I've got grapes!

2 8.13 Listen, point and say.

- Focus ss on the four pictures and elicit the words first.
- Play the audio. Ss repeat the words as they point to the pictures.
- **Extension** Use the Lollipop stick technique to select ss. Ask them to choose and say *I like juice/carrots/grapes/sweets*. The rest of the class point to the relevant picture.

1 juice **2** carrots **3** grapes **4** sweets

3 8.14 Listen and circle.

- Use the flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*) to reinforce the meaning of *I like ...* and *I don't like ...* . Hold up each card, saying e.g. *I like sweets* with a smiling face and a positive tone, or saying, e.g. *I don't like grapes* with a sad face and a negative tone.
- Use the Traffic light cards technique. Check ss understand that they have to listen and circle the correct face.
- Play the audio. Ss circle the correct face.

Answer key 1 sad face, 2 happy face, 3 sad face, 4 happy face

1 Boy 1: I don't like sweets!
2 Girl 1: I like apples!
3 Girl 2: I don't like juice!
4 Boy 2: I like cakes!

4 8.15 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.

Chorus: Summer party, summer party,
Yummy, yummy, yummy!
Boy: I like apples, I don't like grapes, I like lemons,
I don't like cakes!
Chorus: Summer party, summer party,
Yummy, yummy, yummy!
Girl: I like carrots, I don't like sweets,
I like lemonade. Come on! Let's eat!
Chorus: Summer party, summer party,
Yummy, yummy, yummy!

Activity Book

1 8.16 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 d, 3 a, 4 b

1 grapes **2** sweets **3** juice **4** carrots

2 8.17 Listen and draw.

- Elicit the names of the food before ss listen. Draw a blank face on the board and demonstrate how to make them smiley or sad.
- Play the audio. Ss listen and complete the faces.

Answer key 1 sad face, 2 happy face, 3 happy face, 4 sad face

1 Boy 1: I don't like apples!
2 Boy 1: I like sweets!
3 Girl 1: I like juice!
4 Girl 1: I don't like cakes!

Finishing the lesson

- Ss work in pairs. The first ss chooses a food item and says the name, e.g. *carrots*. The partner responds by saying *I like carrots* or *I don't like carrots*. Distribute the flashcards of food (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*) around the classroom to prompt ss.

Extra activity **Picture dictionary**

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 77.

Extra activity **Vocabulary time**

- To practise all the unit vocabulary, go to the Vocabulary time on page 75 in the Activity Book.

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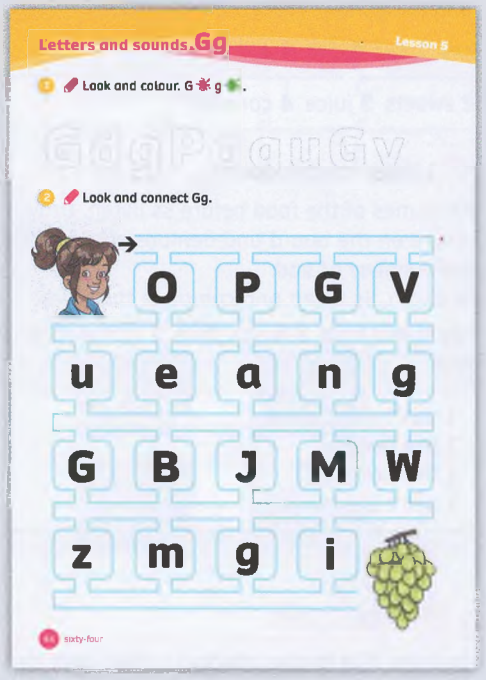
Letters and sounds Gg

Pupil's Book

Activity Book



Objectives

- **Lesson aims:** to learn and practise saying the letter *g*
- **Target language:** the letter and the hard sound *Gg*

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 8 flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*)
- A4 pieces of paper, each with a letter (*S, J, M* and *G*) on them
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the eight flashcards of the unit vocabulary (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*) to revise the words. Begin by showing the flashcards and eliciting the words. Do some repetition practice.
- Play the Which card is this?, Which card have you got? or Where is this card? games with the flashcards.

