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TEAM 4 Together

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Teacher's Book with Digital Resources



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Pearson

Scope and sequence

Unit	Vocabulary	Grammar	Literacy
5 Welcome back	Free-time activities Appearance	Present simple with <i>before/after/when</i> When Jenny gets home, she plays with her dog.	
1 Talent show	Personality adjectives Hobbies	Comparative and superlative adjectives My mum is shorter than me. She's the shortest person in our family! <i>be good at</i> I'm good at baking cakes.	Reading: a police report Writing: a description of a friend
2 Then and now	Technology Verbs	Past simple Did you have a phone ten years ago? That computer was really big! <i>could/couldn't</i> When I was one, I could walk but I couldn't talk.	Reading: a science blog Writing: a report
3 Let's explore!	Space Big numbers (100–1,000,000)	<i>will/won't</i> I'll get him a present. I won't get him a book. <i>How...?</i> How deep is the Grand Canyon?	Reading: a blog post about life on the ISS Writing: a blog post

Bo's Learning Club: Language booster 1

4 Off to the shops	Shops Money and prices	Relative clauses It's the man who we saw earlier. We're in the shop where my brother works. <i>have to / don't have to</i> I have to earn some pocket money.	Reading: an email Writing: an email to a friend
5 Animals in danger	Sea animals Land animals	Past continuous The shark was looking for small sea animals. Past continuous vs past simple I was watching the koalas when the lion escaped.	Reading: a magazine article about whales Writing: a fact file about an animal
6 Staying healthy	Illnesses Healthy lifestyle	<i>should/shouldn't</i> You should go to the doctor's. Infinitive of purpose He went to the supermarket to buy fruit.	Reading: a magazine article about staying healthy Writing: a description

Bo's Learning Club: Language booster 2

7 Curtain up!	Theatre Entertainment	Present perfect I've read 'Alice's Adventures in Wonderland'. I haven't seen the film. Have you ever been to a concert? Yes, I have. / No, I haven't.	Reading: a short theatre play Writing: an ending to a play
8 Let's get creative!	Machines Materials	Present perfect with <i>ever/never</i> Have you ever made chocolates? She's never used the oven before. <i>is/are made of</i> What is it made of? It's made of plastic.	Reading: an article about accidental inventions Writing: a personal account
9 Into the wild	Countries Landscape	Present perfect vs past simple I've been to Italy. I went there last month. Zero conditional If you go inside a cave, you need a torch.	Reading: a blog post about geocaching Writing: a blog post about a trip

Bo's Learning Club: Language booster 3

Festivals: Harvest Festival, World Water Day, Youth Service Day

Culture	English in action	Pronunciation	Get ready for...
Good manners around the world Project: a good manners book	Describing people She's very friendly.	/eə/ there's, fair, hair, chair /eɪ/ today, painting, eight, grey	A1 Movers Listening Part 1 A1 Movers Speaking Part 1
World museums Project: a guide to a museum	Asking for information I'd like some information about the Science Museum, please.	/ɪd/ visited /t/ looked /d/ cried	A1 Movers Speaking Part 3 A1 Movers Reading and Writing Part 3
The mystery of stone circles Project: a class book of ancient places in your country	Giving personal information I'm interested in joining the Space Explorers Club.	/s/ astronauts, likes /ɪz/ races, places /z/ others, beds	A1 Movers Reading and Writing Part 2 A1 Movers Speaking Part 4

Social Science: Are all the planets rocky?

The world of the corner shop Project: a TV advert for a corner shop	Asking for a price How much is it? It's fifteen pounds and fifty pence.	/ɜ/ pleasure, measure, treasure	A1 Movers Reading and Writing Part 1 A1 Movers Reading and Writing Part 4
Helping animals for nearly 200 years Project: a spider diagram about an animal protection organisation	Reminding someone to do something Remember to change the parrot's food.	/ɒ/ Tommy, promise, competition /ɔ:/ forget, shorts, August, course, your	A1 Movers Reading and Writing Part 4 A1 Movers Listening Part 4
What's for lunch? Project: a healthy packed lunch	At the doctor's I'm feeling sick.	/ɜ:/ hurt, Kurt, purple /e/ get, medicine, bed	A1 Movers Reading and Writing Part 6 A1 Movers Speaking Part 4

Natural Science: How can plants keep us healthy?

Curtain up! Project: a poster for a show	Describing clothes The trousers are too long.	/i:/ seen, queen, piece, scenery /ɪ/ fit, fish, sitting, pit	A1 Movers Speaking Part 1 A1 Movers Reading and Writing Part 6
Handmade in the USA Project: a class book about traditional crafts	Explaining that something doesn't work You need to turn it on.	/ʌ/ cousin, nuts, cups /u:/ Luke, food, soup	A1 Movers Reading and Writing Part 3 A1 Movers Speaking Part 4
Walk the world! Project: a map of a long-distance path	Asking for something Give them to me, please.	/ɑ:/ path, scarf, /ʌ/ jungle, duck, jumping	A1 Movers Reading and Writing Part 2 A1 Movers Listening Part 3

Art: What do landscape paintings look like?

