

# HAND



# HAND



Teacher's Manual

**Starter**



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# Characters

Joey Jones



Sunny



Jade Chen



Matt Lewis



Jumbo



Mila Lopez



Fluffy

Ditto





# About Hand in Hand



## Course Approach

Every student deserves a dynamic education that prepares them for life in the 21<sup>st</sup> century. *Hand in Hand* is skillfully designed to deliver exactly the education that students need to succeed in today's world. At the heart of *Hand in Hand* is the recognition that global awareness, content and language integrated learning (CLIL), and 21<sup>st</sup> century skills are necessary components for success, both in classrooms and the outside world. *Hand in Hand* is a comprehensive seven-level course designed to transform students into confident English speakers and capable global citizens.

## Course Features

*Hand in Hand* takes English learning to a whole new level. The series incorporates proven English language learning techniques with an innovative twist: 21<sup>st</sup> century design. Each unit is infused with exercises and activities that encourage communication, collaboration, critical thinking, and creativity. Additionally, *Hand in Hand* recognizes the growing importance of a globalized curriculum and the practicality of content and language integrated learning (CLIL). It includes a glimpse into a different world via a specialized section, *The World around Us*, which showcases assorted countries, experiences, and students from other cultures. *School Link* segments blend academic content (such as social studies, science, art, and math) and language-learning together to make for a dynamic curriculum.

## Course Philosophy

- **Learn English together** - Inspire communication and cooperation with one another.
- **Share cultures together** - Help create a global community built on mutual understanding and respect.
- **Grow and develop together** - Cultivate necessary skills to become successful global citizens.
- **Go beyond boundaries** - Challenge students to explore new ideas and ways of thinking.

## Course Level Guide

*Hand in Hand* is uniquely designed for students studying at an elementary school level. The first book in the series, *Hand in Hand Starter*, is intended for students at the very beginning of their English education. The remaining six course books progress consistently so that students are able to master communicative interactions and self-expression in various contexts. *Hand in Hand* combines steady vocabulary and grammar progression with the functional objectives of the Common European Framework of Reference for Languages (CEFR) and Young Learners English (YLE) Tests, and features language that students can use in their daily lives. The following chart illustrates where the *Hand in Hand* series stands in comparison to the CEFR and YLE.

### Hand in Hand and CEFR/YLE level correlation

Hand in Hand	CEFR/YLE	A1 Starters	A1 Movers	A2 Flyers
Starter				
Book 1				
Book 2				
Book 3				
Book 4				
Book 5				
Book 6				

# Components

## Student Book



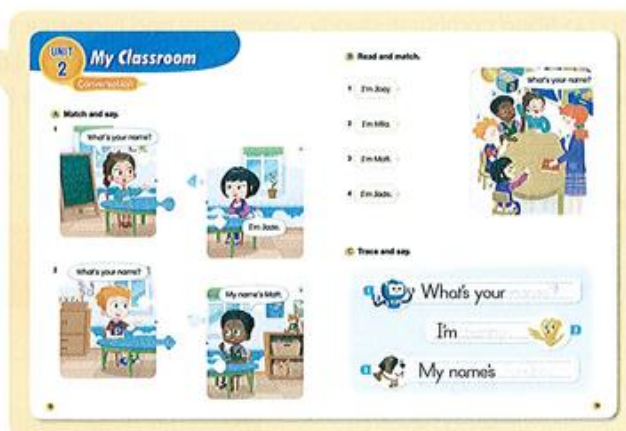
- Twelve units with three lessons per unit
- Six incorporated CLIL lessons
- Colorful illustrations and photos
- Catchy songs and chants
- Entertaining comics and games
- Cumulative reviews
- Hybrid CD: audio tracks and animated content (conversations, songs, chants, stories, and word games)



## Workbook



- Reading and writing reinforcement activities
- Designed to be used in class or as homework
- Page numbers aligned with Student Book page numbers
- Colorful illustrations and photos