Presentation

- Show page 66 in the Pupil's Book and say *g, g, girl*. (Make sure to use the sound of the letter in *girl* and not its name.) Write the letters *G* and *g* on the board and repeat the *g* sound.

Practice

Pupil's Book

1 8.18 Listen, find and say.

- Guide ss to find page 66 in the Pupil's Book and point to each picture in turn. Do some repetition practice of all six words (*apples, game, garden, girl, door, goodbye*). Two of the words (*game, garden*) are new, so focus on these.
- Say the four words starting with *g* (*game, garden, girl, goodbye*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words ss know that start with the *g* sound (they may know a few words, e.g. *go, good*). Avoid the word *grapes* at this stage as the initial blend *gr* is not the same sound as that of *g* alone. All ss repeat these words for further practice with the initial G sound.

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/g/ /g/ game
/g/ /g/ garden
/g/ /g/ girl
/g/ /g/ goodbye

Capitals-only version
You may wish to support your ss by focusing only on the capital letter *G* in the following activities.

2 Find and circle G and g.

- Write the letters *G* and *g* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *G* and *g*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the Team Together Alphabet Classroom Poster. Ask ss to find the letter *G* or and point to it. (You do not need to ask ss to say the word it is in.)

Answer key Ss find and circle the examples of *G* and *g* in the cloud artwork.

Activity Book

1 Look and colour. Gg.

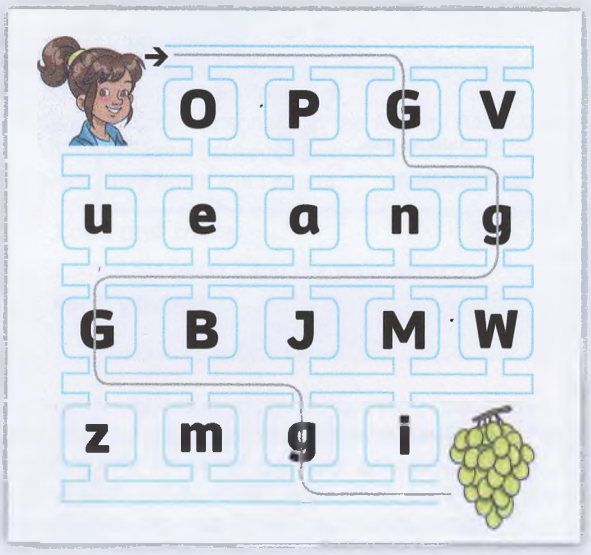
- Ss identify the correct letters and colour them in. Ask them to quietly say *g, g, g* as they work.

Answer key Ss colour the upper-case Gs in red and the lower-case gs in green.

Capitals-only version
You may wish to omit the following activity if your ss are not ready to deal with lower-case letters.

2 Look and connect Gg.

- Ss look at the pictures and letters. Encourage them to say the words *girl* at the start and *grapes* when they finish. As they work, they make the *g* sound.



Finishing the lesson

- Play the Which letter? game with the letters *M, S, J and G.* Start with the sounds in isolation, move on to words that ss know, e.g. *monkey, mum, sister, socks, jeans, jumper, girl, goodbye,* and then move on to other words, e.g. *man, money, sing, sit, jam, jump, go, get.*

Capitals-only version
If you are using the version of Team Together Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower and upper case letters.

