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# TEAM 5

## Together

# TEAM 5 Together

Teacher's Book with Digital Resources



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Pearson

# Scope and sequence

Unit	Vocabulary	Grammar	Literacy
<b>5</b> The WOW! Team	Physical appearance Personality adjectives		
<b>1</b> Free-time fun	Sports Hobbies	Present simple vs Present continuous State verbs	<b>Literature:</b> a picture story <b>Reading and writing:</b> interviews
<b>2</b> Technology	Devices Using technology	<i>could/couldn't</i> <i>had to/didn't have to</i> Comparative adverbs	<b>Literature:</b> a poem <b>Reading and writing:</b> reviews
<b>3</b> Places	Places and buildings Parts of buildings	Relative pronouns Past continuous	<b>Literature:</b> a mystery story <b>Reading and writing:</b> short stories

## Lara's Learning Club Language booster 1

<b>4</b> Happy homes	Chores Food and drink	Present perfect with <i>already, just</i> and <i>yet</i> <i>look, smell, taste, sound, feel</i> + adj <i>look, smell, taste, sound, feel like</i> + n	<b>Literature:</b> a playscript <b>Reading and writing:</b> recipes
<b>5</b> Favourite fashions	Describing clothes Clothes and accessories	<i>too</i> and <i>not... enough</i> Present passive	<b>Literature:</b> a fairy tale <b>Reading and writing:</b> information texts
<b>6</b> Adventures	Outdoor equipment Injuries and accidents	Indefinite pronouns: <i>some-/any-/no-</i> Modals of obligation	<b>Literature:</b> an adventure story <b>Reading and writing:</b> quizzes

## Lara's Learning Club Language booster 2

<b>7</b> Entertainment	Jobs in entertainment Places of entertainment	Present perfect with <i>since</i> and <i>for</i> Present continuous for future arrangements	<b>Literature:</b> a diary <b>Reading and writing:</b> adverts
<b>8</b> Awesome animals	Animal body parts Verbs	Modals of deduction First conditional	<b>Literature:</b> a folk tale <b>Reading and writing:</b> fact files
<b>9</b> Travel	Holiday equipment Transport verbs	<i>going to</i> vs <i>will</i> for future Present simple for timetables	<b>Literature:</b> a science fiction story <b>Reading and writing:</b> itineraries

## Lara's Learning Club Language booster 3

Culture	English in action	Pronunciation	Get ready for...
Sports and hobbies around the world <b>Project:</b> a mini-book about popular free-time activities	<b>Making and responding to suggestions</b> Why don't you sing in the school choir?	Weak and strong forms of <i>can</i>	<b>A2 Flyers</b> Reading and Writing Part 4 <b>A2 Key for Schools</b> Speaking Part 2
Technology in Africa <b>Project:</b> a spider diagram poster about technology and learning	<b>Asking for help</b> Can you show me how to turn it on?	The weak forms of <i>to</i>	<b>A2 Key for Schools</b> Listening Part 1 <b>A2 Flyers</b> Listening Part 4 Reading and Writing Part 1
Ancient cities <b>Project:</b> a tourist brochure about an ancient city	<b>Giving directions in a building</b> It's on the ground floor.	Weak and strong forms of <i>was/were</i>	<b>A2 Key for Schools</b> Reading and Writing Part 4 Speaking Part 1 <b>A2 Flyers</b> Speaking Part 4

### Think like a scientist! How can we classify sports?

Traditional food <b>Project:</b> a menu for an international food festival	<b>Offering to help</b> What do you want me to do now?	Rising and falling intonation in questions	<b>A2 Key for Schools</b> Listening Part 3 <b>A2 Flyers</b> Reading and Writing Part 3
Traditional clothes <b>Project:</b> a collage of traditional clothes from around the world	<b>Shopping for clothes</b> Can I try it on?	Stress in words ending in <i>-able</i>	<b>A2 Key for Schools</b> Listening Part 4 <b>A2 Flyers</b> Reading and Writing Part 5
Scouting around the world <b>Project:</b> a list of interesting activities for a Scout group	<b>Asking about injuries and illnesses</b> Are you feeling better now?	Weak forms of auxiliary verbs in questions	<b>A2 Key for Schools</b> Reading and Writing Part 2 <b>A2 Flyers</b> Speaking Part 3

### Think like a scientist! How can we compare materials?

Performers around the world <b>Project:</b> a poster for a performance	<b>Buying tickets</b> Can I have two tickets, please?	Words ending in <i>-er</i> and <i>-or</i>	<b>A2 Flyers</b> Listening Part 3 Reading and Writing Part 2
Dangerous animals <b>Project:</b> a world map of national animals	<b>Saying what you like and don't like</b> I can't stand it! I don't mind them.	Stressed syllables in words	<b>A2 Key for Schools</b> Reading and Writing Part 3 Speaking Part 1 <b>A2 Flyers</b> Speaking Part 4
Famous railways <b>Project:</b> a railway map	<b>Saying how you feel about the future</b> I can't wait to see you again.	Stress pattern in questions	<b>A2 Key for Schools</b> Listening Part 5 Reading and Writing Part 1

### Think like a scientist! How can we classify types of energy in diagrams?

# 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

In Level 5, each unit starts with an eye-catching visual presentation of the target vocabulary, which has a form of an online magazine and 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
- to offer speaking practice for both everyday communication purposes as well as external exams preparation

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 use 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.

