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# **TEAM 2** *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.

## For pupils

- Pupil's Book with Digital Resources
- Activity Book
- Vocabulary Booster
- Top Tips and Practice for PTE Young Learners

## For teachers

- Teacher's Book with Digital Resources
- Presentation Tool
- Story cards (Levels 1–2)
- Word cards (Levels 1–2)
- Flashcards (Levels 1–2)
- Posters
- Photocopiable tests and worksheets
- Audio
- Culture videos
- Story animations

	GSE	CEFR	PTE YL	English Benchmark	Cambridge English Qualifications
Starter	10–22	Pre A1			
Level 1	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
Level 2	20–32	A1	Springboard	Level 2	
Level 3	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Level 4	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	
Level 5	33–46	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Level 6	36–50	A2+/B1			A2 Key for Schools and B1 Preliminary for Schools

[english.com/teamtogether](http://english.com/teamtogether)

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# TEAM 2 Together

Teacher's Book with Digital Resources



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Pearson

# Scope and sequence

Unit	Vocabulary	Grammar	Skills
<b>5</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?

# Introduction

## About Team Together

Learn Together! Succeed Together! *Team Together!*

*Team Together* is a fast-paced, 7-level primary English course that develops language alongside future-ready skills. Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Team Together* sets out a clear path for progress and prepares children for success in external examinations including PTE Young Learners and Cambridge English Qualifications.

*Team Together* takes students from level Pre A1 to B1 of the Common European Framework of Reference for Languages (CEFR).

### For students

Throughout their Primary education students are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. *Team Together* follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

*Team Together* has been designed to create an enjoyable and engaging environment for effective learning. A full colour Pupil's Book and Activity Book are complemented with a wide range of multimedia and digital tools, such as videos, animations and digital content online which are certain to captivate students' attention.

### For teachers


*Team Together* has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts and an ample supply of videos will help keep students engaged and motivated. Seamlessly integrated external exams preparation and a complete assessment package will help your students get results and prepare for future exams.

*Team Together* has also been created with busy teachers in mind. At-a-glance organisation of materials within the Teacher's Book will help you find all the necessary information such as answer keys and audioscripts, but it will also give you ideas on how to extend Pupil's Book activities and adapt them to your students' level.


## Course features


### Vocabulary

Each unit starts with an eye-catching visual presentation of the target vocabulary, which gets students' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context
- to revise previously learnt vocabulary (*Stopwatch* feature )
- to offer speaking practice for both everyday communication purposes as well as external exams preparation
- to set the scene for the story in the next lesson.

It is followed by engaging step-by-step practice, including a sticker activity. As well as being close to students' interests, vocabulary sets reflect external exams topic areas.

The *Think!*  feature at the start of the unit allows for quick revision of the lexical items that students are very likely to know from previous learning, which is a great confidence-booster.

The *Communicate*  activities effectively help students start using English in meaningful contexts from the very beginning.

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for a lot of additional vocabulary practice. Content from the main lessons is complemented by *Extra practice* sections at the end of each unit.

In addition, there is a Picture Dictionary at the end of the Activity Book which can also be used to consolidate the vocabulary of each unit.

### Grammar

Grammar structures are taught in a clear, scaffolded, step-by-step approach in every unit. The new structures presentation is contextualised through the chant, the song and the story. Grammar boxes on the Pupil's Book page contain clear, student-friendly examples of the target structures and provide a reference point for students as they learn and practise.

The structures presented in the grammar boxes are also recorded and serve as a model for the correct pronunciation. Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in the *Extra practice* section at the end of each unit.

### Stories

*Team Together* level 2 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They are also eager to help their families and the wider community.


Marie, the eldest of the children, is a self-made scientist and a discoverer who leads her new friends Lucy, Ben and Sam on their adventures. Always accompanied by Einstein the dog and Atomic the cat, the children find out where food comes from, what to do to keep fit, how to take care of animals and much more.

Each story has been built around a specific concept from common Social and Natural Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

### Skills

In level 2 of *Team Together* the main focus is put on the listening and speaking skills, but students also practise reading and writing skills towards the end of each unit, further supported with the content of the Activity Book.

The speaking skill is practised through a variety of contexts:

- Lessons 1 and 3 end with a *Communicate*  activity where students can put the newly acquired contents into practice and personalise them.
- Lesson 4 contains a cut-out activity which provides a fun and motivating way to get students to speak in a less controlled manner.
- Lesson 6, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing students to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say and how to behave when playing with others.

## Culture

Learning a foreign language includes exposure to vocabulary and grammar, but it isn't complete without information about the culture of countries where that language is spoken.

The *Culture* sections in *Team Together* are designed in such a way as to bring that information closer to students in a friendly manner. Focusing mostly on the UK and USA in levels 1 and 2, the scope of countries is then slowly expanded with each level, following students' learning in other subjects.

## Learning Club: Language Booster and CLIL

After every three units of the Pupil's Book, there is a Learning Club section. This consists of a Language Booster Lesson and a CLIL lesson.


The Language Booster lesson consolidates and extends language and topics taught in the three preceding units.

The Language Booster has been written so that it can be done as a single lesson, or two lessons - one per page. In the Pupil's Book, the exercises are numbered continuously from the first page to the second, but in the Teacher's Book, the teacher's notes have been written to treat each page as a separate lesson to offer more support and flexibility for teachers. If you have time to cover both pages in a single lesson, you can omit the warmer activities on the second page of notes and then continue with the procedural notes for the exercises on the second page.

The CLIL sections in *Team Together* level 2 help students learn key concepts of English and Social and Natural Science in a more integrated manner.

In addition to this, each story in *Team Together* level 2 has been built around a key concept from common Social or Natural Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

## External exams preparation

*Team Together* provides a lot of opportunities to get students acquainted with the format of external exams. Cambridge English Qualifications exam type tasks, marked with the  symbol, are seamlessly integrated in the core material, providing practice in an unthreatening manner.

The *Get ready for...* section at the end of each unit both in the Pupil's Book and Activity Book focuses specifically on exam practice.

*Team Together* fully prepares learners for Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers. As well as exam task type practice, all vocabulary and structures are covered in the series.

Further vocabulary practice is offered in the *Team Together* Vocabulary Booster books.

The series also exposes pupils to exam task types in the A2 Key for Schools and B1 Preliminary for Schools.

The assessment package also includes an exam-style test for those students who are preparing for the external exams. In addition, students can prepare for PTE Young Learners tests using the two books, *Top Tips and Practice for PTE Young Learners Firstwords & Springboard* and *Top Tips and Practice for PTE Young Learners Quickmarch and Breakthrough*.

See page 7 for more information.