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

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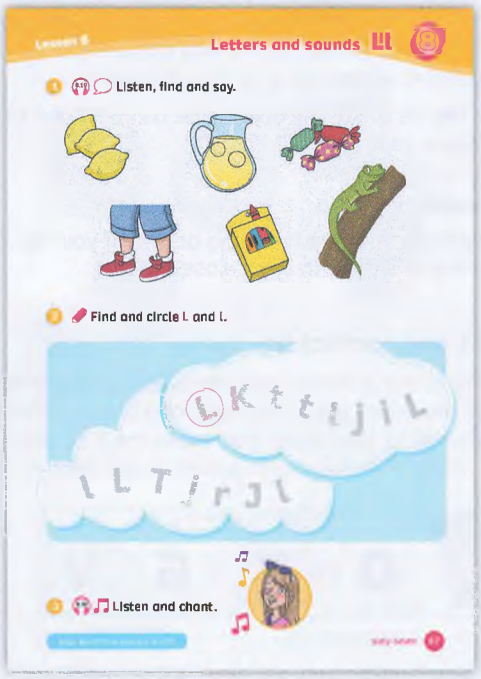
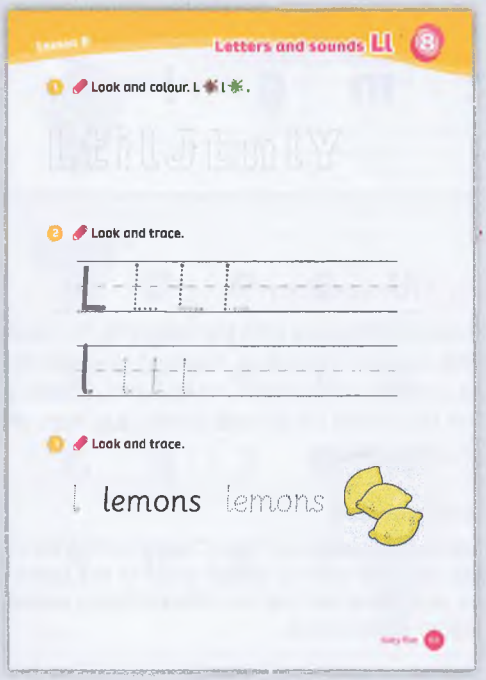
Letters and sounds Ll

Pupil's Book



Activity Book



Objectives

- **Lesson aims:** to learn and practise saying the letter *l*
- **Target language:** the letter and sound *Ll*

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

- A4 pieces of paper, each with a letter (*S, J, M* and *G*) on them.
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Play the Stand or sit? game to revise the *g* sound. Start with *g* words that ss know, e.g. *game, girl, goodbye*, but move on to other words starting with the sound, e.g. *give, go, good*.

Presentation

- Show page 67 in the Pupil's Book and say *l, l, lemons.* (Make sure to use the sound of the letter and not its name.) Write the letters *L* and *l* on the board and repeat the *l* sound.

Practice

Pupil's Book

1 8.19 Listen, find and say.

- Help ss find page 67 in the Pupil's Book and point to each picture in turn. Elicit the words. Do some repetition practice of all six words (*lemons, lemonade, sweets, legs, crayons, lizard*).
- Say the four words starting with *l* (*lemons, lemonade, legs, lizard*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words ss know that start with the *l* sound. (They may know a few words or names, e.g. *look, laugh*.) All ss repeat these words for further practice with the initial *l* sound.

/l/ /l/ lemons
/l/ /l/ lemonade
/l/ /l/ legs
/l/ /l/ lizard

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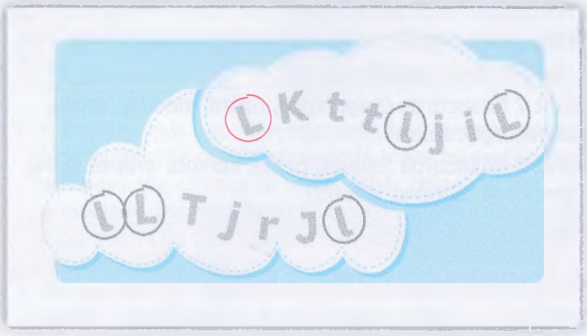
Capitals-only version

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

2 Find and circle L and l.

- Write the letters *L* and *l* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *L* and *l*.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter L or l and point to it (you do not need to ask ss to say the word it
- is in).