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 vocabulary presentation. 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* and *Vocabulary reference* sections at the end 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 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* and *Grammar reference* sections at the end of each unit.

Stories

Team Together level 4 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They call themselves The Discovery Team.

Lottie and Lois are sisters who make friends with their new neighbour, an Australian boy called Ash. Together, they form The Discovery Team and learn new things in each episode.


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

All four skills are practised throughout Level 4 of *Team Together*, with a dedicated skills section in lessons 7 and 8 of each unit.

Special focus has been put on writing: students are given a model text and a scaffolded, step-by-step support to create their own pieces of writing. Further support is to be found in the Activity Book.

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate*  activity where students can put the newly acquired contents into practice and personalise them
- Lesson 4 contains an information gap 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 in a variety of situations, such as asking the way or calling the emergency services.

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 English-speaking 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 4 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 4 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 into 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, children 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 & Breakthrough*.

See page 7 for more information.

21st century skills

One of the features of *Team Together* is the focus on 21st 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 their 21st century skills. These activities are easily identifiable with the following icons:

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

Other 21st 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. In addition, there are photocopiable worksheets to accompany the Reading and Listening tasks in the Skills lessons, which are available at two levels: support and challenge. They give the teacher an opportunity to work with mixed-ability students in the classroom and make the core material in the Pupil's Book more suitable to individual students.

There are also extra photocopiable resources at the back of the Teacher's Book which facilitate some of the teaching techniques, extra activity ideas and game ideas detailed in this introduction.

Course components

Pupil's Book

The Pupil's Book provides a variety of materials to present the target language effectively. It includes an introductory unit (*Starter*), nine main units and three additional units related to festivals: *Harvest Festival*, *World Water Day*, *Youth Service Day*.

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 Vocabulary and Grammar reference and a *Get ready for...* section for further external exams practice.

Lesson 1 **Vocabulary**

1 Listen, point and repeat.

2 Look for the words from Activity 2 in the picture on page 60. Write the missing word.

3 Write the words in the table.

Animals which have to breathe air	Animals which have legs	Animals which have a shell
1 dolphin	7 octopus	13 squid
2 lobster	8 seahorse	14 turtle
3 jellyfish	9 shark	15 ray
4 octopus	10 starfish	
5 oyster	11 scallop	
6 crab	12 lobster	

4 Play a memory game!

Lesson 4 **Vocabulary and Grammar**

1 Listen, point and repeat.

2 Listen and sing.

3 Listen and repeat.

4 In pairs, ask and answer questions about the song.

5 Student A: Activity Book, page 125. Student B: Activity Book, page 125.

Lesson 8 **Listening and Speaking**

1 Listen and choose the correct answers.

2 Talk about an animal in danger. What do you know about it?

3 Read. What do you know about sharks?

4 Now find out about an animal in danger and write about it.

Lesson 1 **Vocabulary**

1 Look at Pupil's Book page 60 and write.

2 Look, write and count.

3 Find and circle the odd one out. Write why.

4 I'm learning...

Lesson 3 **Grammar**

1 Listen and write the letters.

2 Look at Activity 1 and complete the sentences.

3 What were you doing last Saturday at 12 o'clock? Write. Then compare in pairs.

Lesson 4 **Vocabulary and Grammar**

1 Look and complete the cards.

2 Look and complete the sentences.

3 In pairs, answer the questions.

Lesson 6 **English in action**

1 Complete the sentences so that they mean the same.

2 Complete the dialogue with the new sentences in Activity 1.

3 Circle in blue the words with the /r/ sound. Circle in red the words with the /r/ sound. Then listen and check.

Vocabulary and Grammar reference

1 Translate the words into your language. Add more words to the list.

2 Read and complete.

Teacher's Book

The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Finishing the lesson.

Additional ideas for Extension, TPR and 21st century skills activities, as well as suggestions on how to support or challenge mixed-ability students 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.

Extra practice

1 Complete the crossword.

2 Match the animals with the pictures.

Communication activities

Unit 1: Ask and answer. Draw the faces.

Unit 2: Sarah and Sam are twins, but they couldn't do all the same things. Ask and answer to find out what they could and couldn't do when they were younger.