## 21<sup>st</sup> century skills

One of the features of *Team Together* is the focus on 21<sup>st</sup> century skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Students need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication and collaboration. Many of the activities in *Team Together* serve both purposes – as students put new knowledge into practice, they also work on the development of the 21st century skills. These activities are easily identifiable with the following icons:

- |   |                   |   |               |
|---|-------------------|---|---------------|
|  | Critical thinking |  | Communication |
|  | Problem-solving   |  | Collaboration |
|  | Creativity        |   |               |

Other 21<sup>st</sup> century skills covered in *Team Together* include:

**Social and cultural awareness:** Lesson 5 of each unit enables students to learn about other countries, and through a project, reflect on how their own country is similar or different.

**Curiosity and Initiative:** In the project work, students are encouraged to find information, make decisions and present their opinions.

**Assessment for learning:** see page 11 for more information.

**Literacy, Numeracy, Scientific Literacy:** These are covered through a wide range of topics covered in the series as well as through work on specific areas such as development of the reading and writing skills.

**ICT Literacy:** In the project work, students are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies.

## Support for mixed-ability classes

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

The photocopiable resources include extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their students.

# Course components

## Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Starter*), nine main units and three additional units related to festivals: *Months and Seasons*, *Calgary Stampede* and *Happy Thanksgiving*. Cut-out materials and stickers are also provided with the Pupil's Book.



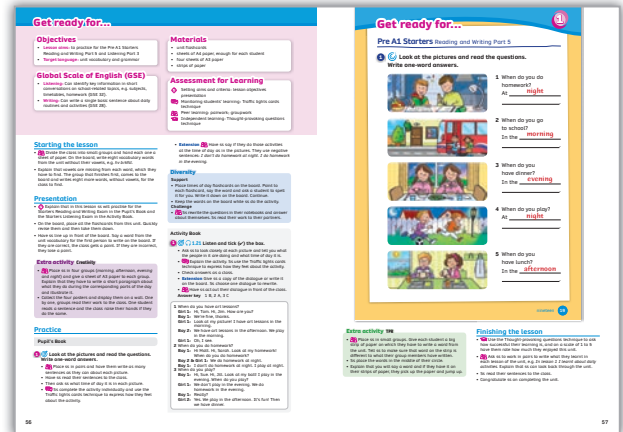
## Teacher's Book

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 21<sup>st</sup> century skills activities as well as suggestions on how to support or challenge mixed-ability students are an excellent tool for busy teachers who may lack time for planning.

The Teacher's Book introduction includes recommended procedures for effective use of games, posters and stories and also contains tips on working with mixed-ability groups.



## Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. It also contains an *Extra practice* section for further consolidation of vocabulary and grammar, a *Get ready for...* section for further external exams practice and a Picture dictionary with all the target vocabulary.



## Class Audio

The Class Audio MP3s contain all the recordings for the Pupil's Book and Activity Book. They also contain karaoke versions of songs and chants, immediately after each main song or chant. 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 and Word Cards

The Flashcards and Word Cards 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.



## Story Cards

The Story Cards are large, frame-by-frame versions of the cartoon stories in lesson 2 of each unit of the Pupil's Book. On the back of each card there is a transcription of the appropriate part of the story recording and questions to be asked before and after listening. More information on how to use the Story Cards during classes is available on page 17 of the Teacher's Book.



## Tests

Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress students are making by using a test. There are nine Unit tests, three End-of-term tests and one End-of-year test. All these tests are available in two versions: Standard (A) and Challenge (B) so as to allow teachers more flexibility with mixed-ability classes.

There is also one Placement test and preparation test for the *Pre A1 Starters* exam.

The worksheets and audio are available online.

## Photocopiable resources

The Photocopiable resources contains consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action, phonics, stories and songs. There are also communication games and worksheets to be used with the culture videos. They are all available online.

## Presentation tool

The presentation tool offers teachers an interactive version of the Pupil's Book with integrated answers, audio, video and classroom tools. Teachers can navigate the material using the interactive lesson flow or traditional page view. The planning area gives a useful overview with both teacher's notes and activity previews.

The presentation tool is also available offline.

## Online practice and pupil resources

Pupils can do games and extra practice online, with a digital 'gradebook' for teachers to monitor progress. There is also a Pupil's Book eBook and more.

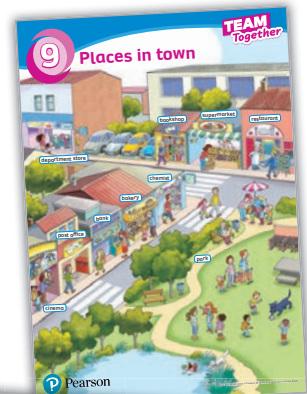
## Posters

The Posters designed for *Team Together* are a great visual aid for presenting or consolidating vocabulary.

The level-specific posters are created from the unit opener illustrations, and provide a lot of opportunities for revision and speaking practice.

The Classroom posters contain 5 posters that can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language, What day is it? and Common Irregular Verbs posters.

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

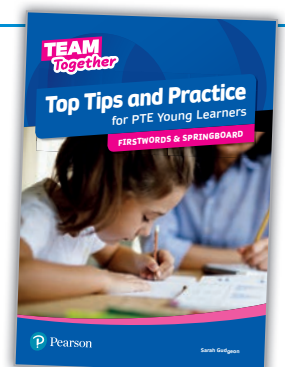


## Vocabulary Booster

The three Vocabulary Boosters books can be used alongside the main *Team Together* components. Key vocabulary from Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers is presented and practised in a fun and engaging way in each book. These books can be used in general English classes and also to support those pupils wishing to go and to take these external exams. Teaching tips, answer keys and audio can be found online.

## Top Tips and Practice for PTE Young Learners

To accompany *Team Together*, these two practice books offer strategies, guidance and practice papers for the PTE Young Learners tests, grouped together into tests for younger and older learners. Teaching tips, answer keys and audio can be found online.



# Unit walkthrough

**Think!** activity to activate students' previous knowledge

Sticker activity to motivate students and make vocabulary learning more meaningful

Focus students' attention on more difficult language points

**5 Fun on the farm**

1 How many animals can you see?

2 Listen and stick. Then listen and say.

1 chicken 2 cow 3 donkey 4 duck 5 goat  
6 horse 7 sheep 8 bird 9 bee 10 turkey

3 Find the animals in the picture on page 54.

4 Listen and chant.

Look at the bee. Look at the boy. Look at the boy.  
Is it jumping? Is it jumping? Is he walking? Is he walking?  
No, it isn't. No, it isn't. No, he isn't. No, he isn't.  
Is it flying? Is it flying? Is he running? Is he running?  
Yes, it is! Yes, he is!