*Work with words* feature in every lesson 4 focuses on word formation and extends the content from the Pupil's Book.

*Words in context* section in every lesson 8 focuses on new vocabulary to support the learning of the new content from the Pupil's Book.

Content from the main lessons is complemented by *Extra practice sections* and *Vocabulary reference* at the end of the Activity Book.

### Grammar

Grammar structures are taught in a clear, step-by-step approach in every unit. The new structures presentation is contextualised through the Team Talk dialogues and Book Club texts. 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.

Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in the *Grammar reference* section at the end of the Activity Book.

### Team Talk

*Team Together* level 5 features a group of Primary children who run an online magazine called the World of Wonder! or WOW! Magazine.

Arlo, Lara, Bobby and Ting interact with the students, asking questions that encourage them to reflect on their learning and their knowledge of the world.


### Skills

All four skills are practised throughout Level 5 of *Team Together*, with a dedicated listening section in lesson 3 and a literacy section in lessons 8 and 9 of each unit.

Special focus has been placed on reading and writing. The Book Club section focuses on different literature genres and allows students to become familiar with the characteristics of each genre.

In the literacy spread, students are acquainted with different types of everyday texts, such as reviews, recipes or adverts.

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 7, *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 three CLIL sections in *Team Together 5* help students learn key concepts of English and Social and Natural Science in a more integrated manner.

## External exams preparation

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

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

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

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

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

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

See page 7 for more information.

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

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

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

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

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

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

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

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

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

## Support for mixed-ability classes

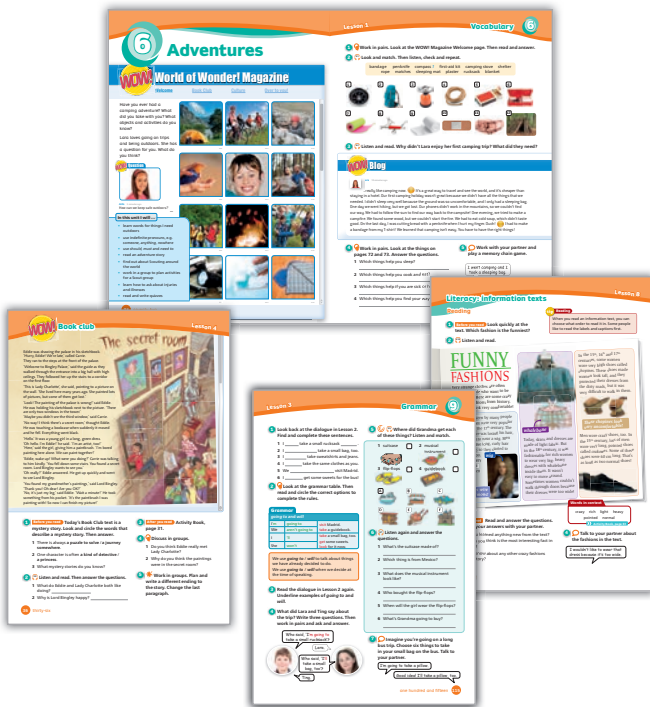
*Team Together* supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

The photocopiable resources package includes 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.

# Course components

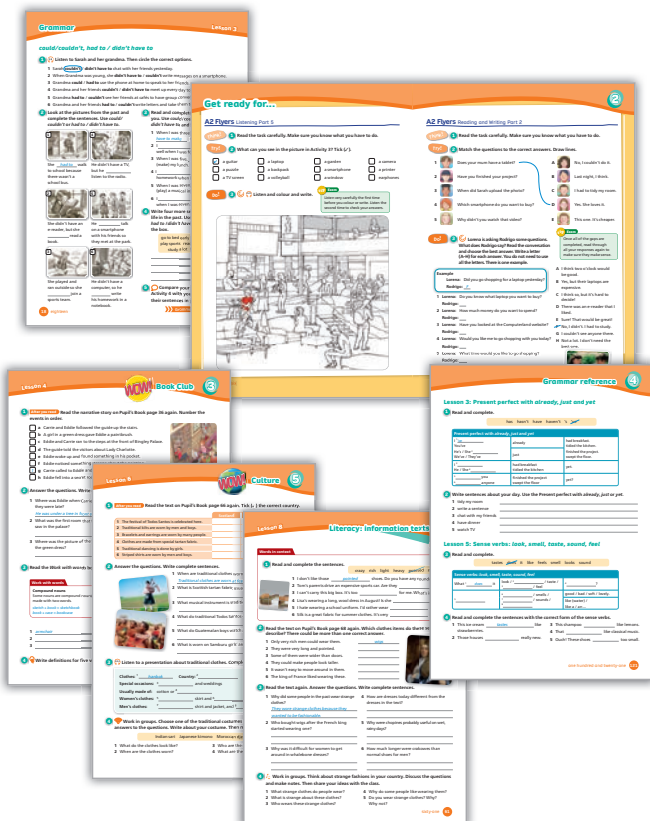
## Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Starter*), nine main units and three Learning Club sections.



## 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. Every unit also contains a Grammar reference and a *Get ready for...* section for further external exams practice.