Skills **Lesson 8**

Objectives

- Understand a listening text to describe someone, to write a description of someone
- Target language: review of vocabulary and grammar

Materials

- A4 sheet
- sheets of A4 paper, enough for each student
- Resource 48

Global Scale of English (GSE)

- Listening: Can understand a listening text to find specific information (GSE 3B)
- Listening: Can identify specific information in short, simple dialogues, if there is some repetition and highlighting (GSE 3A)
- Speaking: Can describe someone's personality in a simple way if guided by prompts (GSE 3B)
- Writing: Can write a short description of a person they know well (GSE 4B)

Assessment for Learning

- Setting time and criteria before objectives presentation
- Monitoring student learning: Bookended technique
- Peer learning: partners, two stars and a wish technique
- Independent learning: portfolio, Learning diary

Starting the lesson

- Play the song from Lesson 8 and encourage as to do it.

Presentation

- Listen to the audio and write a description of someone. Ask them to write a description of someone else.
- Write the description of a person they know well. Use the model as a guide.
- Write the description of a person they know well. Use the model as a guide.

Practice

Listening

1 Listen. Who are the three people?

2 Listen to the audio and write a description of someone. Ask them to write a description of someone else.

3 Write the description of a person they know well. Use the model as a guide.

4 Write the description of a person they know well. Use the model as a guide.

Class Audio

The Class Audio MP3s contain all the recordings for the Pupil's Book and Activity Book. They also contain karaoke versions of all the songs. 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.

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 for more flexibility with mixed-ability classes.

There is also one Placement test and preparation test for the A1 Movers exam.

The worksheets and audio are available online.

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action and songs. There are also worksheets to be used with the culture videos as well as graded reading and listening skills worksheets to support mixed-ability classes. 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 five posters that 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.

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

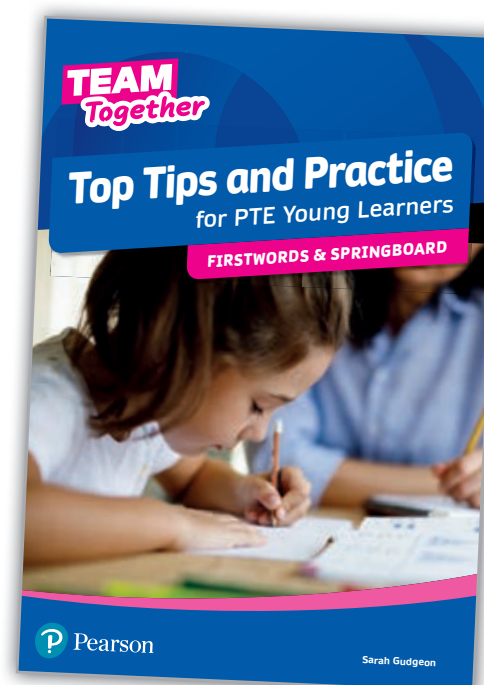


Vocabulary Booster

The three Vocabulary Booster 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 on and 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 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

Lesson 1

Think! activity to activate students' previous knowledge

Photographic vocabulary presentation

Lesson 1 **Vocabulary 2**

2 Then and now

1 How many things can you find that use electricity?

Then and now

My mum and dad when they were teenagers.

My mum and dad when I was little.

My mum and dad now.

What's wrong in the picture?
What are Ash's mum and dad doing in the photos?
Which are the oldest photos?

20 twenty

2 Listen, point and repeat.

1 computer 2 keyboard 3 mouse 4 tablet

5 email 6 letter 7 telephone 8 mobile phone

9 CD player 10 carry 11 call 12 study

3 Look for the words from Activity 2 in the picture on page 20. Write the missing word.

4 What is it? Listen and point to the picture in Activity 2.

5 Describe a word to your partner.

I've got this thing at home. I do homework on it. My mum works on it.

Yes!

A computer?

twenty-one 21

Stopwatch activity to revise vocabulary and language from previous units

Communicate activity for personalisation and speaking practice

Lesson 2

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

Further work on values in the Activity Book

Story **Lesson 2**

1 **Before you read** How many different types of phone can you find in the story?

2 Watch or listen and read.

The secret phone

1 Here's my project! It's about how things were different ten years ago and more. Look at these photos! Your mum and dad look so young! Were they in Australia in those photos?

2 Was everything very different ten years ago? Not really, no. Most things were the same. Mum and Dad didn't have a tablet, but they had a computer. You could send emails, but people still wrote letters. What's that? That's a telephone. Everyone had one. But you couldn't walk around with them. Now everyone has mobile phones.

3 Wow, that computer was really big!

4 Hey, look at this! Here's a picture of a speaking tube! 100 years ago, people in big houses used them like a phone. Hey, let's make something like this! Good idea!

5 Why don't we make a secret Discovery Team code? Then it can be our secret phone and we can call each other!

22 twenty-two

3 What does Lottie say? Go to page 131 to find out.

4 **After you read** Match the sentence halves.

1 Ash's project is about a used speaking tubes to talk to each other.

2 Ten years ago, people sent how things were different ten years ago.

3 100 years ago, people in big houses a for a secret Discovery Team code.