5 Play a mime game.

Is he running?  
Is he/she/it flying?  
Yes, he/she/it is.  
No, he/she/it isn't.

54 fifty-four 55 fifty-five

**Stopwatch** activity to revise vocabulary and language from previous units

**Communicate** activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

Chant to teach vocabulary and grammar in context

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

Social or Natural Science topics embedded in every story

**Story**

1 **Before you read** How many goats and horses can you see?

2 **Watch or listen and read.**

**Watch out, Marie!**

1 Can we help you, Uncle Bob? Yes, thanks! Sam and Ben, feed the turkeys. Look, cows!

2 Lucy, feed the chickens, please. OK!

3 Where's Marie? She's running to the cows. Marie!

4 Sorry I'm late. That's OK, Marie. Please help me collect the eggs, kids. Yes, they are. Watch out, Marie!

5 Look at the goats. Are they running? Yes, they are. Watch out, Marie!

6 Look at Einstein! Is he playing with the goats? Yes, he is!

7 I'm very sorry. Don't worry about it!

8 Come on, everyone! Breakfast is ready! Good! I'm hungry.

9 Yum! These eggs are good. The milk is, too. Everything is delicious on the farm. Atomic and Einstein like breakfast, too!

10 They're running after me! This is fun!

11 What happens next?

56 fifty-six

**Lesson 2**

3 **After you read** Look at the story. Read and write.

CLIL

Yes No is isn't

1 Is she feeding the ducks? \_\_\_\_\_ she \_\_\_\_\_

2 Is he feeding the turkeys? \_\_\_\_\_ he \_\_\_\_\_

3 Is she feeding the cows? \_\_\_\_\_ she \_\_\_\_\_

4 Is he having breakfast? \_\_\_\_\_ he \_\_\_\_\_

4 **Act out the story.**

5 **Design an area for animals on a farm.**

Values Pay attention

57 fifty-seven

Stories available in video format

**Solve** activities encourage curiosity and stimulate critical thinking

21<sup>st</sup> century skills activities in every lesson

Further work on values in the Activity Book

Song to teach vocabulary and grammar in context

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

Activities with cut-outs for freer speaking practice

**Vocabulary and Grammar** Lesson 3

1 Listen and say. Then listen and tick (✓) or cross (X).

collect the eggs   milk the cows   brush the horses   fix the gate   sweep the barn   clean the cage

2 Listen and sing.

On the farm today  
There's no time to play.  
There's no time to play.  
Are they milking the cows?  
Yes, they are. Yes, they are.  
They're sweeping the barn.

Are they brushing the donkeys?  
Are they cleaning the cage?  
No, they aren't. No, they aren't.  
They're fixing the gate.

On the farm today  
There's no time to play.  
There's no time to play.

3 Look at Activity 2. Ask and answer.

Are they collecting the eggs?  
No, they aren't.

Are they sweeping the barn?  
Yes, they are. Your turn.

Are they brushing the horses?  
Yes, they are. No, they aren't.

58 fifty-eight

Lesson 4

1 Listen and draw lines.

Bill   Lucy   May   Kim   Tom   Alex   Alice

2 Cut out. Then listen and play.

Ducks. Are they swimming?  
No, they aren't.

Are they walking?  
Yes, they are.

fifty-nine 59

Communicate activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

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

More content related to the topic available on Culture video

Focus on functional language from early levels

Lesson 5 **CULTURE** Having fun on the farm

Do you like animals? Do you like farms? In Britain, you can go to a farm for the weekend. It's fun for all the family!

You learn about food. You learn about chickens, too. Look, they're collecting eggs.

apple orchard  
Are they collecting eggs? No, they aren't. They're collecting apples in the orchard.

You help on the farm. You take care of the animals. Look! She's brushing a goat.

Look at this family. They're having a picnic. They're having fun outside on the farm!

picnic

1 Before you read Where do you go at the weekend to have fun?  
2 Listen and read.  
3 Find out more! Watch the video.  
4 After you read Activity Book, page 55.

**Project**  
Make a collage of a farm.  
1 Together, choose the animals.  
2 Find photos, draw pictures and make figures.  
3 Make your collage.  
4 Write. It's a day on the farm. Look at the ...  
5 Present it to the class.

60 sixty

Lesson 6 **English in action** Asking for clarification

1 Listen and read.

Fix the gate, please.  
Sorry. Can you repeat that?  
Yes. Fix the gate, please.  
OK! I can feed the ducks, too.  
Thank you.

2 Act out the dialogue. Use different activities and animals.

collect the eggs   clean the cage   sweep the barn  
cows   turkeys   horses

**Phonics**

3 Listen and say.

ch   sh

chicken   beach   sheep   fish

4 Listen. Can you hear a ch sound? Tick (✓) or cross (X).

1  2  3  4  5  6

5 Listen and say the tongue twister.  
The chicken and the sheep see a fish at the beach.

sixty-one 61

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

Work on phonics, including sound discrimination activities and tongue twisters

Scaffolded activities to help students consolidate new language


Review section for consolidation

External exams practice section

**Review** Lesson 7

1 Look and write.

Yes No is isn't



1 Is he walking?  
he \_\_\_\_\_

2 Is she running?  
she \_\_\_\_\_

3 Is it flying?  
it \_\_\_\_\_

4 Is it swimming?  
it \_\_\_\_\_

2 Listen and match.

1 Yes, they are.

2 No, they aren't.

3

4


3 Go to page 119.


sixty-two


**Get ready for...** 5


Pre A1 Starters Reading and Writing Part 3


1 Look at the pictures. Look at the letters. Write the words.


1  \_\_\_\_\_

2  \_\_\_\_\_

3  \_\_\_\_\_

4  \_\_\_\_\_

5  \_\_\_\_\_

6  \_\_\_\_\_

Pre A1 Starters Speaking Part 2

2 Ask and answer.

Number 1. What are they?  
They're chickens.

sixty-three 63

Self-assessment activity: Progress Path



**3** The activity centre




1 Look at Pupil's Book page 30. Read and write.

1 Who's wearing red trainers? \_\_\_\_\_






2 Who's wearing a dress? \_\_\_\_\_

3 How many baseball caps can you see? \_\_\_\_\_





2 Look, read and circle.

1   

play the piano do karate skateboard  
play video games play tennis listen to music

4     

watch TV do karate play the piano play basketball  
roller skate skateboard read books play tennis

8    

roller skate skateboard play tennis watch TV  
listen to music play video games

28 twenty-eight

**English in action** Lesson 6

1 Listen and number.

Yes. Fix the gate, please.

OK! I can feed the sheep, too.



Fix the gate, please.  1



Thank you.



Sorry. Can you repeat that?