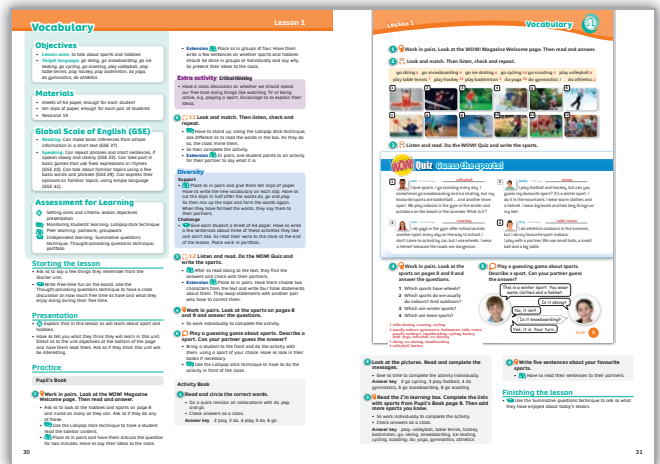
## Teacher's Book

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

The Introduction includes recommended procedures for effective use of games and posters and also contains tips on working with mixed-ability groups.



## Class Audio

The Class Audio MP3s have all the recordings for the Pupil's Book and Activity Book. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book. All audio for the series can be found online.



## Lesson 1

💡 Think! exercise to activate students' previous knowledge

Photographic vocabulary presentation

**4 Happy homes**

**WOW! World of Wonder! Magazine**

Do you sometimes help at home? Look at the photos here. How many jobs at home do you know?

Bobby loves doing the gardening, but he hates tidying up. He has a question for you. What do you think?

**Question**

How can we make our homes happy places?

**In this unit I will...**

- learn some words for jobs at home and things in the kitchen
- use the Present perfect tense with already, just and yet
- use sense verbs (look, smell, taste, sound, feel)
- read a playscript
- find out about traditional food around the world
- work in a group to make a poster about traditional food
- learn how to offer to help
- read and write recipes

**Blog**

Bobby @bobby123

Hi guys! Who empties the bin in your home? I'm doing a survey to find out what jobs children do at home. My mum thinks other children help more often, but I'm not so sure. My dad empties the bins, but my mum vacuums the carpets and cleans the bathroom. My sister sometimes dusts the furniture and we both have to tidy our rooms. I'm very untidy so I hate tidying my room. At dinner time we have to clear the table and load the dishwasher or do the washing-up. I cooked the dinner last Friday, but I did it so badly that nobody asked me to do it again! We help put away the clothes, too. I like matching socks, but why is there always one extra sock?

My favourite jobs are outdoors. I water the garden plants in the summer and I take the dog for a walk after school nearly every day.

What about you? How do you help at home? Send me a message!

**Vocabulary**

tidy up clear the table vacuum the carpet dust the furniture sweep the floor do the washing-up empty the bin put away the clothes load the dishwasher cook the dinner water the plants take the dog for a walk

**48 forty-eight**

Big questions to activate critical thinking

A clear list of unit objectives

🗨️ Communicate activity for personalisation and speaking practice

## Lesson 2-3

Grammar contextualised through dialogues

Focus on everyday expressions

👂 Listening skills practice

**WOW! Team Talk**

**Lesson 2**

Ting: What a mess! Hurry up! We have to tidy up! Lara will be here soon.

Bobby: Well, we've already made the cake.

Ting: Yes! And I've just cleared the table.

Arlo: Cool! But look at the mess over here!

Bobby: I've loaded the dishwasher, but I haven't done the washing-up yet.

Ting: And we haven't swept the floor yet.

Hang on, Ting! I've just done that!

Oh sorry! Maybe we should vacuum it.

Bobby: What about the bins? Has anyone emptied the bins yet?

Ting: No, but we can do that later. I've just had a text. It says... OMW. That means 'on my way'!

Arlo: So she's coming now? Quick! Hide!

**Lesson 3**

Bobby/Ting/Arlo: Surprise! Happy birthday! Lara: Oh dear! Erm... my birthday is next week!

Bobby/Ting/Arlo: Oh, no!

Arlo: Will you can help us tidy up?

**Grammar**

**Present perfect with already, just and yet**

I've	already	swept the floor.
They've	just	eaten lunch.
She hasn't		loaded the dishwasher.
Have you		taken the dog for a walk.
Has anyone		watered the plants.
		cleared the table.
		emptied the bins.
		done the washing-up.

**5 Listen and match the people to the jobs.**

1 Mum	a make a cake
2 Dad	b vacuum the carpet
3 Ella	c lay the table
4 George	d do the washing-up
5 Grandma	e empty the bins
	f load the dishwasher
	g water the plants
	h clear the table

**6 Listen again and answer the questions.**

- Whose party is it?
- What has George already done?
- Why isn't Dad there?
- How does Grandma get there?
- What is Dad going to do?

**7 Which jobs do you have to do most days? Which have you already done? Which haven't you done yet? Write them in two lists. Compare your lists with your partner. Who has done more jobs today?**

Have you made your bed yet?

No, I haven't. Have you done your homework yet?

Yes, I have. I've just finished.

