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with Kay Bentley

# TEAM 2 Together



# Scope and sequence

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

## Atomic's Learning Club: Language booster 1

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

## Atomic's Learning Club: Language booster 2

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

## Atomic's Learning Club: Language booster 3

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

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

### Maths: How do we tell the time?

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

### Social Science: What can we see on a map?

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

### Natural Science: Are there simple machines around us?

# Classroom language

1  Listen. Point. Say.



Hold up your drawing.



Tidy up.



Put up your hand.



Put down your hand.



Take out your pencil.



Put away your pencil.

2  Say and do.

4 four



**3**  Listen. Point. Say.



Pay attention.



Hand out the books.



Go to the board.



Ask a question.



Turn on the lights.



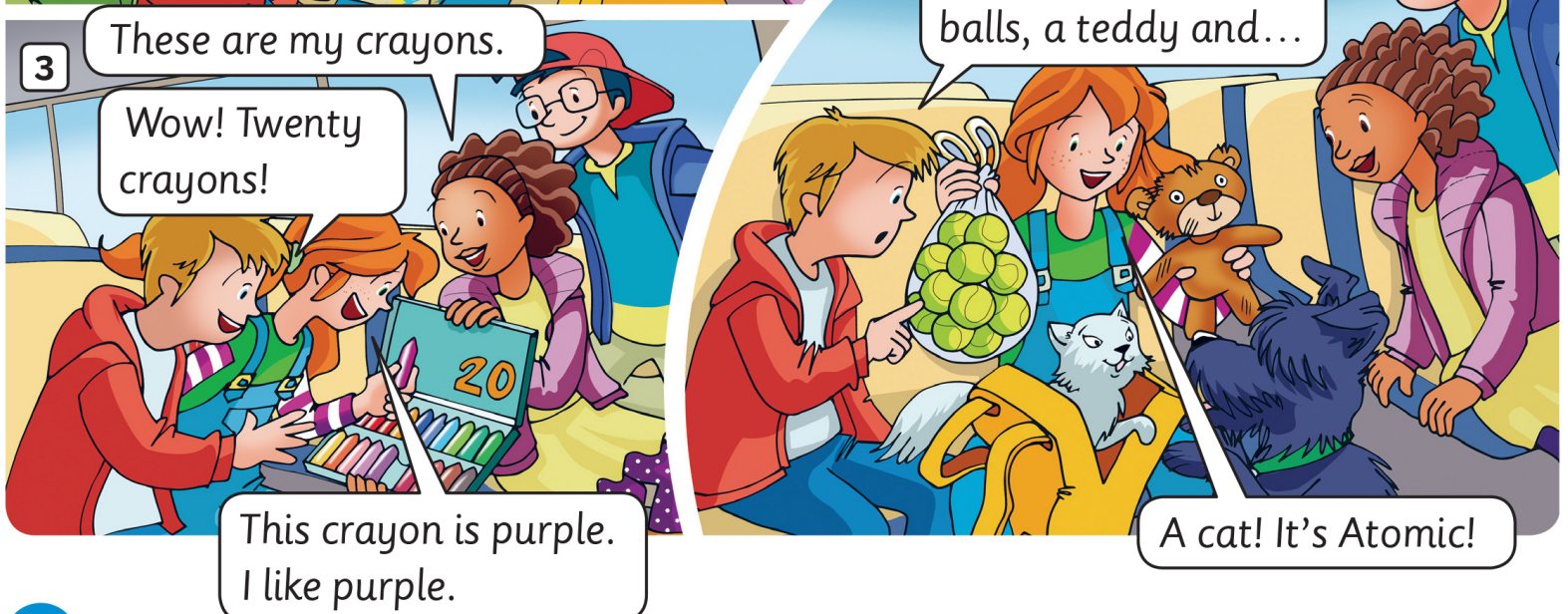
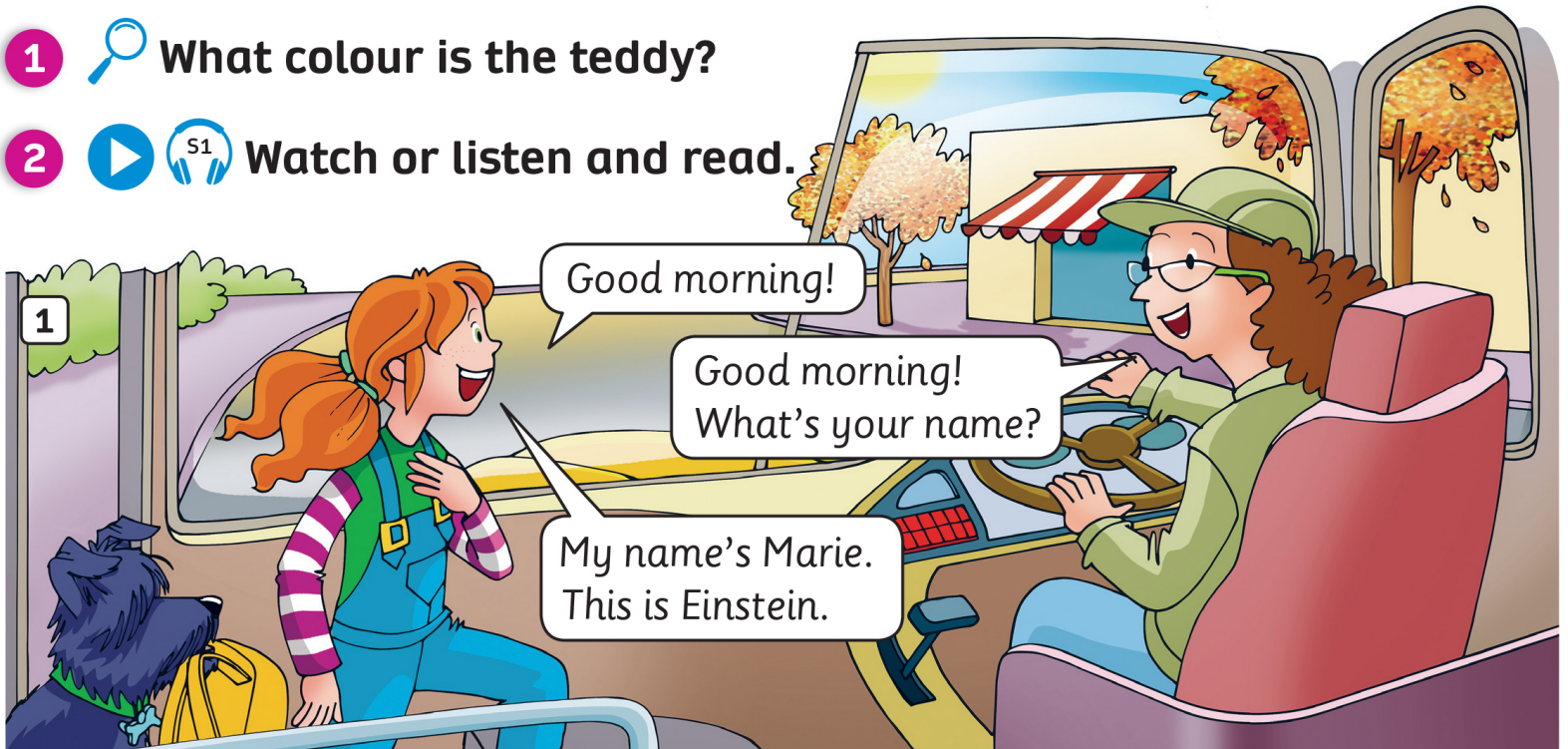
Turn off the lights.