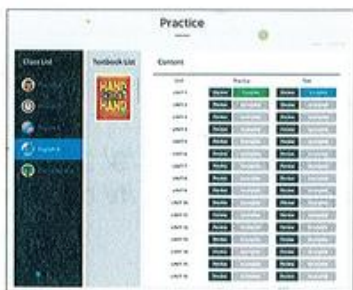
## Teacher's Manual



- Annotated lesson plans
- Detailed descriptions of assorted games and activities
- Photocopiable worksheets for every lesson  
(21<sup>st</sup> Century Skills, Words and Sentences, English Sounds, and CLIL Activity)
- Photocopiable unit tests, midterm test, and final test
- Teacher Resource CD containing printable YLE Prep Tests, classroom flashcards, worksheets, rubrics, and interactive e-book

## Hand in Hand Online

- LCMS (Learning Content Management System)



- Interactive e-book for classroom use



- Printable Classroom Flashcards



- Worksheets and tests







# Scope and Sequence

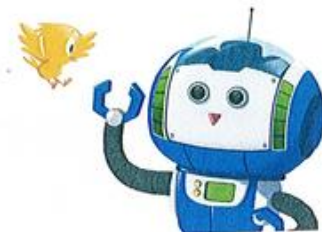
	Conversation	Words	Sentences	English Sounds
<b>Unit 1</b> My Things	Hello. I'm Mila. Hi. I'm Joey. Hello. I'm Matt. Hi. I'm Jade.	bag, book, crayon, pencil	What's this? It's a book.	Alphabet song
<b>Unit 2</b> My Classroom	What's your name? My name's Matt. What's your name? I'm Jade.	board, chair, globe, table	Is this a table? Yes, it is. No, it isn't.	/a/ ant, alligator /b/ bat, bus
<b>School Link 1</b>	Story: Comic 1 Coloring: book, pencil, board, chair			
<b>Unit 3</b> Fun Colors	How are you? I'm fine. Thank you. How are you? I'm great. Thank you.	red, blue, yellow, green, brown, black	What color is this? It's red.	/k/ cat, cake /d/ dog, duck
<b>Unit 4</b> Shapes	What color is this? It's green. Here you are. Thank you.	circle, square, star, triangle	What shape is this? It's a star.	/e/ egg, elephant /f/ fish, fan
<b>School Link 2</b>	Story: Comic 2 Weather: How's the weather? It's sunny. It's cloudy. It's rainy. It's snowy.			
<b>Unit 5</b> Numbers	How old are you? I'm 6. Here you are. Thank you.	one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve	How many triangles? Two triangles.	/g/ girl, gorilla /h/ hat, hippo
<b>Unit 6</b> My Body	How are you? I'm great. Thank you. I'm sorry. That's OK.	eye, ear, nose, mouth, arm, leg	I have one nose. I have two ears.	/i/ igloo, iguana /j/ jacket, jet
<b>School Link 3</b>	Story: Comic 3 Numbers: Color by number			



	<i>Conversation</i>	<i>Words</i>	<i>Sentences</i>	<i>English Sounds</i>
<b>Unit 7</b> My Toys	Happy birthday, Jade! Thank you. Here you are. Thank you.	ball, car, robot, yo-yo	What is it? It's a car.	/k/ kangaroo, kite /l/ lion, lamp
<b>Unit 8</b> My Pets	This is for you. Thank you. You're welcome.	bird, cat, dog, fish	I like my cat. I like my fish.	/m/ monkey, mouse /n/ net, nest
<b>School Link 4</b>	Story: Comic 4 Addition: $3 + 2 = 5$ $2 + 1 = 3$			
<b>Unit 9</b> My Actions	Let's play! OK. I like your car. Thank you.	dancing, jumping, running, singing	What are you doing? I'm singing.	/o/ octopus, ox /p/ panda, pot /q/ queen, quilt
<b>Unit 10</b> More Actions	Hurry up! OK. I like your kite. Thank you.	fly a kite, jump rope, play soccer, ride a bike	What can you do? I can fly a kite.	/r/ rabbit, robot /s/ sun, sea /t/ tiger, tent
<b>School Link 5</b>	Story: Comic 5 Telling Time: What time is it? It's 1 o'clock. It's 6 o'clock. It's 12 o'clock.			
<b>Unit 11</b> My Snacks	Do you want a cookie? Yes, please. Do you want more? No, thank you.	apple, cookie, ice cream, juice	I want juice. I want a cookie.	/u/ umbrella, up /v/ violin, vase /w/ window, watch
<b>Unit 12</b> My Feelings	Hurry up. OK. Goodbye. See you tomorrow.	happy, hungry, sad, sleepy	How do you feel? I'm happy.	/ks/ box, fox /y/ yo-yo, yarn /z/ zipper, zebra
<b>School Link 6</b>	Story: Comic 6 Rules: Classroom rules			