**50 fifty**

Students work with grammar rules box for better understanding

🗨️ Communicate activity for personalisation and speaking practice

## Lesson 4-5

A section to work with literature and different text genres

Photographic vocabulary presentation

Students work with grammar rules box for better understanding

**Lesson 4** **Lesson 5** **Vocabulary and Grammar** 4

**Cast!**  
 Narrator: Anansi the spider  
 Kiki the monkey  
 Henry the tortoise  
 Henry the rabbit  
 Lulu the mouse  
 Friends of Anansi  
 Pedro the frog  
 Don the fox  
 Bill the badger and  
 Miss the hedgehog

**Scene 1:** Anansi was walking past Ronny's house when he upset something.  
 Anansi: Mmm... that smells good!  
 Ronny: Hi, Anansi. Have you had lunch yet?  
 Anansi: No. What are you cooking?  
 Ronny: I haven't finished yet, but you can help. Here's a knife.  
 Anansi: Oh, that's OK. Just put my web and I'll come back when it's ready.

**Scene 2:** Anansi was walking past Henry's house.  
 Henry: Anansi! Come for lunch! I've already chopped the vegetables. You can help me boil them...  
 Anansi: I'll come back later. Just pull my web.

**Scene 3:** Anansi was walking past Kiki's house.  
 Kiki: Hi, Anansi. I've just been shopping. Come for lunch! I've already baked a cake.  
 Anansi: Mmm... it smells like chocolate cake!  
 Kiki: What a mess! I have to sweep the floor. It isn't back clean.  
 Anansi: Oh! I'll come back. Pull my web later.

**Scene 4:** Anansi saw his friend, Lulu, Lulu's house.  
 Anansi: Come in! I've already made lunch.  
 Anansi: I'm sure it will taste delicious.  
 Lulu: I've added salt and pepper and I've just put it in the oven. Let's lay the table.  
 Anansi: Oh! I can come later. Just pull my web.

**Scene 5:** Anansi was feeling hungry when he felt something.  
 Anansi: Hooray! Lunch is ready at Ronny's house! Oh! That's Kiki! And how happy! Duchi!  
 Narrator: Eight friends were putting the web at the same time. Anansi's legs were growing longer and thinner...

**Scene 6:** Anansi jumped in the river to escape from his friends.  
 Narrator: Eight friends were pulling the web at the same time. Anansi's legs were growing longer and thinner...

**Grammar**  
 Sense verbs: look, smell, taste, sound, feel

What does it	look	like?
	smell	
	taste	
	sound	
	feel	
It	looks	like a chocolate cake, delicious.
	smells	like a guitar, interesting.
	tastes	like leather, soft.
	sounds	
	feels	

**50** fifty-two

**51** fifty-three

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

21st century skills practice

Further practice of listening skills

## Lesson 6-7

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

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

Useful phrases at a glance

Focus on functional language

**Lesson 6** **Lesson 7** **English in action** 4

**TRADITIONAL FOOD**  
 People all around the world have fun cooking and eating together. Different countries have different traditional dishes.

**Project**  
 Design a menu for an international food festival.

**English in action**  
 Offering to help

**54** fifty-four

**55** fifty-five

More content related to the topic of the lesson available in Culture video

Work on pronunciation through tongue twisters

Model dialogue to help students learn new language in natural contexts

## Lesson 8-9

Literacy sections for dedicated reading and writing skills practice

Recorded text for modelling pronunciation

Model text

Scaffolded step-by-step instruction for the writing task

**Literacy: recipes**

**Reading**

1 Before you read Look quickly at the recipes. Which dish would you prefer to make? Why?

2 Listen and read.

**What food do you like to eat at parties? We asked our readers to send us their favourite party food recipes. Here are two of them. We've already tried them - they taste delicious, and they're fun to make!**

**A Fruit on sticks with chocolate sauce**

**Ingredients:**

- 50g chocolate
- fruit, e.g. strawberries, grapes, kiwi, cherries, mango
- 50ml cream

**What to do:**

- Chop the fruit and put the pieces of fruit on wooden sticks.
- Put the chocolate in a bowl in the microwave and melt it slowly. Don't boil it!
- Mix the cream and the melted chocolate.
- Heat the cream and chocolate in the microwave for 20 seconds and mix it again.
- Put the fruit with the chocolate sauce.

**B Cheese straws**

**Ingredients:**

- 100g flour
- 50g butter
- 1 egg
- ½ teaspoon salt
- 75g grated cheese

**What to do:**

- Cut the butter into small pieces, and beat the egg.
- Put the flour, salt and butter into a big bowl. Rub the butter with your fingers to make very fine pieces.
- Add the cheese and the egg. Mix everything together to make the dough.
- Roll the dough with a rolling pin and then cut into long pieces.
- Put the pieces of dough on a metal tray in the oven and bake them for 180°C for 10 to 15 minutes.

**Words in context:**

cream sauce butter  
teaspoon rolling pin tray

**Work in pairs. Act out activities from the recipes. Watch and guess.**

Are you chopping fruit?  
Yes, I am.