**Phonics**



2 Listen and write *ch* or *sh*. Then match.



a  1 shirt d 

b  2 air e 

c  3 jacken f 

d  4 fi g 

e  5 eep h 

f  6 lun i 

56 fifty-six

**Get ready for...** 6

Pre A1 Starters Listening Part 4

1 Listen and colour.



sixty-nine 69

Further practice in the Activity Book

## Monitoring progress and exam readiness with *Team Together*

*Team Together* can be used for all general English courses. It can also be used to prepare pupils for external exams including Cambridge English Qualifications and PTE Young Learners. *Team Together* provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of student progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals whether these be general or exam related. *Team Together* is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

The table below indicates the correlation between the course and various international frameworks and tests.

	GSE	CEFR	PTE YL	English Benchmark	Cambridge English Qualifications
<b>Starter</b>	10–22	Pre A1			
<b>Level 1</b>	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
<b>Level 2</b>	20–32	A1	Springboard	Level 2	
<b>Level 3</b>	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
<b>Level 4</b>	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	
<b>Level 5</b>	33–46	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
<b>Level 6</b>	36–50	A2+/B1			A2 Key for Schools and B1 Preliminary for Schools

## The Global Scale of English



The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into their progress. Teachers can use the Global Scale of English to match a student to the right course materials for their exact level and learning goals.

The badging above and on the back of your book shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to [www.english.com/gse](http://www.english.com/gse).

## What is English Benchmark?

English Benchmark is a motivating English test for young learners aged 6–13, which proves students' English abilities to parents, monitors learning progress and ensures teaching targets the right skills. English Benchmark measures students' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include students' strengths, suggestions for improvement and recommended activities to improve their skills.

English Benchmark and *Team Together* make the perfect partners for your language and learning assessment. As your students learn with *Team Together*, you can use the English Benchmark tests to measure their progress. After students have taken their test, you will see recommendations of which lessons to teach next in order to focus on the areas that need improvement.

In order to show progress, learners should take the test at least once at the start and once at the end of the year. If possible, teachers could ask learners to take the test again half way through the year or at the end of each term to check they are on track.

## Formative assessment / Assessment for learning

Assessment and evaluation are frequently used as interchangeable terms. However, assessment is focused on student learning, whereas evaluation is focused on learning programmes and any or all their components (objectives, syllabus, teaching and assessment methods, materials, etc.).

In the classroom, what clearly differentiates these two terms is the use made of the information and data obtained from assessment or from evaluation. If you use it to improve the teaching and learning process you are developing formative assessment, or assessment for learning. If you use it to grade or measure the quality of the learning, you are developing summative assessment. This means that the same assessment tools can be summative or formative depending on the type of information they provide and the use that is made of it.

Formative assessment, or assessment for learning, is “the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there” (Assessment Reform Group, 2008). This process requires alternative assessment tools likely to be shared by teachers and students which are used as an ongoing process, which are flexible and adapted to the individual needs of students and which guarantee that all the students engage in the learning process.

Here are some suggestions on how to use these types of tools to implement assessment for learning in your classroom.

### Main strategies of formative assessment

The main stages of the formative assessment process are:

- 1 Setting the aims and criteria for success
- 2 Monitoring students' learning, including giving constructive feedback
- 3 Peer learning
- 4 Independent learning/long-term assessment

#### Setting aims and criteria

If you want your students to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance. At the beginning of each lesson, the teacher should tell the students what they are going to learn. This can be done by using key questions which are meant to inspire students' curiosity, interest and engagement.

#### Monitoring students' learning

This stage of assessment is used to achieve the following goals:

- to adjust ongoing teaching and learning
- to increase the level of interaction and provide for feedback loops during questioning
- to improve student achievement of intended outcomes.

Tools that can be used for monitoring students' learning are:

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that students can personalise with their names at the beginning of the school year. Pick them randomly to call on students for questions thus ensuring that all students have an active role and will produce a similar amount of language, because student talking time (STT) matters!

- **Mini-whiteboards**. Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Students write their answers individually and hold up the whiteboards and you get feedback from all your students at the same time!
- **Happy/sad face technique**. (also Yes/No, Stop/Go, True/False). Use this for critical thinking development and *yes/no* answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each student – or students can make their own. After practising a skill, ask students *how they feel they are doing*. Alternatively, students can show this on a scale from 1-5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers.
- **Traffic light cards**. Use them to check that students know what to do on a given task. Students show you green/yellow/red card, depending on their level of confidence.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer students the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

Other types of assessment tools you can use during instruction are those oriented towards helping you actively observe the different skills and competences that your students are developing while they are working in class.

- **Checklists**. These are very useful to assess different tasks or different stages of the same task at the same time. Taking note of your students' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms**. The teacher collects data on students' work by filling in observation forms or reading written assignments to adjust teaching procedures where necessary.
- **Video/audio recordings**. These are excellent tools to observe your students from a different perspective and analyse their strengths and weaknesses, behaviour and classroom relationships in depth. [Be aware that you may need parental permission to record children.]

#### Peer learning

Working together in pairs or groups gives students an opportunity to share knowledge and also learn from their classmates.

Tools that can be used for peer work and peer learning are:

- **Think-pair-share**. Students work on their own, then they discuss their ideas in pairs and finally they present their ideas to a group or the whole class.
- **Two stars and a wish**. Students say two positive things about the work of their partner and suggest one area for improvement.
- **Expert envoy**. This is a tool to use with mixed-ability classes. If you have students who are strong in some areas, you may choose them to be the 'experts' for their class or group and ask them to help their classmates.
- **Three facts and a fib**. Students write three true statements and one false statement about the topic of a lesson and share them with other students/pairs/groups to see if they can identify the false information. This technique can also be used in a summative evaluation at the end of a longer learning process, eg. a unit.

Checklists and video recordings can also be used as peer learning tools.

## Independent learning and long-term formative assessment

Long-term formative assessment tools are used to improve the following areas of your assessment practice:

- for the students to develop critical thinking skills about their own performance
- to promote collaboration
- to improve student achievement of intended instructional outcomes.

Performance-based teaching and learning impacts strongly on the way we carry out assessment by helping students become autonomous and independent learners aware of the process by which they learn as well as their learning goals.

Some of the long-term assessment tools you can use in your classes are:

- **Summative and thought-provoking questions.** At the end of a lesson or a unit students are asked to reflect on their learning process and to try to self-assess their performance by answering the following questions: *What have I learnt? What do I need to work on? I can ... . I'm (not) good at ... .*
- **Portfolios.** Students are given the responsibility of selecting which pieces of work they produce should be placed in their portfolios to demonstrate how they are improving.
- **Checklists.** These are used to assess students' completion of a task. They are not rating scales and they only include Yes/No or ✓/✗ descriptors.
- **Projects.** Students present what they know through pictures and texts such as essays, research reports, or long-term projects.
- **Student Travel journals/Learning diaries.** Students create their own books in which they chart the journey of their learning.
- **Rubrics.** They can be used when evaluating student performance or work resulting from a performance task. For further details see below.