4 Lottie has an idea d to go between their two houses.

5 The children make a speaking tube e emails and letters.

5 Act out the story.

6 Make sentences in Discovery Team code about what you did last weekend.

I played football! lay layedpay ootballfay!

CLIL

twenty-three 23

Stories available in video format

Solve activities encourage curiosity and stimulate critical thinking

21st century skills activities in every lesson

Social or Natural Science topics embedded in every story

Lesson 3-4

Grammar box with recorded phrases

Photographic vocabulary presentation

Song to teach vocabulary and grammar in context

Lesson 3

Grammar

1 Look back! Tick (✓) the sentence in this picture.

2 Mum and Dad didn't have a tablet, but they had a computer.

3 100 years ago, people in big houses used them like a phone.

2 Listen and repeat.

Was everything very different ten years ago?

That computer **was** really big!

Did you **have** a phone ten years ago?

Yes, we **did**! We **had** a phone in the house, but we **didn't have** a mobile phone.

3 Put the pictures in the correct order. Then listen and check.

4 Retell Dev's story. Write the past tense of the verbs in brackets.

Thirty years ago, when he (1) was (be) a child, Dev's dad (2) go (go) on holiday to Australia with his family. He (3) go (go) to the beach. He (4) play (play) with his sister and they (5) eat (eat) ice creams. Then he (6) go (go) swimming. He (7) not/go (not/go) swimming near the lifeguards. Suddenly he (8) start (start) moving out to sea. He (9) try (try) to swim back to the beach, but the sea (10) be (be) too strong. He (11) be (be) a long way out when the lifeguards (12) come (come) to get him on their surfboards. Now he is always very careful and swims near the lifeguards!

5 Tell your partner about a story from your childhood. Include one piece of crazy information.

- What happened?
- Where were you?
- Who was with you?

When I was a child, I broke my hand. It was in the summer. I fell from my scooter. My sister was with me and she called my parents. But I didn't cry!

Lesson 4

Vocabulary and Grammar

1 Listen, point and repeat.

1 post a letter 2 send an email 3 make a face 4 tell a story

5 hold a pen 6 win a race 7 make a sandwich 8 tie a shoelace

2 Listen and sing.

What could you do when you were two? When I was two, I could hold a big pen, But I couldn't write the number ten.

What could you do when you were six? When I was six, I could tell a story, Although my sister said it was boring!

What could you do when you were four? When I was four, I could make a face, But I really couldn't tie a shoelace!

What could you do when you were eight? When I was eight, I could post a letter, But I thought sending an email was better!

3 Listen and repeat.

When I was one, I **could** walk but I **couldn't** talk.

Could you talk when you were two?

Yes, I **could**. / No, I **couldn't**.

4 In pairs, ask and answer. What could you do when you were five? What couldn't you do?

When I was five, I could ... I couldn't ...

5 Student A: Activity Book, page 123. Student B: Activity Book, page 127.

Communicate activity for personalisation and speaking practice

Information gap activities for freer grammar practice in the Activity Book

Grammar box for extra support and scaffolding, with recorded phrases

Lesson 5-6

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

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

Focus on functional language from early levels

Lesson 5

CULTURE

World museums

The Louvre

I went to Paris, France, and I visited the Louvre. It's a museum where you can see paintings, art and sculptures from around the world. I saw a very famous work of art there. It was a painting of a woman with a beautiful smile – the Mona Lisa. It was amazing.

Fun fact

Did you know that the Louvre is the biggest museum in the world?

Shanghai Museum of Science and Technology

I like science and technology, so I love this museum in my home town Shanghai, in China. You can explore technology from today and also learn about Chinese inventions from hundreds of years ago. There are lots of activities for children. I did a science workshop and learned all about robot design. I also watched a film about space exploration. It was fantastic!

Natural History Museum

I visited this museum in London, England, on holiday. Here I saw a T-Rex and a blue whale, and I learned about plants and volcanoes! Do you know what an earthquake is? It's when the earth shakes! At the Natural History Museum, I went into a room and the floor started shaking like an earthquake! It was so exciting!

Project

Write a guide to a museum.

- 1 In groups, choose a museum in your country.
- 2 Find information about your museum:
 - What can you see there?
 - What can you do there?
- 3 Write about your museum.
- 4 Tell the class about your museum. Act as tour guides.
- 5 Have a class vote: which museum do you want to visit?

Lesson 6

English in action

Asking for information

1 Circle the things you can see in a natural history museum. Underline the things you can see in a science museum.

robots dinosaurs planes plants butterflies

2 Listen. Which museum does Chris want to visit?

3 Listen, read and check.

Hello. I'd like some information about the Science Museum, please.

Yes, of course. What do you want to know?

What can you see and do there?

You can learn about space rockets, planes, computers and many other things!

It sounds great! What time does it open and close?

