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TEAM 6

Together

TEAM 6 Together

Teacher's Book with Digital Resources



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Pearson

Scope and sequence

Unit	Vocabulary	Grammar	Literacy
5 Let's get started!			
1 City life	City tourism Travel and transport	<i>used to</i> Present continuous for future plans Present simple for timetables	Literature: a picture story Reading and writing: articles
2 Our future	Jobs Life events	<i>will</i> for predictions <i>might, may</i> and <i>could</i> for predictions	Literature: a poem Reading and writing: blogs
3 Let's read!	Books Adjectives	Reported speech: statements Present simple and Past simple passive	Literature: a mystery story Reading and writing: detective stories

Mateo's Learning Club Language booster 1

4 Our planet	The environment Extreme weather	Modal verbs of obligation Reported speech: questions and commands	Literature: a diary Reading and writing: reports
5 Adventure Sports	Extreme sports Geography	Reflexive pronouns Past perfect	Literature: an adventure story Reading and writing: brochures and adverts
6 Spend or save?	Shopping Imaginary situations	Zero and first conditionals Second conditional	Literature: a poem Reading and writing: emails

Mateo's Learning Club Language booster 2

7 Let's talk!	Communication Feelings	<i>(not) as ... as</i> Question tags	Literature: a play Reading and writing: interviews
8 Inventions	Inventions Health and medicine	Relative pronouns Embedded questions	Literature: a biographical story Reading and writing: letters
9 It's party time!	Music Having a party	Verb patterns: <i>-ing</i> / infinitive Verb patterns: object + infinitive	Literature: a story Reading and writing: descriptions

Mateo's Learning Club Language booster 3

Culture	English in action	Pronunciation	Get ready for...
Big city, little city Project: a fact file about a city	Asking for travel information Excuse me, how much is a return ticket to Berlin?	Rising and falling intonation in questions	A2 Key and B1 Preliminary for Schools Listening Part 1 Speaking Parts 2/3
Celebrating life events Project: a poster about a traditional celebration	Making and responding to offers of help Would you like a hand? That would be great!	Sentence stress with modal verbs	A2 Key for Schools Reading and Writing Part 1 Listening Part 3 B1 Preliminary for Schools Reading Part 1 Listening Part 4
Mysteries with no answers Project: a presentation about an unsolved mystery	Agreeing and disagreeing You're absolutely right. I (totally) disagree.	Rising and falling intonation when agreeing and disagreeing	A2 Key for Schools Reading and Writing Part 3 B1 Preliminary for Schools Reading Part 3 Speaking Part 2

Think like a scientist! How can we compare and contrast things?

Climate change and animals Project: an action plan to help an endangered animal	Giving advice Perhaps you ought to ...	Silent letters	A2 Key for Schools Reading and Writing Part 4 Listening Part 1 B1 Preliminary for Schools Reading Part 5 Listening Part 1
Ready for something new? Project: a poster about a new sport for PE lessons	Asking and saying what you prefer Would you rather go jogging or play golf? I'd rather go jogging.	Sentence stress with Past perfect	A2 Key for Schools Listening Part 4 Speaking Part 2 B1 Preliminary for Schools Listening Part 2 Speaking Parts 3/4
Interesting markets Project: a tourist leaflet about an interesting market	Making a complaint I'm afraid I have a complaint about this jacket.	Strong and weak forms in the second conditional	B1 Preliminary for Schools Reading Part 4 Listening Part 2

Think like a scientist! How can we give an explanation?

Communicating without words Project: a poster about a language that doesn't have words	Giving your opinion Personally, I think ... I'm certain that ...	Rising and falling intonation in question tags	A2 Key for Schools Reading and Writing Part 1 Speaking Part 2 B1 Preliminary for Schools Reading Part 1 Speaking Part 3
Young inventors Project: a fact file about a famous inventor	Talking about how sure you are I'm quite sure. I doubt it.	Sentence stress in relative clauses	A2 Key for Schools Listening Part 1 B1 Preliminary for Schools Listening Part 1 Writing Part 2
Don't stop the music! Project: a website for your own music festival	Saying thank you and responding to thanks I'm really grateful. Don't mention it.	Sentence stress in verb patterns with infinitive	B1 Preliminary for Schools Reading Part 2 Writing Part 1

Think like a scientist! How can we talk about chronology?