# Course Outline



## I. Regular Unit

### Conversation

Each regular unit begins with an engaging conversation. The characters' dialog has been modeled after natural language, containing common vocabulary and useful expressions for everyday English.

#### Unit 2 My Classroom

##### Conversation

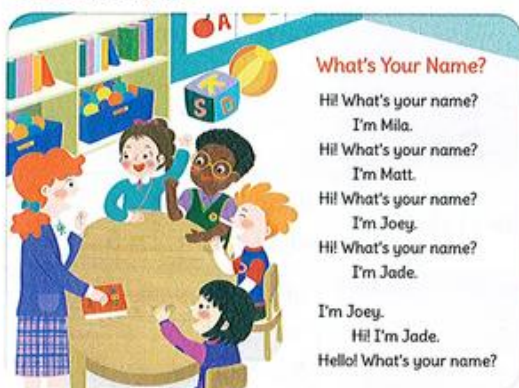
A Listen and repeat. Then act out with friends.



A

Students are introduced to the unit's overarching theme in a fun context through an informative conversation. Bright visuals, animated voice acting, and carefully planned sentence structures are in place to help students acquire the language through listening and replicating.

B Listen and sing.



#### What's Your Name?

Hi! What's your name?  
I'm Mila.  
Hi! What's your name?  
I'm Matt.  
Hi! What's your name?  
I'm Joey.  
Hi! What's your name?  
I'm Jade.  
I'm Joey.  
Hi! I'm Jade.  
Hello! What's your name?

C Listen and write the number. Then act out.



B

Altering the pace and input method, this exercise explores the target language in a fresh, dynamic way. Students are reintroduced to the language through a fun song. This exercise encourages students to sing and dance, increasing receptivity and natural language acquisition.

C

Linking the conversational language of the current unit with previously acquired language, students are able to enjoy, review, and learn at the same time. The combination of learned language structures used in a new context is optimal for constructing and reinforcing meaning.



*Hand in Hand* delivers the education that students need to succeed in the 21<sup>st</sup> century. Uniting EFL education with a comprehensive and globalized curriculum, this seven-level series helps students grow into capable and globalized learners. Thorough instruction, engaging content, and integrated learning have been systematically woven into each course book. *Hand in Hand* is designed to transform students into confident English speakers and competent global citizens.

## Words and Sentences

This section presents the words and sentence structures central to the target language. Learner-centered activities are provided to encourage student participation and active learning.

### Words and Sentences

#### A Listen and repeat. Then point and say. 13

1



board

2



chair

3



globe

4



table

#### B Listen and chant. 14



A

New words are clearly presented with bright illustrations and rich audio. Students are able to clearly identify and classify new vocabulary.

B

A fun, upbeat chant helps students practice the target vocabulary while they naturally acquire a sense of English cadence.

#### C Listen and repeat. Then ask and answer. 15



C

Students actively observe the language being used in an authentic setting by listening and repeating the target structures. They are then given the chance to independently explore the language, guided by the lesson design.





## Unit Link

*Unit Link* functions as a collective and regular review. The review is cumulative so that students are able to link current language targets with material they have learned in past lessons.

### Unit Link 01, 02

**A Listen and answer.** 14



**B Point and say.**

This is a board.



**A** The pictures and corresponding audio allow students to look, listen, and review their cumulative language skills. The exercise is clearly structured so that students have an example for correctly using the language.