It's open every day from 10 am until 6 pm.

OK. Thank you very much!

You're welcome! Enjoy your visit!

4 In pairs, ask for and give information about a different museum.

Hi! I'd like some information about the Shanghai Museum of Science and Technology, please.

Pronunciation

5 Listen and say the tongue twister.

I visited the museum and I looked for a T-Rex, But I couldn't find a T-Rex anywhere. So I **cried** on the street, yes, I **cried** on the street. And then I saw a T-Rex there!

More content related to the topic available on Culture video

Work on pronunciation through tongue twisters

Useful phrases at a glance

Model dialogue to help students learn new language in natural contexts

Lesson 7-8

Skills section for integrated skills practice

Recorded text

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

Scaffolded step-by-step instructions for the writing task

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

Model text in the writing section

Writing tip to help students deal with linking words, punctuation, etc.

Lesson 9 / Get ready for...

Review section for consolidation

External exams practice section

Collaborative task for engaging and motivating revision; additional self-assessment activity: Progress path, after every three units.

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
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

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.

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. Photocopiable cards can be found on page 282.
- **Traffic light cards**. Use them to check that students know what to do on a given task. Students show you a green/yellow/red card, depending on their level of confidence. Photocopiable cards can be found on page 283.
- **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, e.g. 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.
Accomplished (Level 1): content, language and delivery	Stays on topic all the time and speaks clearly. Body language is appropriate.
Developing (Level 2): content, language and delivery	Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time.
Beginning (Level 3): content, language and delivery	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)
Content	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.
Language	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.
Delivery	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 about a local festival or a national celebration.
- 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 groups 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 think 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 student 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.

... stories

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 pupils 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.

Stage 2 – Listening to the story

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.

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 students 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

- 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 pupils 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.
- Ask pupils to create their own story on the same theme, with themselves as the characters. A photocopyable blank storyboard can be found on page 284.

... 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 4 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 photocopyable worksheet corresponding to the recording.

Where can you find worksheets for the video material?

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

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 4 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 students 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 students 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)?* The 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 students 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 students 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.

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. Next, please.
Let's sing.	Again, please.
All together now.	

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.

Word card games

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 songs

Sing and respond

Provide a few students with one word they have to remember. (The words should come from the song 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 self-made word cards 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 for which you can prepare simple costumes or props. Teach students to show the content of the song with gestures or mimics. Invite parents, teachers or students from other classes to a mini-performance.

TPR activities

What does the picture present?

Distribute small sheets of paper among students and ask them to draw on them one object from the covered material, e.g. food. Collect the papers and stick them to students' backs without revealing to them what the pictures present. The aim of the game is to stimulate students to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g. *Is it a (banana)?* Students may walk around the classroom or play in pairs.

Alternative bingo

Ask each student to draw a picture presenting a word from a certain vocabulary group (e.g. animals). While students are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or bag. Ask students to stand up. Pick up one piece of paper at a time and read out the word. The students who drew the corresponding animal or object should sit down. Continue until you use all the pieces of paper.

Catch and say it!

Ask students to stand in a big circle. Say a category of vocabulary (e.g. *food*) aloud and throw a soft ball to a selected student. The student has to say a word from the category you chose. If the student doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all students sit down.

Pass the ball

Ask students to sit in a circle. Choose a category of vocabulary. Give students a small soft ball and ask them to pass it from hand to hand. Every student who receives the ball has to say a word belonging to the chosen category – if he/she fails to do so, he/she drops out of the game.

The ball is burning

Students standing in a circle throw a ball to one another and name words from a vocabulary set. The ball shouldn't be caught when somebody says the 'forbidden' word (previously agreed), e.g. *lemonade* if the vocabulary set is food. If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

Guessing game: pictures

Ask one student to slowly draw on the board a picture presenting a new word from the current lesson. Other students try to guess what the picture presents and say the appropriate word. The student who guesses the word first draws the next picture. A set of ready-made picture charades cards can be found on page 285.

Simon says

Give students simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Simon says*, e.g. when you say *Simon says jump*, students can jump, but when you say only *Jump*, they cannot move (explain to students that Simon is a king who gives them commands). The student who makes a mistake loses one point. Vary the speed of instructions to make the game more interesting. Later you may ask students to give instructions.

Team games

Picture charades

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Students draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point. A set of ready-made picture charades cards can be found on page 285.

Answer and draw points

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly give them particular words and ask them to draw appropriate pictures on the board. If the picture depicts the word correctly, the student rolls the dice or spins the spinner and scores the indicated number of points for his/her team.

Parachute

Divide students into two teams. On the board draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters there are in the word. Students from both teams try to guess the word. For each incorrect answer erase one of the lines. Grant points to the teams when they provide a correct answer. When you erase all lines before the word is guessed, the team who answered last loses a point. In order to make the game more dramatic, draw a shark emerging from the sea below the parachutist.