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 6, 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 6 features a group of Primary children who run an online magazine called the World of Wonder! or WOW! Magazine.

Sophia, Mateo, Mei and Alex 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 6 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 put 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 articles, blogs and reports. Students follow a model text and step-by-step instructions to create their own pieces of writing. The *How to write ...* and *Writing Tip* boxes offer extra support and draw students' attention to some of the challenging aspects of writing.

Further support and extension activities can be found in the Activity Book.

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate*  activity where students can put the newly acquired contents into practice and personalise them
- Lesson 4 contains an information gap activity which provides a fun and motivating way to get students to speak in a less controlled manner
- Lesson 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* 6 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.

21st century skills

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

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

Other 21st century skills covered in *Team Together* include:

Social and cultural awareness: Lesson 6 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.



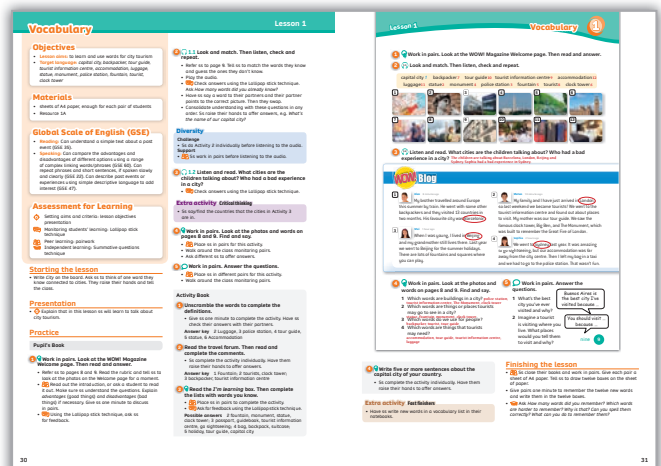
Teacher's Book

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

The 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.

Tests

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

There is also one Placement test and one preparation test for *A2 Key for Schools* and *B1 Preliminary for Schools* exams.

The worksheets and audio are available in the teacher's resource area online.

Photocopiable resources

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

Presentation tool

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

Online practice and pupil resources

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

Posters

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

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

The Classroom posters contain five posters that can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.

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

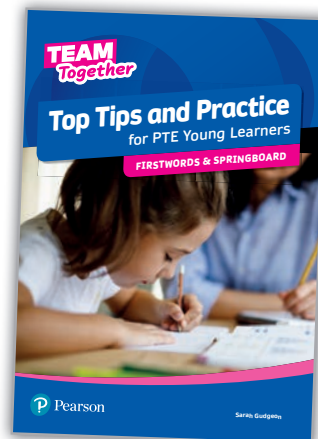


Vocabulary Booster

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

Top Tips and Practice for PTE Young Learners

To accompany *Team Together*, these two practice books offer strategies, guidance and practice papers for the PTE Young Learners tests, grouped together into tests for younger and older learners.



Unit walkthrough

Lesson 1

Think! exercise to activate students' previous knowledge

Photographic vocabulary presentation

4 Our planet

WOW! World of Wonder! Magazine

48 forty-eight

Lesson 1 Vocabulary 4

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 Look and match. Then listen, check and repeat.

protect the environment climate change save water plant trees switch off lights
waste energy? recycle pollution destroy the rainforests pick up rubbish
use renewable energy global warming

3 Listen and read. Which children helped the environment and how?

WOW! Blog

1 Mateo: I love nature and my favourite place is the sea but I'm worried about global warming. We have to do everything we can now to stop climate change.

2 Mia: During the summer, we took part in the Great British Beach Clean. I picked up more than 30 pieces of rubbish from the beach. I couldn't believe how much there was. We should always put our litter in a bin.

3 Mia: We did a project on renewable energy last term. I made an oven out of an old pizza box and sunlight. It was so cool!