**CHOCOLATE COOKIES**

**INGREDIENTS**

- 100g brown sugar
- 125g butter
- 1 egg
- 1 teaspoon vanilla
- ½ teaspoon salt
- 225g flour
- 200g chocolate

**WHAT TO DO**

- Cut the chocolate into small pieces.
- Mix the butter and sugar together to make a dough.
- Add the egg and vanilla and mix again.
- Now add the flour, salt and chocolate pieces and mix again.
- Make small balls of dough with your hands and put them on a metal tray. Bake the cookies in the oven at 200°C for 15 to 20 minutes.

**How to write... a recipe**

- First write a title.
- Then write the ingredients. Use abbreviations, e.g. g = grammes, ml = millilitres, °C = degrees Celsius.
- Then write what to do. Give instructions with cooking verbs, e.g. Cut..., Bake..., Add..., Don't boil...

**When you write instructions, make sure the order is clear. You can use bullet points (1, 2, 3, etc.), and words like first, next, then.**

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

Vocabulary extension with further work in the Activity Book

Writing tip to help students deal with important grammar, lexical or composition points

## Lesson 10 / Get ready for...

Review section for consolidation in the form of a comments website for the WOW! Magazine

External exams practice section

**WOW! Over to you!**

This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

**1 comments**

**Adrian** We eat a big roast dinner every Sunday. My favourite is roast chickens with roast potatoes and vegetables. The kitchen smells lovely. It's the only time when the whole family sits down to talk and eat together. We usually help cook the dinner and clear the table after we've finished.

**2 comments**

**Olivia** We made fruit salad at school. It was easy. We chopped lots of different fruit and mixed them in a bowl. Then we added orange juice. There were so many colours. It looked beautiful. It tasted good, too, but we didn't have enough spoons, so I had to use a fork!

**3 comments**

**Miguel** I've already read lots of Anansi stories, but I haven't seen a playscript before. We acted out the play about Anansi and his long, thin legs. We wore animal costumes. I was the spider. My costume had eight long legs that got longer and longer at the end of the story.

**4 comments**

**Ali** This is our jobs chart. Mum made it because my brother and I argue about whose turn it is to load the dishwasher and sweep the floor. You can see my name on this chart more often than his, because I do more jobs!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
load the dishwasher	Tina	David	Ricky	Ali			
put away the clothes	Ricky	Ali	Ali				
sweep the floor	Ali	Ricky					
water the plants	Ali	Ricky	Ali				
take the dog for a walk	Ali						
do the washing-up	Ali						

**4** Read the comments about the WOW! Magazine. Tick the comments from children who like cooking.

**5** Think about the WOW! Magazine. Tick the comments from children who like cooking.

**2** Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- What did you like best?
- What was the most interesting thing that you learned?
- How can you make jobs at home easier and more fun?

**58** fifty-eight

**Get ready for...**

**A2 Key for Schools Listening Part 3**

1 Listen very carefully the second time to make sure you have chosen the correct answer.

1 You will hear Harry talking to his friend Lucia about last Saturday.

- On Saturday morning.
  - playing hockey.
  - visiting his grandma.
  - doing the gardening.
- He was there with Harry.
  - his uncle.
  - his mum.
  - his dad.
- For lunch they had.
  - sandwiches.
  - fish and chips.
  - fish and salad.
- After lunch, Harry.
  - tidied the kitchen.
  - did the washing-up.
  - made a cake.
- Then he.
  - washed TV.
  - took the dog for a walk.
  - washed Grandma's car.

**A2 Flyers Reading and Writing Part 3**

1 Read the story. Choose a word from the box. Write the correct word for numbers 1-5. There is one example.

heard tidy lazy television floor dropped water happy saw bin

On Sunday evening, Ana was reading a book in her bedroom when suddenly she **heard** a loud noise downstairs. 'Oh dear!' she said. 'That doesn't sound good!' She ran downstairs. She found her little brother David in the kitchen. He was crying, and there was a broken plate on the (1) \_\_\_\_\_ next to him. 'What happened?' Ana asked. 'I was doing the washing-up for Mum,' said David. 'But I (2) \_\_\_\_\_ a plate!' 'Don't worry,' said Ana. 'Mum doesn't like that plate!' Ana swept the floor and David put the pieces of the broken plate in the (3) \_\_\_\_\_. Then they went to the living room. 'Let's watch a film,' said Ana. 'Oh, but I wanted to help Mum!' said David. So they decided to (4) \_\_\_\_\_ the living room. They dusted the furniture and they put away all the toys. Mum was (5) \_\_\_\_\_ when she got home. She wasn't angry about the plate!

(6) Now choose the best title for the story. Tick one box.

Mum's new plate  Helping Mum  Ana's house

**59** fifty-nine

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

## The Global Scale of English



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

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

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

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

## What is English Benchmark?

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

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

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

## Formative assessment / Assessment for learning

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

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

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

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

### Main strategies of formative assessment

The main stages of the formative assessment process are:

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

### Setting aims and criteria

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

### Monitoring students' learning

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

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

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

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

- **Mini-whiteboards**. Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Students write their answers individually and hold up the whiteboards and you get feedback from all your students at the same time!
- **Happy/sad face technique**. (also Yes/No, Stop/Go, True/ False). Use this for critical thinking development and *yes/no* answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each student – or students can make their own. After practising a skill, ask students how they feel they are doing. Alternatively, students can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers. Photocopiable cards can be found on page 284.
- **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 285.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer students the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

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

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

### Peer learning

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

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

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

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

## Independent learning and long-term formative assessment

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

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

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

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

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

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

## Using rubrics for assessment in CLIL

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

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

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

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

### Holistic rubrics

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

#### Holistic Rubric

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

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

## Analytic rubrics

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

### Analytic rubric

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

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

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

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

## Steps to make a rubric

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

- First, begin by designing an authentic task likely to help students 1) learn the curricular content, 2) develop the necessary language to learn about that content, and 3) achieve the given learning goals and key competences at the students' level, e.g. Create a questionnaire for Earth Day.
- 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](http://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.