**4**  Say and do.

# Back to school

1  What colour is the teddy?

2   Watch or listen and read.



3 Act out the story.

4 Listen and chant.

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

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

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

## English in action

Asking for and spelling names

5 Listen and read.



Hello. What's your name?

My name's Anna.

How do you spell Anna?

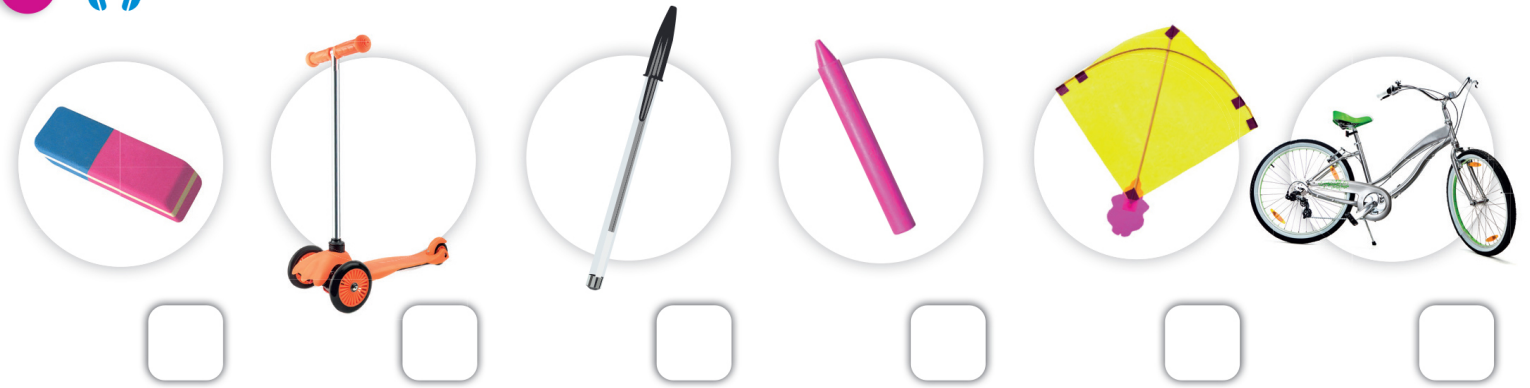
A-n-n-a.

A-n-n-a?

That's right.