**B** Open-ended and student-based, this exercise lets students adapt the language and collaborate with their peers. In this section, students are asked to expand their communication fluency by using any and all of their available language skills.

## English Sounds

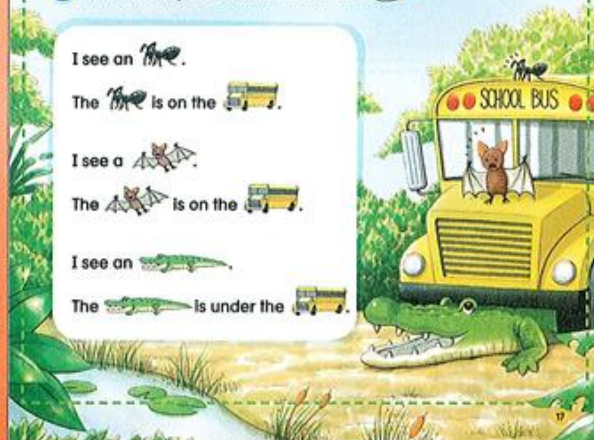
*English Sounds* helps students strengthen their foundational phonics skills. Students study the relationship between letters and sounds so that they can become independent readers.

### English Sounds

**A Listen and repeat. Then point and say.** 17



**B Listen and repeat. Then look and read.** 18



**A** This section introduces the target sounds and words through illustrations. Students will learn the letter-sound relationships through listening and repeating exercises.

**B** Students will be able to see the target words used in context via a fun phonics story. Sight words are introduced to establish whole reading skills.



## II. CLIL Unit

### School Link

School Link skillfully integrates global curriculum and language education into the same fulfilling learning experience. Students explore interesting topics shaped by different school subjects such as art, math, social studies, and science. While students are immersed in a topic, they are concurrently practicing and acquiring the target language.

### School Link 1

#### Story

Listen and point. Then look and read.



A

The story is written using the expressions, vocabulary, and structures from the previous two lessons. Clever storylines and pictures help students review prior language targets while having fun.

#### Coloring

Look and listen. Then color.

1 This is a **book**.



2 This is a **pencil**.



3 This is a **board**.



4 This is a **chair**.



B

Students are introduced to an interesting topic through appealing visuals, clear audio, and comprehensible text. The content is related to the prior lessons so that students are at ease with the level.



# Teaching Techniques

## 21<sup>st</sup> Century Skills: Communication, Collaboration, Critical Thinking, and Creativity

Students of the 21<sup>st</sup> century need an education that will help them succeed in today's world. *Hand in Hand* establishes and cultivates the 21<sup>st</sup> century skills necessary for success.

### • Communication:

Students develop their interpersonal, intrapersonal, and presentational skills through communicative exercises, class activities, and independent presentations.

### • Collaboration:

Students learn how to work together in order to achieve a common goal. Collaborative exercises appear throughout the student book, giving students the opportunity to enhance cooperation and collaboration skills.

### • Critical thinking:

Students practice purposeful and goal-directed thinking. They analyze and solve problems, put together inferences, and make thoughtful decisions based on information.

### • Creativity:

Students are encouraged to express their ideas. *School Link* exercises take on more than one format to allow students to develop their resourcefulness and flexibility.

## CLIL Segment

Content and Language Integrated Learning (CLIL) makes English teaching more interesting, more valuable, and more potent. When teachers integrate school subjects into their EFL classes, lessons become dual-focused; students are learning subject content while acquiring English.

The *School Link* section of *Hand in Hand* focuses on a subject, such as social studies, science, art, math, or PE, and combines it with previously learned structures and vocabulary. Each course book contains six *School Link* sections so that teachers can include diversified instructional content to make language learning more interesting and inspiring.

## Teaching Global Awareness

Because of the rapidly increasing interconnectedness in the world, teaching global awareness in the classroom is becoming progressively more necessary. In order to create global citizens, teachers must infuse their classrooms and their lessons with global awareness. Students need to develop the ability to understand global issues, learn from and work with people from other cultures, and understand the cultures of other nations.