# How to work with videos

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 5 there is a culture video for every unit. These videos contain the target vocabulary and grammar of the unit, though occasionally new words are introduced with a clear presentation of their meaning.

## When to use the video material?

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.

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

What are the techniques of working with the video material?

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

## How to use the video material?

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

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

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



# 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 5 there are nine full colour vocabulary posters. Each poster can be used for presentation or revision of vocabulary from each unit.

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

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



## Techniques of working with posters

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

### Predicting

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

### Asking questions

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

### Finding and pointing

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

### Memory game

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

### True or false?

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

### Quiz

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

### Peeping through a keyhole

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

### Singing

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

### Placing words on the poster

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

### Make your own poster

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

## Greeting the class

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

## Starting the lesson

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

## Managing the class

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

## Words of praise

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

## During the lesson - instructions

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

## During the lesson - questions

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

## Pair work/Group work

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

## Language used for playing games

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

## Useful phrases for the students

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

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### 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

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### Sing and respond

Provide a few students with one word they have to remember. (The words should come from the song 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

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### 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 286.

### 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 286.

### 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 of students (standing or sitting) turns around to face the other ss 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 286 and 287 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 288, 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 287.

### 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 ...?*

Starter

# The WOW! Team

1  Listen and read. Circle the best description for the WOW! Magazine.

a **A magazine about the world**

**b The magazine made by kids for kids**

c **Where learning is fun**



## World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Good morning, and welcome to the start of this new school year. We are the WOW! Team and we're here to tell you about our online magazine.

WOW!, or World of Wonder!, is a magazine full of funny and interesting topics just for you.

So where do we start? First we need ideas from you: ideas for topics you want to read or write about. Then we'll get started!

Yes, that's right. But how do we know what's interesting for you? Well, we ask you! And then we choose the topics for the magazine!

4 four

## Objectives

- **Lesson aims:** to describe physical appearance and use personality adjectives
- **Target language:** *brave, chatty, energetic, friendly, pretty, noisy; Good morning, Welcome, Where do we start?*





## Materials

- sheets of A4 paper, enough for each student



## Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Listening:** Can understand the main idea of a simple news story, with visual support (GSE 37).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).


## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring students' learning: Lollipop stick technique; True/False response cards technique
-  Peer learning: Expert envoy technique; pairwork; groupwork
-  Independent learning: Three facts and a fib technique

## Starting the lesson

-  Welcome ss to the first lesson. Ask ss why they think learning English is important and what kind of things they expect to learn.
- Write *What's your name? How old are you? What's your favourite hobby? Why are you learning English?* on the board.
-  Place ss in pairs and have them ask and answer the questions on the board. Ss swap pairs five times so they get to meet new ss.


## Presentation

-  Explain that in this lesson ss will meet the characters in the Pupil's Book.
- Have ss look at Lesson 1 and scan through it. Ask what they think about the lesson and what they expect to learn.


## Practice

### Pupil's Book



#### 1 S1 Listen and read. Circle the best description for the WOW! Magazine.

- Ask ss if they read magazines and, if so, what they are about.
- Ask ss to explain their answer.
- **Extension**  Write *Who are the new characters? What two ideas would you give the WOW! Team? What interesting topics do you think this course will have?* on the board. In pairs, ss discuss the opening lesson.



### Extra activity Creativity

-  Put ss in pairs. Give each pair a sheet of A4 paper. Tell ss to make a word cloud with their favourite English words. Ss present their work to the class.

#### 2 Look and read. Match the pictures to the WOW! Magazine ideas.


-  Use the Lollipop stick technique to elicit answers.
- **Extension**  Say a few statements about the text using the True/False response cards technique. Ss correct the false statements, e.g. *Cathy has a new computer. (True) Ruby wants to know about the future. (False – She wants to know about the past). Matt wants to know about staying healthy. (True) Kenny thinks travelling is boring. (False – He thinks it's important to learn about people from different countries and cultures.)*

#### 3 Read the ideas again and answer the questions.


-  Ss check answers with their partners.
- **Extension**  In pairs, ss say a name for their partners to say one thing about them, e.g. Student 1: *Rafael*, Student 2: *He likes music and drama.*

## Diversity



### Support

-  Place ss in small groups. Employ the Expert envoy technique. Ss read the text on page 5 and note any words they don't know. Ss explain words to each other. Then ss talk about each text answering these questions: *What does this person like? What do they want to know?*

### Challenge

-  Place ss in pairs. They write a paragraph about themselves for the magazine. Ss read their paragraph to the class.

#### 4 What would you like to read or write about in the WOW! Magazine? Why? Talk to your partner.

-  Ss work in pairs.
-  Use the Lollipop stick technique to have ss share their ideas with the class.