It is very important to remember that before this type of assessment is implemented in the classroom, a supportive classroom environment is created and students are given guidance on how to reflect upon and evaluate their own performance as well as that of their peers.

## Using rubrics for assessment in CLIL

Rubrics can be very useful tools to help CLIL teachers fulfil the requirements of assessment practice in bilingual contexts. There are many reasons to use them, but these are the most important ones:

- firstly, because they suit the CLIL dual approach (content learning and language development);
- secondly, because they allow for performance-based assessment to provide qualitative feedback connected to the assessment criteria;
- thirdly, because they tell teachers, students and parents in advance what needs to be done to successfully perform the task;
- finally, because they give teachers and students a sense of direction and a context to share the learning goals from the beginning of the teaching and learning process.

Language should not be an invisible component in the bilingual classroom. Teachers in bilingual schools should be aware of the language proficiency of their students and systematically conduct language demands analyses of the content to provide appropriate scaffolding. Since not all students in the same class have the same language proficiency, effective assessment in CLIL should measure students' progress in the foreign language at different levels and along distinct learning paths. Rubrics are a tool that can help teachers achieve this goal of effective assessment of content, language and process in an integrated way.

Rubrics are scoring guides, which include several assessment criteria to evaluate student performance or work resulting from a performance task. In this sense, they are different from checklists because they are rating scales, which means that they not only contain a list of items to be checked but they also include a range of marks to assess how well each item has been performed. These rating scales can be holistic or analytic.

### Holistic rubrics

All criteria are evaluated simultaneously at a unidimensional level because each level of the rubric (1, 2, 3) includes all the descriptors for the different criteria assessed (for content, language and delivery).

#### Holistic Rubric

Oral Presentations	The three descriptors are assessed at the same time.
<b>Accomplished (Level 1): content, language and delivery</b>	Stays on topic all the time and speaks clearly. Body language is appropriate.
<b>Developing (Level 2): content, language and delivery</b>	Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time.
<b>Beginning (Level 3): content, language and delivery</b>	It was hard to tell what the topic was. Often mumbles or cannot be understood. Body language is not appropriate most of the time.

Holistic rubrics provide an overall evaluation of quality, proficiency and understanding, thus the feedback is limited because the descriptors are not analysed in detail. This means that errors are tolerated, and no correct answer is expected. Also, the scoring process is faster.

## Analytic rubrics

Each criterion is evaluated separately at a multidimensional level because each criterion of the rubric (to assess content, language and delivery) includes several descriptors at different levels of performance of the task.

### Analytic rubric

Oral presentations Criteria/performance	Beginning (Level 3)	Developing (Level 2)	Accomplished (Level 1)
<b>Content</b>	Does not seem to understand the topic very well. It was hard to tell what the topic was.	Shows a good understanding of parts of the topic. Stays on topic some (50–89%) of the time.	Shows a full understanding of the topic. Stays on topic all (90–100%) of the time.
<b>Language</b>	Often mumbles or cannot be understood OR mispronounces more than five words.	Speaks clearly and distinctly most (75–94%) of the time. Mispronounces no more than five words.	Speaks clearly and distinctly all (95–100%) of the time and mispronounces no words.
<b>Delivery</b>	Slouches and/or does not look at people during the presentation.	Sometimes stands up straight and establishes eye contact.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.

Analytic rubrics provide detailed information from the defined performance levels. This means that a significant degree of feedback is provided. However, the scoring process is slower.

The use of each type of rubric will depend on the nature of the task and other factors such as the time available, the need for substantial feedback, the number of students, different language/competence levels in the group and the assessment goal: holistic rubrics should be used for overall scores and analytic ones when detailed feedback on each criterion is desired.

For your rubrics to be valid, reliable and fair, there must be a coherent connection between the learning goals and the task, the learning goals and the assessment criteria, and the descriptors with each assessment criterion.

## Steps to make a rubric

Here are some steps to be followed when making rubrics to assess students in CLIL classrooms.

- First, begin by designing an authentic task likely to help students 1) learn the curricular content, 2) develop the necessary language to learn about that content, and 3) achieve the given learning goals and key competences at the students' level. e.g. Create a questionnaire for Months and Seasons.
- Next, define the criteria to assess student learning from this task. These assessment criteria will be the reference points to describe the acceptable level of performance of the task, e.g.
  - students know about the festival (their level of comprehension of the subject);
  - students are able to write questions about the festival (type of questions; tenses; number; etc.);
  - students are able to work in group to create a questionnaire (contributions; quality of work; time management; attitude; etc.)
- Use the CEFR charts or the Global Scale of English (english.com/GSE) to measure learner progress on the language proficiency scale and get your assessment criteria for language from their available descriptors. Using these scales as a reference is useful for understanding your students' levels of proficiency more precisely, to monitor students' progress in a more accurate way and to make more informed choices in selecting materials or assessments, e.g. Speaking: Can ask someone simple questions about their life and experiences, GSE 37/A2(+); Can summarise the key information in basic diagrams, e.g. bar charts, timelines, GSE 54/B1(+).
- Then use a cognitive taxonomy to identify the cognitive domain and skill that your tasks involve, e.g. interpret the information collected from the questionnaires involves applying knowledge. Then write differentiating descriptors as you move on the scale from lower order thinking skills (LOTs) to higher order thinking skills (HOTs), e.g. the information is used to create a graph but not clearly displayed; the information is used and displayed in a graph but there are some mistakes in the interpretation of data; the information is clearly displayed and interpreted.
- Once you have defined the assessment criteria and identified possible descriptors of performance, you can:
  - make a holistic rubric, then write descriptors incorporating all criteria in each descriptor.
  - create an analytic rubric, then write descriptors for each individual criterion.
- Check that the criteria and descriptors you have included in your rubric assess students' content, process and language learning at the right level.
- Finally, adapt the format of the rubric to the age and language proficiency of your students and plan carefully the structure of the rubric. You may wish to leave space at the bottom of the rubric to write comments, add signatures, stickers, parental feedback, etc.

After having used teacher-made rubrics for some time, students may feel ready to have an active role in this process and create their own rubrics and checklists as guidelines for goal setting. Train your students to do it and they will develop a very important key competence: learning to learn.