## Technology in the Classroom

Today's students must be technologically fluent in order to compete in the real world. There are two defining aspects of technological education:

### • Technology adoption:

Students should be exposed to multiple modes of technology. It is important for students to feel comfortable using and learning new kinds of technology. If possible, teachers should show students how to best utilize computers, software and hardware, smart phones, and tablets by incorporating them into class instruction and curriculum.

### • Digital literacy:

Students should be developing the ability to obtain, evaluate, and interpret digital information. If possible, teach students how to locate digital resources, assess sources, and construct new information from their findings.



## Eliciting

Instead of giving your students information directly, try eliciting it! When you elicit ideas and language from your students, you are giving them a sense of ownership in your class. Elicitation empowers students, invests them in their own learning, and increases the motivation of the class as a whole. Teachers can find out what the students know and build on their prior collective knowledge by eliciting throughout the lesson. A few techniques: miming, modeling, gap-fills, drawing, lists, synonyms/antonyms, hints, and visuals.

## Collaborative Pairs

Collaborative pairing or grouping is a way to engage student thinking and organize the class structure. Learning is a social activity and collaborative pairing capitalizes on student socialization. Pairing students to work together creates a social setting which limits opportunities to disengage. Students must produce results because of the intimate setting. Collaborative pairs increase student achievement, teaching collaboration, interpersonal communication, and energize learning. When creating pairs of students, remember to group carefully by ability. The best groupings are high-middle, middle-middle, and middle-low.

## Building Background

Before starting a new lesson, it is important to build up students' background knowledge in the lesson topic. By building background knowledge, students will be able to make connections to the material and activate their prior knowledge. Before teaching content, link the lesson's concepts to students' personal, cultural, or academic experience. They will be able to understand the lesson more clearly and naturally be more motivated during class.

## Scaffolding

Teachers can help students grow into independent learners by using scaffolding techniques. Teachers can assist students when they are struggling with the degree of curriculum by providing successive levels of temporary support. Over time, teachers gradually remove this temporary support, leading their students to take on more responsibility.

- **Verbal scaffolding:**

paraphrasing, repeating student response, and slowing speech/increasing pauses/speaking in phrases

- **Procedural scaffolding:**

explicit teaching, modeling, small group instruction, and partnering

- **Instructional scaffolding:**

graphic organizers and models of completed assignments








# Games and Activities

All of your students learn differently! Some students learn best by reading. Some students are visual learners who like watching. Other students are physical learners who need to move around the classroom. Learning styles vary from student to student. Often students have a mixture of learning styles, some styles stronger than others. By incorporating games and activities into your curriculum, you are ensuring that your students will be able to develop their ideal learning styles and genuinely engage in the lessons.

Games and activities are an easy, fun way to spice up your class. They can be dynamic, funny, physical or mental, just as long as they are educational! Each and every activity that you include in your class should be used as a means to an end: language acquisition. There are many kinds of activities that can be used to assist language acquisition.

The following pages are divided into four sections: Games & Activities for Speaking, Games & Activities for Vocabulary, Games & Activities for Vocabulary and Grammar, and Games & Activities for Alphabet Letters and Sounds. For further information on the targets of each activity, please refer to the key below:

## Activity Targets

-  Interpersonal Communication
-  Presentational
-  Building Background
-  Reinforcing Language
-  Physical Activity

## Games and Activities for Speaking

### Acting Contest

- Materials: a student book and a CD player
  - Grouping: teams of 2–4 students
- ① Listen to the dialog from the CD and then model appropriate tones, speed, and actions for the students.
  - ② Separate the class into teams of 2–4, depending on the number of characters in the dialog.
  - ③ Have students rehearse the dialog from the student book.
  - ④ Circle around the room and check student progress. Encourage students to speak loudly, clearly, and with correct intonation.
  - ⑤ Each team comes to the front of the class and performs the dialog.
  - ⑥ Make sure the students in the audience are politely listening. Encourage them to clap at the end of each performance.
  - ⑦ Have students vote on which team had the best acting.