4 Alex: Last year, my aunt gave me a tree for my birthday. She said that people shouldn't destroy the rainforests and we should plant trees instead. So I planted the tree in my garden and I can watch it grow every year.

4 Look at the words in Activity 2 and put them into two groups.

Our planet's problems Things we can do to help our planet

5 Work in pairs. Answer the questions.

1 What things do you recycle? Can you think of any other things you could recycle?
2 How do you save water?
3 How do you save energy?
4 What can we do to stop pollution?
5 Do you use renewable energy? What type?

49 forty-nine

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

Mateo: How about recycling more things?
Alex: Yes, good idea. At the moment, there are recycling boxes for paper, but what about plastic? We use a lot of plastic bottles and we shouldn't just throw them away.
Mateo: I agree. What about water? Can we do anything to save water? Yesterday I found the hot water running in the sink in the school bathroom.
Alex: We mustn't do that because it wastes energy and water.
Mateo: OK. So we need to let everyone know about the competition. Shall I put it in the newsletter?
Alex: No, we needn't do that. Let's put our ideas up on the WOW! website and ask people for other suggestions, too.
Mateo: Brilliant! Come on, we must go or we'll be late for our next lesson.
Alex: Mateo, I hope you aren't going to forget to turn off the computer and switch off the lights!
Mateo: No! I was just about to do that! Alex, close the door behind you ...!

Mateo: Hey, look at this website. There's a competition to see which school can save the most energy. We should take part in it!
Alex: I think that's a great idea.
Mateo: Me too! What can we do to save energy then?
Alex: I know! We need to switch off lights and turn off computers when we leave a room.
Mateo: And we must close doors, too. That will keep the classrooms warm. What else should we do?

1 Listen and read. What expressions are the children going to take part in?
2 Read the dialogue again and answer the questions. Talk to your partner.
1 What are the WOW! Team going to do when they leave a classroom?
2 Why are they going to close doors?
3 What recycling boxes do they already have?
4 What recycling boxes do they need?
5 How are they going to tell the other students about the competition?
6 What should Mateo do when he leaves the classroom?

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.
Brilliant! I know! Me too!

1 I watched a programme on TV last night about the future of our planet.
2 How can we save energy?
Let's switch off some of the lights.
3 We won the competition!
4 Imagine that your school is taking part in the same competition. What would you do to save energy at school?

5 Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.

6 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Modal verbs

We should take part in the competition.
We shouldn't throw away plastic bottles.
We must close doors.
We mustn't waste water.
We need to switch off the lights when we leave a room.
We needn't put our ideas in the newsletter.

We use **should** when you think something is / isn't the right thing to do.
We use **need to** and **must** when it is / isn't necessary to do something.
We use **needn't / mustn't** when it is **not** necessary to do something.
We use **shouldn't / mustn't** when it is necessary **not** to do something.

7 Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.

8 Talk about the rules at your school. Use the modal verbs from the grammar box.

We must wear school uniform. We should work hard. We need to be polite.
We mustn't use mobile phones. We shouldn't forget our homework. We needn't bring any money to school.

9 Listen. For each question, choose the correct picture.

1 Mark is talking to his mother. What must he recycle?
A B C

2 Sara is talking to her father. What should she do to save energy?
A B C

3 Listen again. Are these sentences true or false? Say why.

1 a Mark's mum is going to use the plastic water bottle again.
b She has finished reading the newspaper.
c Mark should leave the glass bottle by the sink.
2 a Sara's family should have showers instead of baths.
b When they brush their teeth, they always turn off the water.
c Sara usually goes to school by car.

7 Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.

You needn't have a bath every day. You should have quick showers.

50 fifty

51 fifty-one

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

WOW! Book club

A frightening experience

Dear Diary,

Yesterday I had one of the most frightening experiences of my life! I was woken up early by a large storm. I got up and looked out of the window at our house. I looked to the left, thunder and lightning was coming. It wasn't scary at first but...