# How to work with projects

by Magdalena Custodio Espinar

One of the key factors affecting children's ability to learn cooperation and collaboration is the type of situations they face. In other words, students will not learn how to be a reliable team player if they aren't exposed to tasks that require team work. There are many ways to organise student interaction in class and the most popular ones are collaborative and cooperative work. These two interaction systems may seem interchangeable but there are some clear differences between them:

## Collaborative work

- Group goal
- Learning takes place in a group
- The final product is co-constructed
- Roles/responsibilities are flexible and agreed
- The process is important

## Cooperative work

- Individual goals within the group
- Learning is an individual process
- The final product consists of individual contributions
- Roles and responsibilities are usually pre-defined
- The final product is important

When working on projects, collaborative work is the preferred system, giving students an opportunity to share ideas, verbalise opinions and interact with other classmates. Thanks to this, a real communicative context is developed in the classroom during which students must listen to each other and reach an agreement to create a common product.

To apply successful project work in the classroom you should:

- Keep a flexible project schedule and involve students in project design when possible. Promote parent involvement.
- Prepare students by having them thinking about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Use negotiation strategies to help them understand the rationale for this type of work.
- Establish moments for feedback and specific products at the end of each work session to promote a sense of mission, e.g. record evidence of progress using field notes or observation templates. Keep records public so students have ownership of them by using rubrics or checklists.
- Avoid making decisions for students. It will take time for students to be able to develop time management skills and learning to learn competence. Promote this by providing them with support during the project, e.g. a time line with the work sessions; worksheets with instructions or steps to follow; a project goals checklist to tick, a webquest to develop critical thinking skills, etc.

- Assess the quality of projects by using professional work as a reference. Boost the quality of your students work by showing them good examples of other students' work. Develop scaffolding to help students reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of students that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance.

When deciding on how to group your students, you should consider your rationale so as to group students according to the right criterion. Here are some ideas to arrange your class for group and project work.

**Grouping for leadership.** If you have passive students who need someone monitoring and taking control of their active contribution in group work, pre-assign groups and make sure these students share groups with class leaders (those students who are more skilled or have more knowledge).

**Random selection groups.** If the task does not require specific students to be separate or together you can simply put the groups in alphabetical order, take their names from a bag or hat, use a pack of cards (group them based on having black or red cards, cards in a specific order, the same numbers ...) or word-family cards, synonym word cards, date of birth, etc.

Then, you can rotate some members to create new groups. Turn and talk (front row/back row) for a quick group task is also a possibility.

If you are familiar with your students interests, e.g. football teams, make cards with the names of the most popular players and use them to make the 'football teams'. You can do this with popular bands, TV series and cartoons of their interest.

**Grouping by interest.** Have your students complete a survey and group them based on their responses. You can also design the task according to different interests and give students the opportunity to join a group according to their personal interest or expectations of the task, e.g. in a presentation about their hometown, students interested in history can focus on historical buildings and students interested in sports can focus on stadiums and sports facilities.

# How to work with mixed-ability groups

by Magdalena Custodio Espinar

Teaching and learning EFL or CLIL involves many different processes such as recording observations, presentation of ideas, argumentation, modelling constructions and explanations, arriving at conclusions, obtaining, evaluating and communicating information ... in English! This is a very rich and complex communicative context which requires both cognitive and language skills for learning to occur.

Students' engagement in the learning process can be increased significantly by analysing in advance the linguistic and cognitive demands of every task. This analysis will allow teachers to provide students with the necessary scaffolding to encourage them to actively participate in the lesson, regardless of the language level of that student.

## Language scaffolding

In EFL and CLIL, language is used for learning and communicating. This means that it is necessary to scaffold the input (the language students receive), the intake (the information they process) and the output (the language they are able to produce after this information processing) to ensure an effective interaction. This scaffolding is very important because the interaction promotes the necessary feedback to connect the input received and the output produced in a meaningful way by students. This is called interlanguage development and it is a key factor of content learning and language development.

To identify the necessary scaffolding for our students we can conduct a language demands analysis. It consists of identifying and describing in advance different types of language involved in CLIL lessons and performance-based tasks: language of learning, language for learning and language through learning (Coyle, Hood, Marsh, 2010).

**Language of learning** refers to the language connected with the content being learnt. Students will learn it to access new knowledge, e.g. learning about sound: high/low pitch, tone, volume, etc.

**Language for learning** is the language necessary to perform the communicative functions of the learning context. If students need to compare the waves of the sound in a graph, do they know the comparative and superlative form of adjectives? If not, scaffolding is required to complete this task.

**Language through learning** refers to language learnt due to cognitive and academic development. Each pupil will develop this type of language during the learning process in close relation to their individual cognitive development by interacting with the resources (personal, digital, etc.) and completing the tasks.

Analysing the linguistic demands of the content and the task will allow teachers to provide students with suitable scaffolding strategies likely to promote interaction and feedback in the classroom. In the previous example the teacher can provide oral scaffolding by displaying visual aids such as word cards for the language of learning and the comparative and superlative structure on a poster to help students interact (compare the waves of the sound).

In addition, a cognitive taxonomy provides a hierarchy of thinking skills organised from lower order thinking skills (LOTs, e.g. identify) to higher order thinking skills (HOTs, e.g. compare). Bloom's revised taxonomy comprises six cognitive domains involving cognitive skills such as remembering, understanding, applying, analysing, evaluating and creating. Using a taxonomy will allow teachers to adapt the degree of difficulty of the activities they plan from a cognitive point of view by identifying the cognitive domain and skill they demand. It will also help them develop a 'continuum of practice' of always going from LOTs to HOTs, thus starting at students' present cognitive level (because, for example, you cannot apply if you do not first understand and remember).

## Differentiated learning

Using a taxonomy to prepare your lessons can help them be more effective and flexible and, therefore, more likely to be learnt by all the students. Here are some examples of strategies to cope with mixed-ability students in the classroom.

- **Low level students are a majority.** Since a taxonomy is a hierarchy of cognitive skills we must try to extend children's thinking skills from LOTs to HOTs by practising first at lower levels (remembering and understanding) and progressively moving towards higher levels (applying, analysing, evaluating and creating). Therefore, if the average level of the class is very low, we will have to take this into account and provide them with more activities from the lower levels at the beginning and gradually include some of higher levels.
- **High level students are a majority.** If the average of the class is very high, you should try to provide them with more activities from the higher levels in order to ensure a motivating and challenging context.
- **Heterogeneous students.** Prepare activities at lower levels (remembering and understanding) for some children and activities at higher levels to work and practise the same content at the same time. For example, list the main stages of metamorphosis (LOT); find out and describe the main stages of metamorphosis (HOT).
- **Fast finishers.** All students work first on the same set of activities, then students who finish earlier can design their own activities at a higher level. You can teach them to use the taxonomy for this purpose.
- **Gifted students with a special curricular adaptation.** Prepare compulsory activities for all the children at lower levels and voluntary activities for 'those who want to go further'. This strategy will provide more students with the opportunity to do the higher order activities and will allow the teacher to include different activities for the class and for the gifted pupil in an easy and unforced manner. For example, prepare a set of activities from different levels about the properties of light, then offer the possibility to investigate what a shadow is, when it can be seen, why it changes length, etc. You can give students a book or website, etc. for them to find out about it.

## Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the children for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

## Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

## Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is best to speak English.

## Stage 4 – Acting out

After having listened to the story a few times your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

## Suggested exercises

### Exercises with story cards

- Cover the numbers on the cards. Shuffle the cards, stick them to the board and ask pupils to arrange them in the correct order.
- Cover the numbers on the cards. Stick the cards to the board in the correct order. Ask pupils to close their eyes, then take away one card. The pupils are supposed to identify the missing card.
- Cover the numbers on the cards. Hide the cards in various places in the classroom. Ask pupils to find them and stick them to the board in the correct order.
- Show pupils a story card and read the corresponding lines. When reading, make intentional mistakes, e.g. say *red* instead of *yellow*. Pupils correct your mistakes.
- Distribute the story cards among a few pupils. Play the story recording. When a pupil hears the lines referring to his/her card, he/she should stand up and show it to the class.



### Exercises without story cards

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

# How to work with posters

Posters can be a powerful and engaging tool for presenting or consolidating the language covered in the Pupil's Book.

In *Team Together* level 2 there are nine full-colour vocabulary posters featuring the main characters of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

The generic **Classroom posters** can be used with any level of the course.

The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.



## Techniques of working with posters

Stick the poster to the wall in a visible place. In this way it will remind students of the material they have covered.

### Predicting

In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the students a poster, give them its title. Tell students that in a moment they will see a poster with e.g. toys. Ask students to think about the vocabulary which may be presented in the poster. Encourage students to provide examples of particular words related to this thematic group. In the case of toys it will be: *a teddy, a doll, a ball, a kite*, etc. Then, stick the poster to the wall and check together how many words the students predicted correctly.

### Asking questions

Point to the objects, persons, colours, etc. presented in the poster and ask questions: *What's this? What colour is it? How many (balls) can you see? Is it a (doll)?*, etc.

### Finding and pointing

Ask individual children to come to the poster, find and point to appropriate objects, e.g.: *Point to the (red car)*, etc. You may also divide students into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Students may replace the teacher and give the commands.

### Memory game

Set a specific time limit, e.g. 30 seconds. Tell students to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask children one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g.: *Is the (ball) (big)? What colour is the (kite)?* Students' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provided the biggest number of names of objects from the poster wins.

### True or false?

Point to various objects in the poster and make true or false sentences related to them. For example, point to a lion and say *It's a zebra*. Students answer *No*.

### Quiz

Tell students that you are thinking about a certain picture from the poster. The students' task is to guess which picture you mean. You may describe the object you have in mind for more advanced students, e.g.: *It's grey. It's small. It has got a tail. What is it?* Students: *(It's a bird.)*

### Peeping through a keyhole

Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask students what they can see. Move the sheet on the poster so that each time children guess the name of another object.

### Singing

Use a chant related to the subject of the poster and introduced in the Pupil's Book. Ask one or more students to come to the poster. Play the chant; the task of children standing by the poster is to point to the objects mentioned in the recording.

### Placing words on the poster

If students can recognise written words, you may ask them to place appropriate word cards below the pictures in the poster. One by one, students come to the poster and place a card with the corresponding word in the appropriate place. Then you may ask all students to read the words aloud together.

### Make your own poster

Students can create their own posters, based on a similar topic.

# How to work with videos and animations

Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Students may watch the same videos many times and each time their perception of the material they watch is enhanced.

## How is the video material presented?

In *Team Together* level 2 there are two types of video material for each unit: story animations and culture videos.

They contain the target vocabulary and grammar of the unit, though occasionally new words are introduced in culture videos, with a clear presentation of their meaning.

## When to use the video material?

- You can use the story animations either as the presentation stage, or after you have listened to and read the version available in the Pupil's Books.
- Culture videos are to be used as an extension of the content presented in the Pupil's Books as they offer additional information about the topic covered in the lesson.

It is likely that during the first viewing students will not understand the entire text presented in the recording, but they will get the meaning of the pictures, sounds and the rhythm of the spoken language. They will remember some phrases, especially those which are often repeated.

You can also use the animations and the videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

What are the techniques of working with the video material?

- listening with the screen covered (*blind listening*)
- watching with the sound muted (*silent viewing*)

## How to use the video material?

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene so that you can ask students questions about the things they see.
- Students complete the photocopiable worksheet corresponding to the recording.

## Where can you find worksheets for the video material?

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



## Greeting the class

Hello. Hi!	How are you today?
Good morning/afternoon.	Is everyone here?
Come in.	Is anyone away today?
Sit down/Stand up, please.	Where is (Juan)?
What day is it today?	

## Starting the lesson

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

## Managing the class

Be quiet, please.	Put your hands up/down.
Look at me/Listen to me.	Who's next?
Come to the front of the class.	Queue/Line up! Repeat after me.
Come to the board.	Wait a minute, please.
Come here, please.	Hurry up.

## Words of praise

Well done!	Much better.	Great work!
Excellent!	Good job.	Good luck!
Fantastic!	Congratulations!	Thank you.
That's nice.	That's correct!	

## During the lesson - instructions

Hold up your picture.	It's break time/lunch time.
Draw/Colour/Stick/Cut out ...	Wait a minute, please. Be careful.
Write the answer on the board/in your book.	Sorry, guess/try again.
Let's sing.	Next, please.
All together now.	Again, please.

## During the lesson - questions

Are you ready?	May/Can I help you?
Do you understand?	Are you finished?
What do you think?	Who's finished?
Anything else?	What can you see?

## Pair work/Group work

Find a partner.  
Get into twos/threes.  
Who's your partner?  
Work in pairs/groups.  
Make a circle.  
Work with your partner/friend/group.  
Show your partner/friend/group.  
Tell your partner/friend/group.  
Now ask your partner/friend/group.

## Language used for playing games

It's my/your/his/her turn.	Roll the dice.
Whose turn is it?	Move your/my counter (3) spaces.
You're out.	Miss a turn.
Don't look.	Go back (2) spaces.
No cheating.	Roll again.
Turn around.	I've won!
Close your eyes.	You're the winner!
Pass the (ball, cup), etc.	
Wait outside.	

## Useful phrases for the students

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

## Ending the lesson

Put your books/notebooks/coloured pencils away.  
Tidy up.  
Put that in the bin/rubbish bin, please.  
Collect the stickers/cards/spinners/scissors, please.  
The lesson is finished.  
That's all for today.  
Goodbye!  
See you tomorrow.  
Have a nice weekend/holiday.