## Activity Book

#### 1 Write the names of the WOW! Team. Then read and complete.

- Ask ss to name the children in the pictures.
- Check answers as a class.


**Answer key** A Ting, B Bobby, C Lara, D Arlo  
1 fun; 2 four, team; 3 write, people; 4 ideas, read

#### 2 Match the two parts of the dialogues. Which units are they about?

- Ss look through the Pupil's Book (e.g. the Scope and sequence on pages 2–3) to answer the questions.
- Check answers as a class.

**Answer key** 2 h, 3 b, 4 i, 5 a, 6 d, 7 e, 8 c, 9 g

#### 3 Which three topics from Activity 2 do you think are the most interesting? Why? Write.

-  Use the Lollipop stick technique to elicit answers.



**This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!**

**1** **Cathy** 3 minutes ago  
I had a new computer for my birthday. I want to read about ICT and how it can help us at school. I'd also like to know how other children use ICT around the world.

**2** **Ruby** 8 minutes ago  
I went to a museum in the holidays and now I want to know more about what places were like in the past.

**3** **Matt** 40 minutes ago  
I wasn't at school today, but I heard about your magazine. I want to write about sports and learn how to stay happy and healthy.

**4** **Kenny** 6 hours ago  
I want to write about travel: good places to visit, what to take, and what to do there. My parents travelled a lot when they were younger. It's important to learn about people from different countries and cultures.

**5** **Suzanna** 16 hours ago  
My favourite subject is Natural Science. I love learning about animals: small animals like bees and birds; and big animals like tigers and elephants.

**6** **Aleisha** 21 hours ago  
I love clothes, but I stopped buying new clothes last year. We should think about why we have different clothes and where our clothes come from.

**7** **Rafael** 1 day ago  
I like music and drama. I often go to the theatre or the cinema. I'd like to know where other people go for fun in the evening or at the weekend.

**8** **Mohammed** 3 days ago  
Sometimes family life is difficult. I'd like some tips for a happy life at home.

**9** **Grant** 2 days ago  
I'd like to read adventure stories and learn what to do in an emergency. Last summer we went hiking in the mountains and we got lost.

**2** Look and read. Match the pictures to the WOW! Magazine ideas. 1 g, 2 e, 3 d, 4 c, 5 f, 6 a, 7 b, 8 h, 9 i

**3** Read the ideas again and answer the questions.

- |   |  |
|---|--|
| 1 Who had an adventure last year? <b>Grant</b>                        | 3 Who changed how they shop? <b>Aleisha</b>  |
| 2 Which girl wants to know more about places in the past? <b>Ruby</b> | 4 Which boy has some problems at home? <b>Mohammed</b>   |
|   | 5 Why does Kenny think travel is important? <b>Because it's important to learn about people from different countries and cultures.</b> |

**4** What would you like to read or write about in the WOW! Magazine? Why? Talk to your partner.

five **5**

## Finishing the lesson

- Open the Pupil's Book to Unit 1. Ask ss what they think the unit will be about and what they expect to learn in it.
- Put ss in small groups. Use the Three facts and a fib technique to discuss the lesson.

**Next lesson** Ask ss to bring in a small photo of themselves.



Lara



Arlo



Ting



Bobby

## About Us

1



Arlo

I'm eleven years old. I have dark, curly hair. I'm energetic and I never feel tired! People say I'm a fun person because I play games and I like having a good time. I love all kinds of sports, too. It's my favourite thing in the world. I like football and running, and I'm tall, so basketball is one of my best sports. I started playing in the school team this year.

2



Lara

Hello. I'm ten and I have long, dark hair and brown eyes. My friends say I'm pretty. I think they're being kind! They also say I'm bossy. I love telling people what to do. I just want to help, that's all! I'm also brave and I'm not scared of anything. I travelled a lot when I was young and I love learning about the world. I can speak English, Spanish and I'm learning Japanese!

3



Bobby

Hi! I'm ten years old, too. I think I'm quite clever because I'm good at Maths and Science. And people say I'm handsome! Haha! What do you think? I'm medium height and I have dark hair and brown eyes. I like Natural Science and I care about animals and plants. I'm creative, too, so I designed the WOW! Magazine. I have a dog called Storm and I love walking him and looking after him.

4



Ting

Hello, everyone! I'm eleven years old. I'm short and I have straight, black hair and dark eyes. I'm chatty and friendly. I came to this school last year, but I talked a lot and made new friends quickly. I love computers and ICT, too. People say I'm noisy, but really I just like talking and singing. I love going to the cinema and visiting new places, so I always have lots to talk about!

## Objectives

- **Lesson aims:** to use descriptive adjectives
- **Target language:** *medium height, pretty, handsome, fun, brave, noisy, friendly, bossy, kind, chatty, energetic, clever, creative, tall*





## Materials

- large sheets of paper

## Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Speaking:** Can describe someone's personality in a basic way, if guided by prompts (GSE 39).



## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring students' learning: Lollipop stick technique; Basketball technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique

## Starting the lesson






- Have ss say what the previous lesson was about.

## Presentation



-  Explain that in this lesson ss will use adjectives to describe people.
-  Use the Lollipop stick technique to have ss come to the front and describe themselves.