6 Act out the dialogue. Use your names.

**1** **57 Listen and number.**

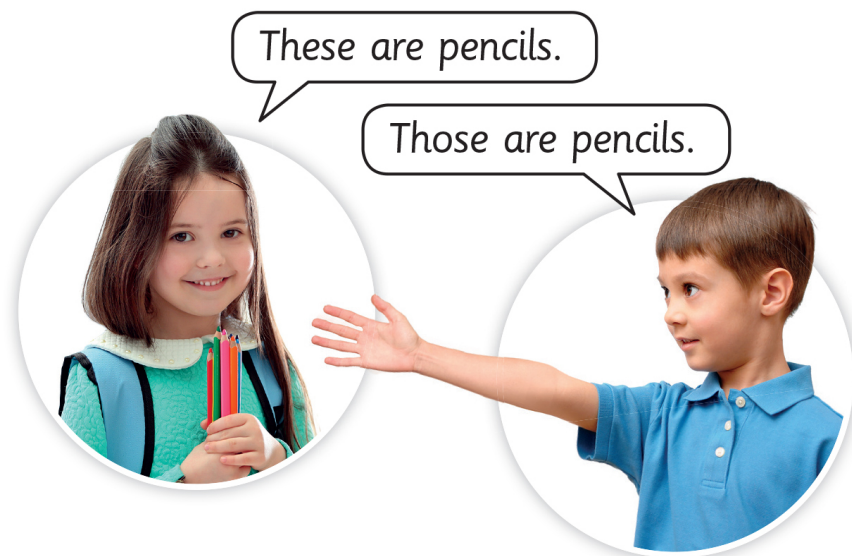


**2** **58** **59 Listen and point. Then listen and sing.**

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



**3** **Point and say.**



**510**

<p><b>This is a pen.</b></p>	<p><b>These are pens.</b></p>
<p><b>That is a pen.</b></p>	<p><b>Those are pens.</b></p>

1 Listen and point. Then listen and say.

11  
eleven

12  
twelve

13  
thirteen

14  
fourteen

15  
fifteen

16  
sixteen

18  
eighteen

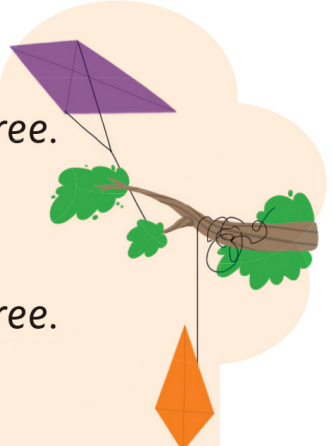
17  
seventeen

20  
twenty  
19  
nineteen

2 Listen and chant.

1, 2, 3 kites in the tree.  
Come on, everyone.  
Count with me.  
4, 5, 6 kites in the tree.  
Come on, everyone.  
Count with me.  
7, 8, 9, 10 in the tree!  
Come on, everyone.  
Count with me.

11, 12, 13 kites in the tree.  
Come on, everyone.  
Count with me.  
14, 15, 16 kites in the tree.  
Come on, everyone.  
Count with me.  
17, 18, 19, 20 in the tree!  
Come on, everyone.  
Count with me.



3 Listen and write.



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

4 Look in the classroom. Ask and answer.

How many desks can you see?

I can see fifteen desks.



5 Go to page 118.

# 1





# It's a happy day!

1  How many daily routines do you know?




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

**2**  Listen and stick. Then listen and say.


- |  |   |  |   |  |   |
|--|---|--|---|--|---|
| <b>1</b>  |  | <b>2</b>  |  | <b>3</b>  |  |
|           |  |           |  |           |   |
| get up   | have breakfast  | go to school   | have lunch  | have art lessons   |   |
- 
- |  |  |  |  |   |
|--|--|--|--|---|
| <b>6</b>  | <b>7</b>  | <b>8</b>  | <b>9</b>  | <b>10</b>  |
|           |           |           |           |            |
| play   | go home  | do homework  | have dinner  | go to bed   |

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

**4**   Listen and chant.



It's a happy, happy day!  
I don't go to school today.  
I have breakfast and I play.  
It's a happy, happy day!



It's a happy, happy day!  
We don't have art lessons today.  
We have dinner and we play.  
It's a happy, happy day!


**5**  Think of your day. Is it the same or different?



We have dinner.




But we don't have art lessons.

**1.4** 

I **play**/don't play.

We **have**/don't have lunch.

**2**  **1.1** Listen and stick. Then listen and say.

- |  |  |  |  |   |
|--|--|--|--|---|
| <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>   |
| get up   | have breakfast   | go to school   | have lunch   | have art lessons  |
| <b>6</b>  | <b>7</b>  | <b>8</b>  | <b>9</b>  | <b>10</b>  |
| play   | go home  | do homework  | have dinner  | go to bed   |

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

**4**   **1.2** **1.3** Listen and chant.



It's a happy, happy day!  
I don't go to school today.  
I have breakfast and I play.  
It's a happy, happy day!

It's a happy, happy day!  
We don't have art lessons today.  
We have dinner and we play.  
It's a happy, happy day!



**5**  Think of your day. Is it the same or different?



We have dinner.



But we don't have art lessons.

**1.4**

I **play**/don't play.

We **have**/don't have lunch.