Lesson 5

Vocabulary and Grammar

1 Look and match. Then listen, check and repeat.

hurricane tornado gale
thunder and lightning
heatwave drought forest fire
volcano tsunami flood
avalanche snowstorm

2 Read the diary in Lesson 4 again. How many weather words can you find?

3 Match the people in the story to the words they said.

Jake Jake's dad the hotel manager

1 "What's a hurricane?"
2 "Don't worry! A hurricane is just a big storm."
3 "Do you know what to do?"
4 "Go to the dining room, please."
5 "Don't panic."
6 "Hold my hand."

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Reported speech: Wh- questions

What is a hurricane?
I asked my dad what a hurricane was.
Reported speech: yes/no questions
Do you know what to do?
I asked him if he knew what to do.

Reported speech: commands

Don't panic!
The hotel manager told us to get out.
Don't panic!
He told me not to panic.

When we report questions, we change present tenses to past / future tenses, and we sometimes change / don't change pronouns, for example you becomes he. When we report Wh- questions, we use say / ask + question word. When we report yes/no questions, we use ask / feel + if. When we report commands, we use ask / tell + pronoun + to + verb.

5 Zara is telling Mario about a radio interview. Listen and answer the questions.

1 What four questions did the presenter ask?
2 What four commands did the scientist give?
3 Work in pairs.
1 Ask and answer two questions about natural disasters.
2 Give two commands about what to do.
3 While you talk, note down your partner's questions and commands.
4 Report the questions and commands back to your partner. Are you correct?

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

WOW! Culture

Climate change and animals

We often hear about how global warming might change our lives, but what about the lives of animals? Scientists have found that some animals might become extinct because of climate change.

Sea ice and polar bears

The sea ice in the Arctic is getting smaller each year. It is 30% smaller now than it was in 1979. In some areas, it melts completely in the summer. This is causing problems for polar bears. These beautiful white bears go onto the sea ice to find their food. This means that they are in danger because they can't find enough food to eat.

Bamboo and giant pandas

Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, so climate change could cause problems. If there isn't enough bamboo, then pandas won't survive. A recent survey only found 1,864 pandas, so we must protect these amazing animals.

Global warming and diseases

Scientists are worried because as the Earth gets hotter, there will be more diseases. These can be passed from humans to gorillas, so they might be in danger in the future. Mountain gorillas live in central Africa. In some ways, they can adapt well to climate change. They can live in high temperatures and they eat a lot of different foods. But there are very few mountain gorillas left in the wild. We think there are only about 800, so we must protect them from diseases.

So what can we do to help these animals? We must do everything we can to slow down climate change, so that we do not put them in danger. Also, we must protect their homes and make sure they have enough food.

Project

Write an action plan for how you can help an endangered animal.

1 In groups, choose an animal that is in danger because of climate change. Use one from the box or find your own.

snow leopard African/Asian elephant green sea turtle cheetah tiger

2 Decide who will research to find out more about the following ideas:

- adopting an animal
- protecting natural habitats
- organising a sponsored event
- visiting wildlife centres

3 Discuss and choose the three best ideas.

4 Present your action plan to the rest of the class.

Lesson 7

English in action

Giving advice

1 Listen and read. Answer the questions.

1 What does Paulo want to do?
2 How is Mrs Taylor helping him?

2 Read the dialogue again. Find five pieces of advice that Mrs Taylor gives Paulo. Use the Say / If box to help you.

My friends and I want to do something to help animals that are in danger. Do you have any ideas?

Yes, of course. First of all, I think you should find out what animals you can help in your area. Why don't you look online to find out more? You could always help to pick up rubbish from the beach, too.

Oh yes. That's a good idea. Perhaps you ought to put a notice in the school newsletter as well.

OK. Yes, I can do that.

Also, if I were you, I would have a look at your garden and make sure that it's safe for animals and birds.

Giving advice

I think you should...
Perhaps you ought to...
You could always...
If I were you, I would...
Why don't you...?

3 Take it in turns to give each other advice. Use the Say / If box to help you.

- revise for an English test - how?
- buy a birthday present - where?
- go out for lunch - which cafe?
- play a new computer game - which game?
- go to the cinema - which film?
- download a new song - which song?