Answer key Ss find and circle the examples of *L* and *l* in the cloud artwork.



3 8.20 Listen and chant.

- Ss listen to and repeat the chant.

Extra activity TPR

- Divide the class into two. One half can chant the *g* section and the other half the *l* section. They could continue the chant and increase the speed each time for fun.

Girl: I like games, games, games
in the garden, garden, garden.
I like lizards, lizards, lizards
and lemons, lemons, lemons.

Activity Book

1 Look and colour. Ll.

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

Answer key Ss colour the upper-case Ls in brown and the lower-case ls in green.

2 Look and trace.

Extra activity TPR

- Demonstrate making the shapes of the letters. Stand with your back to the class and draw the pattern in the air. Ss follow you and make the same movements. Tell them to continue while you turn and check they are doing it correctly. Ss can also practise drawing the letter shape on the back of another student with their finger.

- Before tracing with a pencil, ss trace the shapes in the book with their finger.
- Ss then trace the shapes in the Activity Book. Check that they keep between the lines on the grid. As they work, they make the *l* sound.

3 Look and trace.

- Ss trace the letter *l* and the word *lemons*.

Finishing the lesson

- Focus ss on the picture story on page 64 in the Pupil's Book. Say *Find something that starts with l*. Elicit any word that starts with the letter, e.g. *legs, lemonade, lemons*. Continue with *g* (e.g. *garden, girl*), *t* (e.g. *Tom, T-shirt*), *c* (e.g. *cakes, carrots, cat*) and *h* (e.g. *hair, hands, head*).

Capitals-only version

If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

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

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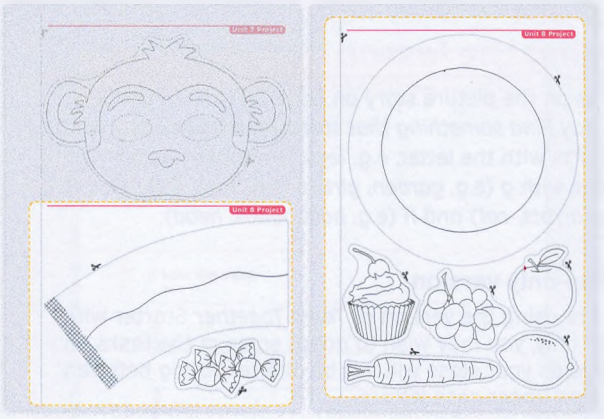
Project A food plate

Pupil's Book

Cut-outs



Objectives

- **Lesson aims:** to practise language from the unit
- **Target language:** *apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets; I like ...; I don't like ...*

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

- a completed plate, glass and food
- templates of the plate, glass and food items to cut out
- scissors and glue
- crayons and coloured pencils
- Unit 7 flashcards (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*)
- Unit 8 flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring ss' learning: Lollipop stick technique; Traffic light cards technique

Peer learning: pairwork; groupwork

Starting the lesson

- Ss repeat *g, g, g*. Then say *Tell me a word that starts with g*. Elicit words. Use flashcards (*grapes, green*) or pictures as prompts.
- Repeat with the letter and sound *l* (*lemonade, lemons*).

Presentation

- Before the lesson, prepare all the materials and make a plate, glass and a set of food items for demonstration.
- Show page 68 in the Pupil's Book and say *Look!* Show them an example of the plate, glass and food they are going to make. Say *I like carrots, grapes and sweets. I don't like apples and cakes.*

Practice

Pupil's Book

1 Make and show.

- Show the model plate and glass to ss and introduce the words *glass* and *plate*. Ss repeat the words. Then pick up each item of food and elicit its name. Put some of the items on the plate and say *I like ...* , but put some aside and say *I don't like ...* .
- When you have finished, show the plate and say *I've got ...* . and then, *I haven't got ...* .