## 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 of paper in such a way that students can see only part of the picture in the cut-out hole. Ask students to guess what the cards present.

### Observation

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

### Guess and take it!

Hold up a flashcard. The student who is first to say the word presented in the card may take it. The student who collects the highest number of cards wins.

### Echo

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

### Remember and say it!

Stick four or five cards to the board. Ask students to remember what they present. Then, remove the cards from the board and ask students to say the names. Repeat with other cards.

### Remembering the order

Select four flashcards from the same topic and stick them to the board. Ask a few volunteers to look at the pictures and say the names of the objects presented. Then, ask students to remember the order in which the cards are placed on the board. Stick the cards face down on the board and ask students to say the words in the correct order.

### What's missing?

Stick the flashcards on the board. Give students a few minutes to remember the order in which they are placed. Then, ask students to close their eyes and remove one of the cards. Ask them: *What's missing?* Students identify the missing card.

### Snap!

Prepare flashcards from one vocabulary group. Say or write on the board one word from the group. Show students all cards from the group. When students see the card with the picture corresponding to the word, they call: *Snap!*

### 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 who has the card you asked for says: *Me!*

### Where is this card?

Stick the flashcards all over the classroom. Say the words and students point to appropriate cards.

### Listen and pass it on!

Distribute the flashcards with selected words among students (e.g. one card per desk). Speak out sentences including the selected words and ask the students to pass appropriate cards to you.

### Standing up

Hand over the cards from one set, e.g. with animals, to particular students. Say the names of the animals aloud. The task of the student holding the card presenting the animal you named is to stand up when he/she hears the name and to show the picture to the other students.

### Raise your card

Distribute the cards among students. Tell students a short story in English. When a student hears the word depicted in his/her card, he/she raises it up.

### 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. The students' task is to say aloud: *Yes!* if the picture shows the word you said. If the picture does not show the given word, students say *No!* Continue providing words until all the pictures are correctly named.

### Numbers

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

### Charades

If it is possible, ask students to sit in a circle. Give one student the entire set of cards, e.g. from the unit *Food*. Play some music. Students pass the set on when they hear the music. Stop the recording. Then, the student who holds the set stands up, selects one card and mimes the word (e.g. if he/she had chosen a picture of a banana, he/she mimes peeling it and eating it). The task of the others is to guess the word. The card described is taken away and the game goes on.

### Which is different?

Stick a set of five cards to 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. animals and food, using the flashcards. Show students the flashcards and check if they can provide correct names. Then, divide students into two groups and ask them to recall as many words belonging to one category as they remember. Award the team with one point for one correct answer.

### Game with the bag

Put a few flashcards belonging to various categories in a nontransparent bag. Ask students to pick one card from the bag and name the item it presents. A student picks up cards and names pictures until he/she takes a picture he/she is not able to name. Count all the correctly named cards and award the student one point for each card. Put the cards in the bag again and repeat the game with another student. The winner is the student who scores the highest number of points.



### Countdown

Divide the class into small groups. Give each group several shuffled flashcards relating to different units (prepare copies of cards if you want each group to have the same set). Ask the groups to divide the cards into separate categories (e.g. colours, school objects, etc.). The winner is the group which completes the task first.

### Easy or difficult?

Divide 20 flashcards into two groups: 'easy' (e.g. with vocabulary relating to the currently discussed unit) and 'difficult' (e.g. with vocabulary relating to previous units). Divide the class into two teams. Each team scores 5 points for each correctly given word from the 'difficult' group and 1 point for a word from the 'easy' group.



## Flashcard and Word Card games

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### Match the cards

Stick word cards belonging to one group on the board in one column. Stick a shuffled set of corresponding flashcards in another column. Ask students to come to the board one by one and match the flashcards with the appropriate words.

### Mime the word

Stick five or six word cards to the board in one row. Prepare the corresponding flashcards and ask certain students to come to the board and place the pictures under the appropriate word cards. When all cards are correctly matched, point to particular words and encourage students to read them together. Then, take off the flashcards. Ask one student to come to the board and point at the word to be mimed. Do the same with the other words.

### Find a match

Prepare five flashcards and five corresponding word cards. Distribute them among students and then ask them to come to the front of the class. Explain to them that you will count to ten (or fifteen, if students know these numbers) aloud together with other students and during this time they have to find their match. When they find their partners, students stand up and raise their cards.

### Bingo!

Ask students to prepare four or five word cards related to the topic you suggest. Raise the word cards, saying the name of the depicted object. The students' task is to mark in their sets the words which they saw in the pictures. The student who marks all the pictures calls *Bingo!* Then, ask the winner to read out the marked words. You may continue the game with the other students.

### Music cards

Prepare a recording with music. Distribute shuffled flashcards and corresponding word cards among students. Play the recording. The students' task is to pass cards on from one to another. When you stop the music, the students holding word cards stand up and read the words aloud. The students with flashcards stand up upon hearing a word corresponding to their picture.

### Draw the word

Place a set of word cards on the desk. Draw a box on the board. Ask a student to pick up the first card and draw the object mentioned in the card in the box on the board. Other students guess the word. When they guess the word, the student shows the word card to the class.

## Games with a puppet/soft toy

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### Words and scenes

Using a soft toy, speak out a new word in English and ask students to perform a simple task, e.g. *Find something red. Stand up. Pick up a rubber. Point to ... . Touch something ... . etc.*

### Questions

Using a soft toy, ask students simple questions, e.g. *What's your name? What colour is it? Have you got a pencil? Do you like cheese?*

### Can I have ..., please?

Distribute flashcards to students. Ask them to name objects presented in the cards. Then, using a soft toy ask for particular cards: *Can I have the (bird), please?* The students' task is to give the appropriate card to the toy.

### Pass the soft toy

If it is possible, ask students to sit in a circle. Play the recording of the song you want to revise and ask students to pass the soft toy to one another when they hear music. When you stop the recording, the task of the student holding the toy is to say a word or a line from the song. Start the recording again.

## Games with songs and chants

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### Sing and respond

Provide a few students with one word they have to remember. (The words should come from the song or chant you want to revise.) Play the recording and ask students to stand up and sing and sit down when they hear their word.

### Sing and stand in the correct order

Use the flashcards with objects appearing in the song you want to revise. Ask a few students to come to the board. Give them the cards. Explain to students that their task is to listen to the lyrics carefully and to stand in the order in which the words from their cards appear. The other students sing the song.

### Performances

Select a few songs or chants for which you can prepare simple costumes or props. Teach students to show the content of the song or chant with gestures or mimics. Invite parents, teachers or students from other classes to a mini-performance.