Perhaps you ought to learn some vocabulary.

Pronunciation

4 Listen and read. Which letters don't we pronounce? Then listen again and repeat.

We **don't** waste water during a **drought**. They **shouldn't** pollute the environment. You needn't worry about thunder and lightning.

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

Monitoring progress and exam readiness with *Team Together*

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

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

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

The Global Scale of English



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

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

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

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

What is English Benchmark?

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

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

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

Formative assessment / Assessment for learning

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

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

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

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

Main strategies of formative assessment

The main stages of the formative assessment process are:

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

Setting aims and criteria

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

Monitoring students' learning

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

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

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

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

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

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

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

Peer learning

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

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

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

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

Independent learning and long-term formative assessment

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

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

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

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

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

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

Using rubrics for assessment in CLIL

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

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

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

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

Holistic rubrics

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

Holistic Rubric

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

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

Analytic rubrics

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

Analytic rubric

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

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

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

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

Steps to make a rubric

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

- First, begin by designing an authentic task likely to help students 1) learn the curricular content, 2) develop the necessary language to learn about that content, and 3) achieve the given learning goals and key competences at the students' level, e.g. Create a questionnaire 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) 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 6 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 6 there are nine full colour vocabulary posters. Each poster can be used for presentation or revision of the 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

Draw the word

Place a set of word cards on the desk. Draw a box on the board. Ask a pupil 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 pupil shows the word card to the class.

Games with songs

Sing and respond

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

Sing and stand in the correct order

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

Performances

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

TPR activities

What does the picture present?

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

Alternative bingo

Ask each pupil 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 pupil. The pupil has to say a word from the category you chose. If the pupil 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 pupil 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 pupil 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 pupil 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 pupil 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) turn 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

Let's get started!

1  Listen and read. Who are these children? *They are the new WOW! team.*



World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Good morning, everyone, and welcome to Year 6! We're your new WOW! Team! We're in our last year of primary school now. It's going to be an exciting year for us all and for the magazine!

Arlo, Lara, Bobby and Ting did such a great job on the magazine last year. We hope we can make it just as good this year.

Do you remember how it works? The WOW!, or World of Wonder!, magazine is full of articles just for you. You tell us what you want in your magazine and we'll make it for you!

So, we need to hear your ideas! What do you want to read about? What do you want to talk about? Tell us and we'll get to work!

4 four

Objectives

- **Lesson aims:** to revise vocabulary to describe people; to introduce the new WOW! team; to introduce the unit topics
- **Target language:** describing people (revision)





Materials

- a ball
- Yes/No response cards
- sheets of A4 paper, enough for each student (fast finishers)


Global Scale of English (GSE)

- **Listening:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **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 give brief reasons for their opinions on familiar topics (GSE 48).


Assessment for Learning

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

Starting the lesson

-  Write *sports, hobbies, TV programmes, school subjects, clothes* on the board. Using the Lollipop stick technique, ask ss to say a word connected to one of the topics. Specify a topic for each student.
- Ask *What are your favourite sports/hobbies/TV programmes/school subjects/clothes?* and elicit answers.

Presentation

-  Explain that in this lesson ss will meet the new WOW! team.


Practice

Pupil's Book

1 S1 Listen and read. Who are these children?

- Refer ss to page 4. Ask ss to look at the pictures and to raise their hands to describe the children.
- Play the audio.
- Check comprehension with questions: *What does WOW stand for? (World of Wonder) What is in the magazine? (articles for primary school students)*
- **Extension** Tell ss to work in pairs and think of answers to Mei's questions.
- Ask for feedback and promote class discussion: *Do you agree? Is that an interesting topic? What's your idea?*

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

- Ss work individually and write their answers in their notebooks. Then they compare ideas with a partner.
-  Ask ss to read out their answers using the Lollipop stick technique. Ask them to give reasons for their answers, saying key words and describing what they can see in the pictures.

Diversity


Challenge

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

Support

- Struggling ss prompt from the book.