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- Hold up your glass and attach one of the labels and say e.g. *I like lemonade. I don't like apple juice.*
- Focus ss on the illustrations on page 68. 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 ss' understanding by explaining or discussing this with your class in L1. Use the Traffic light technique to check ss understand the procedure.
- Refer ss to the cut-out templates at the back of the Pupil's Book and distribute the materials needed.
- Ss cut out the shapes. Make sure they can use scissors safely. Monitor and help wherever necessary.
- Ss colour in the food and drink. Explain and demonstrate how ss can colour the glass to look full of drink, either *lemonade* or *orange juice*.
- Demonstrate how to glue the glass together.

Extra activity **Fast finishers**

- Ask more confident ss to help other ss who have yet to finish.

- If any ss have not been successful at creating a usable food plate and glass, encourage them by saying they will have the chance to make other things in the projects in the next level of the course. Put them with a partner who has created something usable for the following activities.
- Model what you want ss to do with what they have made. Choose some of your items again and put them on the plate, saying *I like ...* . Put a few things aside and say *I don't like ...* . Show the glass and say *I like ... , I don't like ...* .
- Using the Lollipop stick technique to choose ss, ask them to select items for their plate, saying what they like and don't like as the rest of the class watches and listens. All ss then do the same.
- Hold up your plate again and say *I like ... / I don't like ...* .
- Ss work in pairs to show their plates and say what they've got and haven't got.

2 8.21 Sing and play.

- Play the song. Ss sing along and hold up their food items from the project as they appear in the song.
- Play the audio again and ask ss to put the *I like ...* items only on their plates. Pause after each verse to give ss time.

Chorus: Summer party, summer party,
Yummy, yummy, yummy!
Boy: I like apples, I don't like grapes, I like lemons,
I don't like cakes!
Chorus: Summer party, summer party,
Yummy, yummy, yummy!
Girl: I like carrots, I don't like sweets,
I like lemonade. Come on! Let's eat!
Chorus: Summer party, summer party,
Yummy, yummy, yummy!

Finishing the lesson

- Using the flashcards from this unit (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*) and Unit 7 (*frog, hippo, lizard, monkey, snake, spider, tiger, zebra*), play the Categories game.

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.

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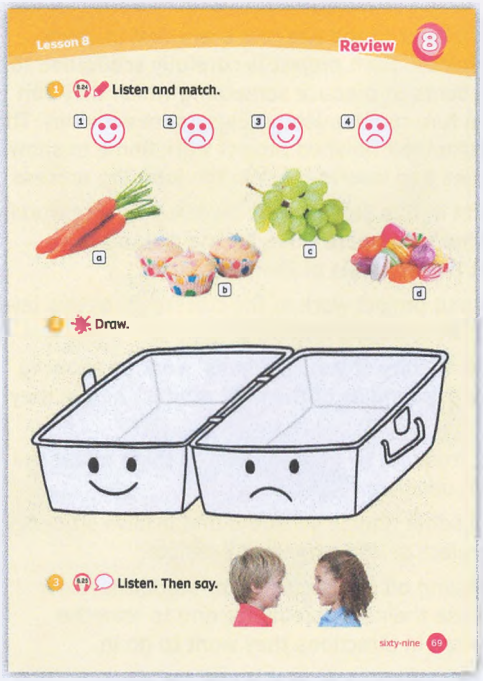
Review

Pupil's Book



Activity Book

Objectives

- **Lesson aims:** to review language from the unit
- **Target language:** *apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets; I like ..., I don't like ...*

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

- items made in the project
- Unit 8 flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*)
- drawing materials for each student
- Fun time (back of the Activity Book)

Assessment for Learning

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

Starting the lesson

- Ss use the plates and food items they made in the previous lesson to revise language from the unit. Model the language you want them to practise, e.g. *What's this? It's my ... . I like ... . I don't like ... .*

Presentation

- Show page 69 in the Pupil's Book and say *I like grapes. I don't like carrots.*

Practice

Pupil's Book

1 8.24 **Listen and match.**

- Play the audio. Ss draw lines from the faces to the correct food.