Shadowing

Students follow the audio they hear with its written form at the same time as moving their mouths (lips, tongue, etc.) and sub-vocalising. In this way, they are practising moving their mouths to make the right shape at the right speed, but are not making a noise; this is the silent version. This re-uses texts to work on pronunciation, but only when overall meaning has been understood. The technique can also be used with vocalisation, where students carry out shadowing the intonation and rhythm. I was first made aware of it in the early 1990s but it is having a renaissance as a useful strategy for young learners.

Ghost Writing

Students write letters or words in the air with their whole arm.

Backs to the board

Students work in two or three teams, with one student (the player) from each standing with their back to the board, facing their team members. The teacher writes a word, phrase or drawing which players are NOT allowed to look at. The teams need to find ways to make their player say the target expression/words correctly, and can use any way of doing this, e.g. defining, explaining, miming, giving clues (it's got seven letters, it starts with the letter before B, it sounds like X, etc.). If noise levels get too high, have students whisper instead, or pass the talking stick/microphone so only one team member speaks at a time.

Mill drill

The class work in two halves, where one has a question or statement that needs a response. The activity takes place with students mingling, walking (with a slip of paper on which they have written down a prompt) around to collect answers/responses, before changing roles.

Concentric circles

Students work in two circles to carry out a role play or Q & A or short exchange. The inner circle (standing or sitting) of students turn around to face the other students in the outer circle, who move around at the teacher's instruction. In this way they rehearse, repeat and practise the TL in a controlled way, with different partners.

Don't say it!

Students work in teams or pairs or as a whole class. The aim is to describe a word or phrase without naming it for another student or team or the class to name. The ready-made picture and word charades cards on pages 285 and 286 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 287, which also include words students have to avoid when describing the answer.

Charades

Students work in groups or as a whole class to mime out target vocabulary words or expressions for their team to identify. A set of ready-made charades cards can be found on page 286.

Picture Pair Dictation

Students describe and draw, using any picture from the book, or a drawing they have made (e.g. the furniture in their room). One describes, the other draws. They should work without being able to see the drawing or the picture (e.g. opposite or back to back). Afterwards, they compare and spot the differences. Students then change roles. Encourage communication in English with questions to check, e.g. *on the right or the left of ...?*

Welcome back

1 Watch or listen and read.



1

It was great to be back at school and see all our friends again!

Yes, and there's a new boy in our class! He's called Charlie, he's American and he's got short, curly, fair hair!

I know him! We played football together at break time. Hey, let's climb the tree!

2

Anyway, when can we go to the Discovery Team shed again? After we have dinner tonight?

No, after we have dinner I've got a tennis lesson.

3

What about Tuesday?

No, I go to Chess Club on Tuesdays.

And Lottie, when we get back from school on Wednesdays, Granny comes to visit, remember?

4

What are you doing, Bo?

I'm helping, Lottie! Here you are!

5

You are all very busy! What about NOW? What are you doing NOW?

I'm sitting here and talking to you, of course! But you're right, Bo! We've all got time now! Let's go!

6

Welcome back, Discovery Team!

Who is wearing sunglasses?
How many foods can you find?

4 four

Who is wearing sunglasses? **Ash**
How many foods can you find? **three - an apple, a banana and a packet of crisps**

Unit objectives

Describe freetime activities and talk about appearance

Language

Vocabulary	Freetime activities <i>art, basketball, board game, build a robot, chess club, computer games, dance club, football, fish, sailing, swimming, tennis lesson, visit Granny, windsurfing</i> Appearance <i>beard, curly, dark, fair, long, moustache, short, straight, tall</i>
Grammar	Present simple with <i>when/before/after</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1 and 2)

Social and civic competences: learn to be creative (L. 2)

Cultural awareness and expression: raise awareness of cultural similarities and differences in appearance (L. 1 and 2)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–3); use previous knowledge (L. 1–3); follow instructions (L. 3); personalisation of language learnt (L. 2 and 3)

21st Century Skills for Learning and Innovation

Critical thinking	Remembering information (L. 1 and 2); Reflecting on learning (L. 1 and 2)
Creativity	Writing a poem (L. 3)
Communication	Describing weekly planners (L. 1 and 2); Talking about yourself (L. 2)
Collaboration	Acting out (L. 1)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)

Objectives

- **Lesson aims:** to revise freetime activities vocabulary, to reintroduce the characters with the story
- **Target language:** *art, basketball, board game, build a robot, chess club, computer games, dance club, fishing, football, sailing, tennis lesson, visit Granny, windsurfing*

Materials

- a stopwatch
- a ball
- Yes/No response cards
- sheets of A4 paper, enough for each pair of students

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30). Can answer simple questions about their daily activities or routines, given a model (GSE 29). Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards; Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Summative questions technique

Starting the lesson

- Write *Discovery Team* on the board. Ask ss to tell you names of the team and say what they know about them.
- Ask *What are your favourite freetime activities?*
- Call out these activities one at a time. Ask ss to respond to which ones they do using their Yes/No response cards: *art, basketball, board games, build a robot, chess club, computer games, dance club, fishing, sailing, windsurfing.*

Presentation

- Explain that in this lesson ss will meet the Discovery Team again and revise freetime activities.