3 Look again at Activity 2 and talk to your partner.

- Ask two ss to read out the questions.
- Walk around the class monitoring pairs.
- Promote class discussion: *Who is most interested in inventions?* Ss raise their hands. Ask different ss to give reasons why.
-  Using the Lollipop stick technique, ask ss to offer ideas for more topics and write their ideas on the board.

Extra activity Critical thinking

- Ask ss to think of reasons why their own ideas for topics are good for the magazine.


Activity Book

1 Read and complete the sentences.

- Ss complete the activity individually. Have ss check their answers with their partners.

Answer key 1 Team; 2 Everyone; 3 articles, read; 4 reading, ideas

2 Read the ideas on Pupil's Book page 5 again. Then write the names.

- Ss work individually.
-  Check answers using the Lollipop stick technique.

Answer key 2 Hannah, 3 Dominic, 4 Selina, 5 Luisa, 6 Ali, 7 Martin, 8 Jasiek, 9 Tara

3 How interesting are these topics for you? Number them from 1 (the most interesting) to 9 (the least interesting).

- Ss work individually and then compare answers with a partner.
- Have a class vote for the most interesting topic.

Extra activity Fast finishers

- Have ss close their books and write down the topics they remember from Activity 2.

Finishing the lesson

-  Ask *Which do you think will be your favourite topic for the WOW! Magazine?*



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

1

Hannah, 11, England 2 minutes ago

I'm new to London and it's such a big city! It's very exciting, but it can be a bit scary sometimes. I want to read more about life in big cities.



3

Martin, 12, Australia 4 minutes ago

I can't believe this is our LAST year at primary school! It's time to start thinking about the future. I want to read about jobs that I might do or exciting things that might happen to me in the future!



f

6

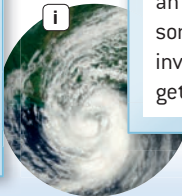
Selina, 11, Jamaica 20 minutes ago

We've had a lot of stormy weather this summer on our island. I want to read articles about why the weather is changing and what we can do to stop it.

8

Riya, 10, Brazil 1 hour ago

I've just finished reading a brilliant book about a mystery. I loved it! I want to read more about mysteries!



i

5

Jasiek, 10, Poland 10 minutes ago

My older sister loves sending texts to her friends on her phone. But I prefer talking to my friends face-to-face! Why do some people spend so long on their phones?

7

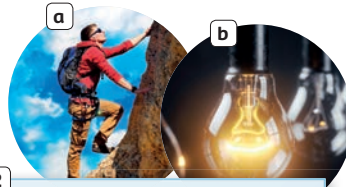
Luisa, 11, Argentina 1 hour ago

In the future, I want to be an inventor! I want to read some articles about great inventions, so that I can get some ideas of my own!



c

2



a

b

Tara, 11, South Africa 3 minutes ago

Last month, we went hiking. It was so exciting! While I was hiking, I thought about all the other adventures I could have. I want to read some stories about adventure.

4

Dominic, 12, USA 10 minutes ago

I love shopping! I want to hear about different types of shopping around the world. Is it the same or is it different?



e

g



h

9

Ali, 10, India 1 day ago

I enjoy playing the flute every day. I want to read articles about music! I wonder how people use music in different ways around the world.

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

1 e, 2 a, 3 d, 4 c, 5 g, 6 i, 7 b, 8 h, 9 f

3 **Look again at Activity 2 and talk to your partner.**

- 1 Which of the topics that the children talk about are you most interested in and why?
- 2 What other topics would you like to see in the WOW! Magazine? Why?



Mateo



Mei



Alex



Sophia

About Us

1



Hello. Nice to meet you! I'm ten years old. I'm going to be eleven very soon – my birthday is on 23rd September. My grandmother comes from Argentina, so I can speak English and some Spanish, too. We often go to Argentina in the summer holidays. I have two sisters and a brother. In my free time, I love reading and writing. At school, my favourite subject is English because we read a lot of interesting books. I also enjoy going ice skating and playing table tennis. I'm looking forward to writing some articles for the magazine this year!