## Practice


### Pupil's Book

- 1  **S2 Listen and read the About Us page. Write the name of the correct person on each profile.**
  - Have ss say what they remember about each character.
  -  Ss complete the activity individually and check answers with their partners.
  - **Extension**  Put ss in pairs. They say two things about the characters, one of which is incorrect. Their partners correct the false statement.
- 2 **Read the About Us page again and write the answers to the questions.**
  -  Use the Lollipop stick technique to elicit answers.
  - **Extension** Students write down all the adjectives they can find.
  -  Ss write two more questions to ask their partners.

- 3 **Use adjectives from the WOW! Team profiles to write descriptions.**

- Say *I like making new friends and I like drawing. What am I?* Elicit *friendly* and *creative*.
-  Ss complete the activity in pairs. Check answers as a class.
- **Extension**  Place ss in pairs. Ss make sentences about themselves using the adjectives. Their partners respond by giving definitions, e.g. Student 1: *I'm fun and brave.* Student 2: *You like playing games and having a good time. You aren't afraid of anything.*

- 4  **What are you like? Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.**

- Ss work individually noting down the adjectives to describe themselves.
-  In pairs, ss talk about themselves and see if they have some adjectives in common.


## Diversity



### Support

- Before starting the activity, write all characteristic adjectives on the board. Ss define them, e.g. *bossy – a person who likes telling people what to do; clever – smart.*

### Challenge

- Ss write a few sentences about their family members using the adjectives.

- 5  **Play a guessing game in groups. Take turns to describe somebody in your class.**


-  In groups, each student gives a description of one student from the group for the rest to guess.
-  Use the Lollipop stick technique to have ss describe a student in the class for the rest of the class to guess.

## Extra activity Fast finishers

- Ss think about their favourite actors and write a few sentences about them describing them physically and characteristically.


## Activity Book

- 1 **Read and circle the correct words.**

- Ask ss to define the words in bold.
- Ss complete the activity and check answers as a class.
- **Extension**  In pairs, ss write sentences with the adjectives left in each sentence.

**Answer key** 2 long, 3 dark, 4 straight, 5 good, 6 brown, 7 medium-height, 8 friendly

- 2 **Read the descriptions and write the adjectives.**

- Ask a volunteer ss to read the words in the box. Make sure ss understand them.
- Ss complete the activity individually.
-  Use the Lollipop stick technique to check answers as a class.

**Answer key** 2 brave, 3 energetic, 4 pretty, 5 noisy, 6 chatty



1 Listen and read the About Us page. Write the name of the correct person on each profile. 1 Arlo, 2 Lara, 3 Bobby, 4 Ting

2 Read the About Us page again and write the answers to the questions.

- 1 Who designed the magazine? Bobby      3 Who is good at sports? Arlo  
 2 Who talks a lot? Ting      4 Who travelled a lot? Lara

3 Use adjectives from the WOW! Team profiles to write descriptions.

medium height    pretty    handsome    fun    brave    noisy    friendly  
 bossy    kind    chatty    energetic    clever    creative    tall

- 1 He isn't tall or short. He talks a lot. He's medium height and chatty.  
 2 She likes making friends. She says nice things to people. She's friendly and kind.  
 3 He's 1 metre 80 and he never feels tired. He's tall and energetic.  
 4 He has a nice face. He likes playing games and having a good time. He's handsome and fun.  
 5 She has a beautiful face. She isn't frightened of anything. She's pretty and brave.  
 6 He shouts and sings a lot. He's very good at Science, Maths and English. He's noisy and clever.  
 7 She tells people what to do. She has lots of new ideas. She's bossy and creative.  
 8 She isn't frightened of anything. She's brave.

4 What are you like? Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.



I'm energetic. I love sports. I'm like Arlo.



I'm clever and I'm good at Maths, like Bobby. How about you?

5 Play a guessing game in groups. Take turns to describe somebody in your class.



This person is bossy and chatty.



Is it Emily?



I know! It's Jacob!

seven 7

3 Read and complete the adjectives.

- Ss complete the activity individually.
- Use the Basketball technique to check answers as a class.

**Answer key** 2 handsome, 3 clever, 4 kind, 5 bossy, 6 creative

4 Complete the sentences about you and your partner. Then compare your answers.

- Ss present their work to the class.

## Finishing the lesson

- Put ss in small groups. Give each group a large sheet of paper. They make a profile for each member of the class, using the *About Us* text as an example. Ss glue their photos next to the paragraphs about them.
- Make a classroom display.
- Use the Summative questions technique to have ss make sentences about their learning today.

# 1

# Free-time fun

## WOW!

## World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Lots of you wanted to talk about free-time activities. Take a look at the sports and hobbies here. How many do you know?

Arlo has a question for you. Can you think of some answers?



...

...

...

WOW! Question



...

...

...

Arlo 3 minutes ago

Why do we do sports and hobbies?

### In this unit I will ...

- learn words for sports and hobbies
- use the Present simple and Present continuous tenses
- use state verbs
- read a cartoon story
- learn about sports and hobbies in different countries
- work in a group to make a library of mini-books
- learn how to make and respond to suggestions
- read and write an interview about a sport



...

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8 eight