Practice

Pupil's Book

1 S1 Watch or listen and read.

- Refer ss to page 4. Ask ss to look at the picture on page 4 and to raise their hands to say who and what they can see.
- Play the audio or the animation.
- Ask *What freetime activities did you hear? (football, tennis lesson, chess club)*

- Check comprehension. Ask *What's the new boy's name? (Charlie) Who wants to climb a tree? (Ash) When is chess club? (Tuesdays)*
- Pick up the stopwatch and explain that ss have fifteen seconds to answer the question and find the foods.
- Check answers using the Lollipop stick technique.

2 Read the sentences and write the missing words.

- Ss work individually and compare ideas in pairs.
- Ask ss to read out their answers using the Lollipop stick technique.

3 Act out the story.

- Divide ss into groups of four and allocate a role to each student (Lois, Lottie, Ash and Bo).
- Play the audio again for practice.
- Ss act out the story in groups. Have a class vote for the best performance.

Diversity

Challenge

- Ss act out the story to the class without the books.

Support

- Struggling ss prompt from the book.

4 Look at the week planner. Ask and answer.

- Place ss in pairs. Ask different ss to read out a day from the planner.
- Write *play, have got, go* and *visit* on the board. Ask ss which words are already on the planner (*play* and *visit*) and which words they need for the other activities.
- Ask two ss to read out the example question and answer. Ask *What word do we need in the question? What letter do we add to the verb in the answer? (does, s).*
- Place ss in pairs and monitor the activity.

5 Who is it? Describe a person to your partner.

- Ss work in the same pairs.

Extra activity Critical thinking

- Ask ss what they see using the Basketball technique.

Activity Book

1 Look, read and match.

- Ss work individually and check in pairs.

Answer key 2 a, 3 d, 4 b

2 S2 Listen and complete.

- Play the audio. Ss write their answers. Then play the audio again for ss to check.

Girl: Hello. I'm Vicki. I'm always very busy! Look at my weekly planner. On Mondays, I have a Music lesson. On Tuesdays, I don't have Music but I have my chess club. What about Wednesdays? Well ... on Wednesdays, I have my tennis lesson. I'm very good at tennis! Then it's Thursday ... I always go to the library on Thursdays. I love it! And Fridays! I love Fridays because I don't have any clubs and I can play computer games at home! Are you very busy, too?

Answer key Tuesday: chess club; Wednesday: tennis lesson; Thursday: library; Friday: computer games

2 Read the sentences and write the missing words.

- 1 Lois is happy after her first day back at school.
- 2 There's a new boy in Lottie's class.
- 3 He's from the USA/America
- 4 On Tuesdays Ash goes to Chess Club
- 5 On Wednesdays Lottie and Lois's granny visits/comes to visit
- 6 Bo says they are all very busy.

3 Act out the story.

4 Look at the week planner. Ask and answer.

Week planner				
Monday	Tuesday	Wednesday	Thursday	Friday
Lois: play football	Lois: Art Club Lottie: Basketball Club	Lottie and Lois: swimming lesson	Lottie: Dance Club	Lottie and Lois: visit Granny

What does Lois do on Mondays?

On Mondays Lois plays football.

5 Who is it? Describe a person to your partner.



She has fair hair and she's building a robot.

That girl!

Yes!

five

5

3 Choose three days of the week. Write what you do.

- Ss work individually.
- Using the Two stars and a wish technique, have ss read each other's work.

4 What are they doing? Write and match.

- Ss work individually. Ask different ss to read out their answers.

Answer key 2 Carmen and Emilia are playing basketball. (d); 3 I'm drinking a glass of water. (b); 4 Ata and Kiral are fishing. (a)

Extra activity Fast finishers

- Ss draw a planner for the weekend and write two questions and answers for it.

Finishing the lesson

- Ask *Who is your favourite member of the Discovery Team?*

Objectives

- **Lesson aims:** to use the Present simple with *when/before/after*

Materials

- a ball
- sheets of A4 paper, enough for each student (fast finishers)

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35). Can understand the correct sequence of events in a simple story or dialogue (GSE 35).
- **Speaking:** Can describe their daily routines in a simple way (GSE 30). Can answer simple questions about their daily activities or routines, given a model (GSE 29). Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Basketball technique; Lollipop stick technique; Traffic lights cards technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: Summative questions technique

Starting the lesson

- Write *Monday, Tuesday* and *Wednesday* on the board. Tell ss to think of one activity they do each day. They can make notes.
- Tell ss to listen carefully to their friends' answers.
- Using the Basketball technique, ask *What do you do on Mondays/Tuesdays/Wednesdays?* Elicit answers.
- Ask ss if they were listening carefully to their friends. Using the Basketball technique again, ask *What does (name) do on Mondays/Tuesdays/Wednesdays?* Elicit answers. Ask (name) *Is that correct?*

Presentation

- Explain that in this lesson ss will use the Present simple with *when, before* and *after*.