### Circles

- Materials: N/A
  - Grouping: 2 teams
- ① Write the dialog on the board.
  - ② Have students form two circles. The circles should be concentric so that a smaller circle is inside a larger circle.
  - ③ Students should stand facing one another so that each student has a partner.
  - ④ Partners practice the dialog.
  - ⑤ After pairs have practiced the dialog, have one circle spin to the left and one to the right.
  - ⑥ Have students practice the dialog with their new partners.

### Conversation Lines

- Materials: N/A
  - Grouping: 2 class teams
- ① Have students stand in parallel lines facing each other so that each student has a partner.
  - ② Partners practice the conversation.
  - ③ One line remains stationary while the other line rotates. One student at the end of the line moves to the opposite end, shifting the other students over one place so that everyone is now facing a different partner.
  - ④ Have students practice the conversation for one full rotation.

### Find Your Partner

- Materials: multiple sets of flashcards
  - Grouping: as a class
- ① Give each student a flashcard ensuring there are duplicates of every card and ask them not to show their card to others.
  - ② Have students find the students with the same flashcard by asking and answering the target questions.

### Hot Potato

- Materials: a ball or a bean bag and a CD player
  - Grouping: as a class
- ① Have students sit in a circle and pass the ball to the next person while you play the recording of a song.
  - ② Randomly stop the music. Have the student holding the ball stand up, say the target expression, sit down, and pass the ball to the student on the right.
  - ③ Start the music again and continue until all students have had a chance to participate.



### Mixer

- Materials: N/A
- Grouping: as a class

- ① Write the target expressions on the board.
- ② Have students stand up and walk around the classroom using the language with their peers.
- ③ Students should try to speak to as many peers as possible.
- ④ As the students mix, the teacher walks around the classroom to ensure students are using the language appropriately.

### Musical Chairs

- Materials: chairs (2 fewer than the number of students) and a CD player
- Grouping: as a class

- ① Arrange a circle of chairs numbering two less than the number of players.
- ② Play the recording of a song and have students circle around the chairs while singing the song.
- ③ Stop the music randomly and have the students find a chair to sit on.
- ④ The two players who didn't find chairs must come to the front of the class and perform a conversation.

### Step Away Lines

- Materials: N/A
- Grouping: 2 teams

- ① Have students stand in parallel lines facing each other so that each student has a partner.
- ② Have each pair perform the dialog.
- ③ Each time a pair finishes the dialog, ask them to take a giant step back and repeat the dialog. Have them speak louder so that they can be heard by each other.

### Toss the Ball

- Materials: a ball or a bean bag
- Grouping: as a class

- ① Have the class form a circle.
- ② Toss a ball or a bean bag to a student and use the target language to ask a question or say a sentence.
- ③ The student who catches the ball replies and tosses the ball to another student who also uses the target language.
- ④ Continue until all students have had a chance to participate.

## Games and Activities for Vocabulary

### 3, 2, 1 Action!

- Materials: flashcards
- Grouping: as a class

- ① Place flashcards face down in a pile.
- ② Choose a flashcard and act it out using gestures in front of the class.
- ③ Have students guess the chosen flashcard.
- ④ The student who guesses correctly chooses another flashcard and acts it out.
- ⑤ Play until all flashcards have been used.

### Bingo

- Materials: flashcards and nine-square grids
- Grouping: as a class

- ① Give each student a nine-square grid (3X3) and have them write words randomly on the grid.
- ② Call out a word.
- ③ If students have that word on their grids, they mark it with a colored pencil.
- ④ The first student to mark three squares down, across, or diagonally wins the game.

### Blinded

- Materials: a blindfold, a bag, and actual vocabulary items
- Grouping: as a class

- ① Put vocabulary-related items in a bag.
- ② Blindfold one student and have them select an item from the bag.
- ③ The blindfolded student guesses what the item might be.
- ④ If the blindfolded student does not recognize the item, have other students give hints.
- ⑤ Once the item has been correctly identified, blindfold another student and repeat the process.