2



Hi! I'm eleven years old and I'm English. My favourite sport is football. I love football because it's exciting and fun to be part of a team. I play football every day of the week! My dad is my hero because he was the first person to show me how to kick a ball when I was a little boy! I'm interested in other sports and I love adventure as well. I do athletics and I go cycling. In the winter, I go snowboarding and skiing. I never sit still for very long! I also love taking photographs. I promise I'll take some interesting ones for the magazine this year!

3



I'm eleven years old and I come from Spain. My family and I moved to England two weeks ago and I've just started at this school. I miss my old friends and I miss the sea, but it's great to move to a new country and I love London! All the students here are very kind and I've already made a lot of new friends. I really love science and nature and I'm very interested in learning about our planet. I ride my bike to school every day because I want to keep our planet clean. I will try to find interesting articles about science for our magazine.

4



Hello, everyone! I'm eleven and I come from China. We moved to the UK because of my mum's job. I'm excited to be part of the WOW! Team this year! It's a great way to make new friends. I really love design. In my free time, I design and make my own clothes. I made these comfortable trousers and this top! I also love watching TV. I like documentaries and drama series best. I'm going to design the WOW! Magazine this year. I hope you like it!

Objectives

- **Lesson aims:** to introduce the characters; to revise questions words
- **Target language:** revision of question forms

Materials

- a ball

Global Scale of English (GSE)

- **Reading:** Can follow extended stories and texts written in simple, familiar language, if supported by pictures (GSE 44).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can talk about their hobbies and interests, using simple language (GSE 34). Can ask a range of questions in guessing games to find the answer (GSE 36). Can ask someone simple questions about their life and experiences (GSE 36).
- **Listening:** Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures (GSE 33).

Assessment for Learning

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

Starting the lesson

- Ask different ss these questions: *How old are you? Where do you come from?*
- Call out these activities one at a time and ask ss to respond to which ones they do, using their Yes/No response cards: *reading, writing, playing the piano, playing table tennis, playing football, athletics, cycling, snowboarding, skiing, taking photographs, making clothes, watching TV.*

Presentation

- Explain that in this lesson ss will learn more about the new WOW! team members.

Practice

Pupil's Book

- 1 **S2 Listen and read. Match the photos to the WOW! Team.**
 - Refer ss to page 6. Ask different ss to describe the appearance of the children in the photos before they listen and read.
 - Play the audio. Ss write their answers in their notebooks.
 - Check answers using the Lollipop stick technique.

Extra activity Critical thinking

- Ask ss to say what they have in common with the WOW! team members, e.g. *Sophia is going to be eleven soon. I'm also going to be eleven soon.*

- 2 **Read the About Us page again. Talk to your partner.**

- Place ss in pairs for this activity.
- Check answers and ask for feedback using the Lollipop stick technique.

- 3 **S3 Listen and circle the correct option to complete the questions. Then match to the answers.**

- Ss choose and match individually.
- Play the audio. See page 270 for audioscript.
- Check answers using the Lollipop stick technique. Play the audio again if necessary.

- 4 **Work in pairs. Take it in turns to ask and answer the questions in Activity 3. Can you find three things that are the same and three things that are different?**

- Ask different ss to read out the questions in Activity 3 to make sure all ss have the correct versions.
- Place ss in pairs for this activity.
- Place two pairs together to compare things that are the same and different.
- Ask pairs to demonstrate one question and answer each.
- **Extension** Ss think of one extra question to add to Activity 4. They then ask and answer their questions in pairs. Monitor pairwork and help where necessary.

- 5 **Play a guessing game about question words. Can your partner guess the answer?**

- Place ss in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask for feedback using the Lollipop stick technique.

- 6 **Work in groups to find out some information about your classmates.**

- Place ss in groups of four for this activity.
- Ask different groups to demonstrate two of their questions.
- **Extension** Ss stand up and mingle, asking and answering questions about themselves.