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

1 Girl 1: I like grapes.
2 Boy 1: I don't like carrots.
3 Boy 2: I like sweets.
4 Girl 2: I don't like cakes

2 **Draw.**

- Ask ss to draw food they like in the happy box and the items that they don't like in the sad box.

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3 8.25 Listen. Then say.

- Play the audio and pause after each line for ss to repeat.
- Ss show each other their drawings and talk about them.

Girl: I like apples. I don't like lemons.
Boy: I like carrots. I don't like grapes.

Activity Book Review 1

1 8.22 Listen and number.

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

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

1 juice **2** sweets **3** grapes **4** lemonade

2 8.23 Listen, cross (✗) and play!

- Explain that ss must listen and cross out what they hear. Use the Traffic light cards technique to check ss understand the task before they listen.
- Play the audio. Make sure ss have time to find the item and cross it out. Pause if the gap on the audio is not long enough.

Girl: four cakes
four sweets
three apples
five cakes
two carrots
three carrots
two lemons
three lemons
four apples
five grapes
six grapes
three cakes

Activity Book Review 2

1 8.26 Listen and circle.

- Focus ss on the pictures and elicit the food. Explain that ss must listen and circle the correct face.

Answer key 1 sad face, 2 sad face, 3 happy face, 4 happy face

1 Girl 1: I don't like sweets.
2 Boy 1: I don't like carrots.
3 Girl 1: I like apples.
4 Boy 1: I like cakes.

2 Look and tick (✓). Then say.

- Explain that ss must tick the correct box to say if they like the food or not. Draw a part of the table on the board and complete it for yourself, saying *I like grapes* (tick the correct box), *I don't like lemons* (tick the correct box).
- Ss show each other their table and say *I like ... / I don't like ... .*

3 Look and colour for Unit 8.

- Find out how happy ss are with what they have learned in the unit. Ask *Do you know the names of some food? Can you say what you like and don't like?* Ask them to colour the face they want to, to show how they feel about the unit.

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 78.

Extra activity Fun time

- To practise all the course vocabulary, go to the Fun time section on pages 76 and 77 in the Activity Book.

Progress path

- The Progress path on pages 78–79 in the Pupil's Book is a fun way for ss to practise the language they have learned throughout the course.

4 Look and say.

- Ss can play this alone or in pairs. Ss look at the stone for each unit and say what they can see. They get one point for saying the words correctly and two points for saying the words in a correct sentence or question. They get an extra point if they can add detail, for example the colour or number of the items.
- When ss have finished each stone, they can colour in the star.

Answer key Unit 1: *girl, boy; Who's this? It's Ann. Who's this? It's Dan.*
Unit 2: *(red) pen, (blue) ruler; I've got a red pen. I've got a blue ruler.*
Unit 3: *window, door; What's this? It's a window. It's a desk.*
Unit 4: *(green) ball, (orange) car; What colour is it? It's green. It's orange. What's your favourite toy? It's my (green) ball. It's my (orange) car.*
Unit 5: *hands, head/hair; He's got two hands. She's got one head / hair.*
Unit 6: *(blue) jacket, (green) T-shirt; I'm wearing a blue jacket. I'm wearing a green T-shirt.*
Unit 7: *(two) hippos, (three) spiders; What are these? They're hippos. They're spiders.*
Unit 8: *carrots; I like carrots.*

Photocopiable resources

If appropriate for your class and you have not already done them, you may wish to do the following photocopiable resources:
Resources 1–2: Numbers 1–10
Resources 3–20: a-z and A–Z
Resource 21 and/or 26: Reading and Writing 1: My family
Resource 22 and/or 27: Reading and Writing 2: My school
Resource 23 and/or 28: Reading and Writing 3: My toys
Resource 24 and/or 29: Reading and Writing 4: Animals
Resource 25 and/or 30: Reading and Writing 5: Food

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- Activity Book

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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

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