### Brainstorm

- Materials: N/A
- Grouping: as a class

- ① Write the chosen topic in a cloud outline on the board.
- ② Ask students what they know about the topic.
- ③ Write student responses on the board.
- ④ Elicit vocabulary from the upcoming lesson that students did not volunteer.

### Categorize

- Materials: student books
- Grouping: as a class

- ① Write three categories on the board such as People/Food/Toys.
- ② Have students open their student books and look at the pictures.
- ③ Have students say what they see in the pictures and identify the correct category it belongs to.
- ④ After they have named everything in the pictures, ask students if they can add more names, food, or toys to the existing list.

### Pass the Card

- Materials: flashcards
- Grouping: as a class

- ① Divide the class into two teams and have each team make a line.
- ② Give the first student in each line a card.
- ③ Have each student say the word and quickly pass the card to the next student, who does the same.
- ④ Have the last student race up to the front, give their card to the teacher, and say the word. That student becomes the first student to receive and say the next vocabulary word.
- ⑤ Continue until all the cards are passed.



### Sketch It

- Materials: flashcards, paper, and pencils
  - Grouping: teams of 3 or 4 students
- ① Give each team paper and a pencil.
  - ② Gather the first student from each team and show them the word side of a flashcard.
  - ③ Have the nominated students go back to their teams and draw a picture of the word.
  - ④ The first team to guess the correct word gets a point for their team.

### Quick Point

- Materials: student books
  - Grouping: groups of 4 students
- ① Within each group, one student secretly selects a picture in the student book and makes a sentence about it using the target language structure.
  - ② The other students compete to find and point to the correct picture.
  - ③ The first student who finds the picture wins a point and takes on the role of the first student.

### Slow Reveal

- Materials: flashcards
  - Grouping: as a class
- ① Cover flashcards with pieces of paper and put them on the board.
  - ② Slowly lift the piece of paper to reveal the pictures on the flashcards while asking *What is this?*
  - ③ Have students guess what the cards might be.

## Games and Activities for Vocabulary and Grammar

### Battle RSP

- Materials: flashcards
  - Grouping: 2 teams
- ① Line up flashcards face up on the floor.
  - ② Divide students into two teams and line them up at each end of the row of flashcards
  - ③ The first student from each team starts by pointing to one card and saying the sentence using the target language structure.
  - ④ Have the two students play rock-scissors-paper when they meet somewhere in the middle.
  - ⑤ The winner continues, and the loser goes to the back of their team's line while another student from the losing team takes over.

### Behind the Wall

- Materials: flashcards and a wall card
  - Grouping: groups of 3–5 students
- ① Spread the flashcards on the table and have students memorize them.
  - ② Ask one student to choose a card and put it behind the card wall\* while others close their eyes.
  - ③ Have students open their eyes and take turns asking Yes/No questions. The student will answer *Yes, it is.* / *No, it isn't.*
- \* Make the card wall big enough to cover a flashcard.

### Card Grab

- Materials: multiple sets of flashcards
  - Grouping: several groups
- ① Have the groups spread flashcards on the desk.
  - ② Call out one of the words.
  - ③ Have students grab the card and say a sentence using the word.
  - ④ The first student to grab the right card and say a correct sentence keeps the card.
  - ⑤ The student who takes the most cards in each group is the winner.

### Chain Drill

- Materials: multiple sets of flashcards
  - Grouping: several groups
- ① Put students into collaborative groups and give each group a set of flashcards.
  - ② Have the first student in each group show a flashcard a question to the second student and ask a related question. For example, *What can you do (showing the flashcard of 'fly a kite')*?
  - ③ Have the second student answer the question and ask a question to the next student. For example, *I can fly a kite. (showing the flashcard of 'jumprope') What can you do?*
  - ④ Continue until all the students have had a chance to ask and answer a question.

### Fast Hands

- Materials: flashcards
  - Grouping: 2 teams
- ① Divide the class into two teams.
  - ② Shuffle the cards, show one, and ask *What's this?*
  - ③ Have students raise their hands as fast as they can. They should answer with the target language structure.
  - ④ If the answer is incorrect, the other team has the opportunity to guess.