Activity Book

- 1 **Read the text on Pupil's Book page 6 again and circle T (true) or F (false). Then explain your answers.**

Answer key 2 T – She loves reading and her favourite subject is English.; 3 T – It's fun to be part of a team.; 4 F – He goes snowboarding and skiing.; 5 F – He lives in London and he misses the sea.; 6 T – All the students are very kind.; 7 F – She comes from China.

- 2 **Answer the questions about the WOW! Team members. Give reasons.**

Answer key 2 Mei, because she loves design and she makes her own clothes.; 3 Mateo, because he's interested in science, nature and the environment.; 4 Sophia, because her family is from Argentina and she spends holidays there. Mateo, because he comes from Spain and he has just arrived in the UK.

Diversity

Challenge

- Ss do Activities 1 and 2 individually. Ask different ss to write the answers on the board.

Support

- Ss do Activities 1 and 2 in pairs. Write the answers on the board.

1 Listen and read. Match the photos to the WOW! Team. *Mateo - 3, Alex - 2, Mei - 4, Sophia - 1*

2 Read the About Us page again. Talk to your partner.

- 1 What are the WOW! Team going to do for the magazine this year?
- 2 Which job would you like to do on the magazine? Why?
- 3 Do you have a magazine at school?

Sophia is going to write some articles for the magazine. Alex is going to take some photos. Mateo is going to find articles about science. Mei is going to design the magazine.

3 Listen and circle the correct option to complete the questions. Then match to the answers.

- | | |
|--|---|
| 1 Where <u>do</u> does you come from? <i>c</i> | a My birthday is on 4 th March. |
| 2 How <u>many</u> years / <u>old</u> are you? <i>f</i> | b I have one older brother. |
| 3 <u>When</u> / <u>Who</u> is your birthday? <i>a</i> | c I come from England. |
| 4 How <u>many</u> / <u>much</u> brothers and sisters do you have? <i>b</i> | d My favourite sport is football. |
| 5 <u>What</u> / <u>Why</u> 's your favourite sport? <i>d</i> | e I love football because it's exciting and fun to be part of a team. |
| 6 What / <u>Why</u> do you like football so much? <i>e</i> | f I'm eleven years old. |

4 Work in pairs. Take it in turns to ask and answer the questions in Activity 3. Can you find three things that are the same and three things that are different?

5 Play a guessing game about question words. Can your partner guess the answer?

who what where why how many when

6 Work in groups to find out some information about your classmates.

- 1 Write six questions of your own using the question words from Activity 5.
- 2 Ask questions about some of the topics in the box or use your own ideas.
- 3 Work with another group. Ask and answer questions.

sports hobbies TV programmes school subjects clothes

seven **7**

3 Read and complete the questions and write your answers. Then ask and answer with your partner. Write their answers in your notebook.

- Give ss a few minutes to complete the activity. Then they can compare answers with other ss.
- Place ss in different pairs for this activity.

Extra activity Fast finishers

- Ss find the free-time activity words on page 7 that they like and write them in their notebooks.

Finishing the lesson

- Ask *What can you remember about the team members?*

1

City life

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

We love visiting big cities! There's so much to do and see! Look at the photos here. How many words do you know for places in cities? How many words for different ways to travel around?

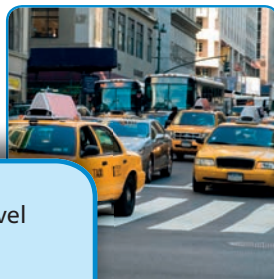
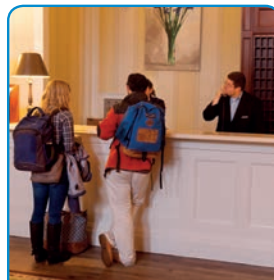


Alex has a question for you. Can you think of some answers to his question?

WOW! Question



Alex 3 minutes ago
What are the advantages and disadvantages of big cities?



In this unit I will ...

- learn words for city tourism, travel and transport
- use *used to* to talk about the past
- read a picture story
- use the Present continuous and Present simple to talk about the future
- learn about big and small cities
- work in a group to write a fact file about a city
- learn how to ask for travel information
- read and write magazine articles



8 eight