Practice

Pupil's Book

1 Look back! Tick (✓) the sentence in this picture.

- Refer ss to page 6. Ask different ss to read out the sentences.
- Ss refer back to page 4 to check their answer.

Extra activity Critical thinking

- Ask ss to remember who said the other sentences in Activity 1 (*Ash, Lottie*).

2 S3 Listen and repeat.

- Present *before, when* and *after*. Draw a line on the board and label it like this:

get up	have breakfast	go to school

before	when	after

- Tell ss to listen carefully. Say *I get up before I have breakfast. When I have breakfast, I listen to music. After I have breakfast, I go to school. Ask What do I do first? (get up) What two things do I do at the same time? (have breakfast and listen to music) and What do I do last? (go to school)* Elicit answers using the Lollipop stick technique.
- Play the audio.

3 S4 Look and circle the correct word. Listen and check.

- Ss circle individually.
- Play the audio.
- Check ss' comprehension using the Traffic lights cards technique. Play the audio again if necessary.

Extra activity TPR

- Give four ss a phrase each (e.g. *do homework, listen to music, watch TV, have a snack*). Assign *before, when* and *after* to three different corners of the classroom. Tell ss they must move to the correct corner for their phrase when you say some sentences, e.g. *I listen to music when I study but I have a snack before I start my homework. After I do my homework, I watch TV.*
- Repeat with other ss.

4 In pairs, ask and answer.

- Read the questions and check comprehension.
- Place ss in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask pairs to demonstrate one question and answer each.
- **Extension** Ss think of one extra question to add to the activity. They then ask and answer their questions in pairs. Monitor pairwork and help where necessary.

Activity Book

1 S5 Listen, look and write 1 or 2.

- Give ss a moment to look at the pictures. Ask *What can you see?* and elicit answers.
- Play the audio. Ask for answers using the Lollipop stick technique.

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

- 1 **Boy:** On Saturdays I play computer games after I go fishing with my grandad.
- 2 **Girl:** When I get home, I always do my homework.
- 3 **Girl:** On Thursdays, after I have Natural Science, I play football with my friends.
- 4 **Boy:** Before I have my piano lessons, I usually listen to music.

2 Look at Activity 1 and write *after, before* or *when*.

- Ss complete the activity and then raise their hands to offer answers.

Answer key 2 When/After, 3 after, 4 Before

1 Look back! Tick (✓) the sentence in this picture.

- 1 I go to Chess Club on Tuesdays.
- 2 No, after we have dinner I've got a tennis lesson.
- 3 What are you doing, Bo?



2 Listen and repeat.

I have a shower **before** I go to school.

When Jenny gets home, she plays with her dog.

After Ronnie and his family have dinner, they play a board game.

3 Look and circle the correct word. Listen and check.



1 **Before** / After / **When** I go surfing, I have a shower.



2 Before / **After** / **When** I do my homework, I play the piano.



3 **Before** / **After** / When we get home from school, we have a sandwich.



4 Dad always makes dinner before / **after** / **when** Granny arrives.

4 In pairs, ask and answer.

- 1 What do you do before you go to school?
- 2 What do you do when you get home?
- 3 What do you do after you have dinner?
- 4 What do you do when your parents get home from work?

Before I go to school I brush my hair.

6 six

Diversity

Challenge

- Ss do Activities 2 and 3 individually. Ask different ss to write the answers on the board.

Support

- Ss do Activities 2 and 3 in pairs.

3 Rewrite the sentences.

- Give ss a few minutes to complete the activity.
- Ask for answers using the Lollipop stick technique.

Answer key 2 goes to the library, reads a book there; 3 watches TV, does her homework; 4 have lunch, go to the park; 5 visit their granny, play board games with her; 6 have Art, have Maths

Extra activity Fast finishers

- Have ss draw two pictures and write a sentence about them like in Activity Book Activities 1 and 2. They can swap with other fast finishers and check each other's work using the Two stars and a wish technique.

Finishing the lesson

- Ss close their books. Tell them to look at the line on the board from PB Activity 2. Ask different ss to say sentences using the actions above the line.
- Then ask ss to say their own sentences with their own ideas. Encourage them to use their imagination.
- Ask *Do you understand before, when and after? Can you use them in a sentence?*