

TEAM 2 Together

Teacher's Book with Digital Resources



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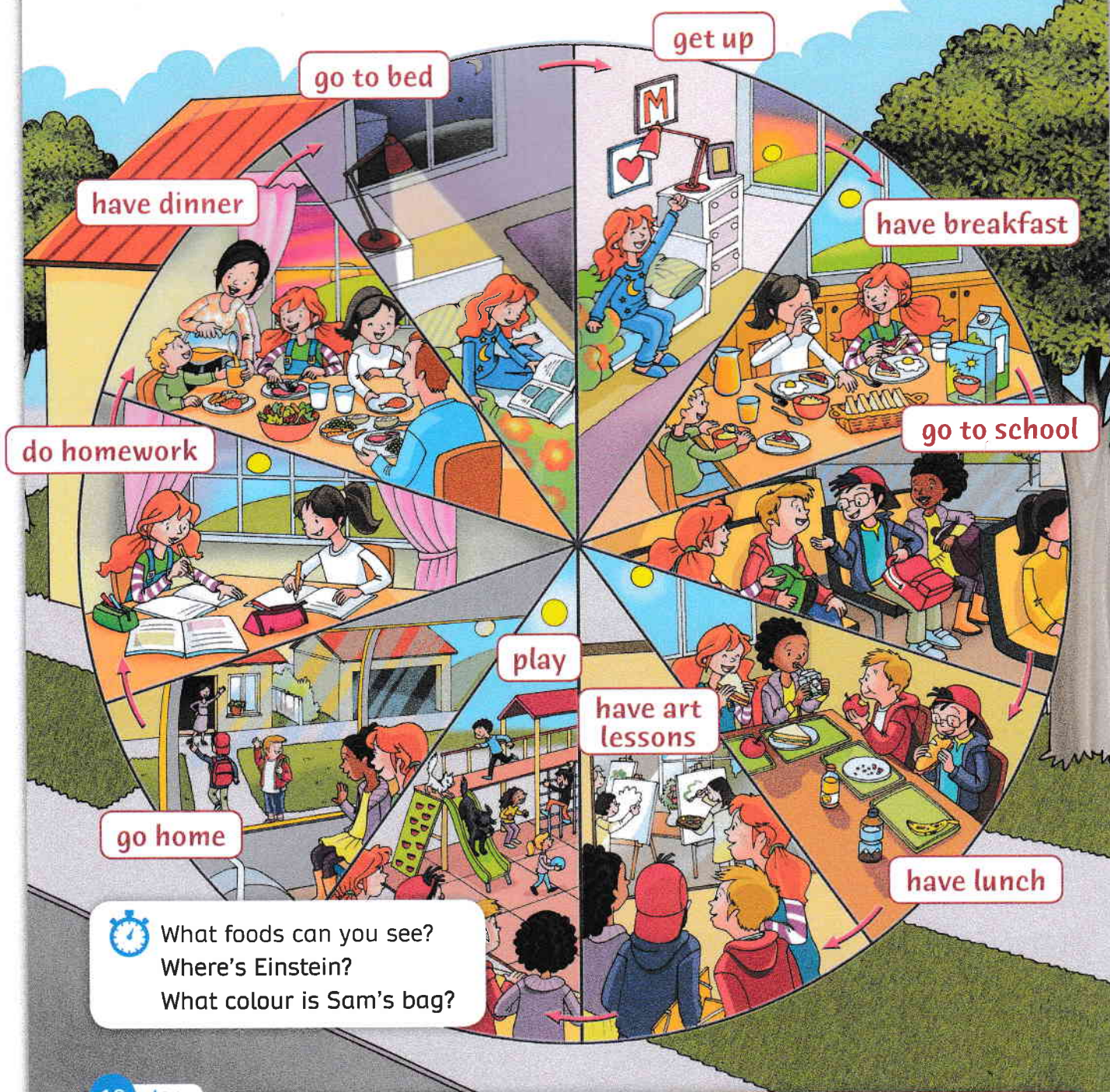


Pearson

1

It's a happy day!

1  How many daily routines do you know?



10 ten



What foods can you see? **meat, chicken, peas, carrots, potatoes, milk, eggs, bread, juice, water, banana and apples**
Where's Einstein? **He's in the playground.**
What colour is Sam's bag? **It's red.**

Unit objectives

to talk about daily routines and times of the day

Language

Vocabulary	Daily routines: <i>get up, have breakfast, go to school, have lunch, have art lessons, play, go home, do homework, have dinner, go to bed</i> Times of the day: <i>morning, afternoon, evening, night</i>
Grammar	<i>I play/don't play. We have/don't have lunch.</i> <i>When do you go home? We go home in the afternoon.</i>
Functions	<i>What time is it?</i>
Phonics	<i>a_e, i_e</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–7)

Mathematical, scientific and technological competences: use numbers to complete an activity about the time (L. 6)

Digital competence: use Pupil's Book eBook (L. 1–7)

Social and civic competences: learn to be creative (L. 2 and 5); learn to tell the time (L. 6)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge (L. 1–7); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 6)

Initiative and entrepreneurship: choose topic for the project (L. 5)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 2, 3, 4, 5 and 6); Finding information (L. 2, 3, 4 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–7)
Creativity	Draw a picture of a colourful animal (L. 2)
Communication	Talking about daily routines and times of the day (L. 1 and 3); Talking about routines (L. 4); Saying the time (L. 6); Cut-outs game (L. 4); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 5); Acting out (L. 2 and 6)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 18 and 118; Activity Book p. 15
- Picture dictionary: Activity Book p. 111
- Unit 1 Extra practice: Activity Book p. 16
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, CLIL
- Unit 1 Test

External exams

Pupil's Book
Pre A1 Starters Reading and Writing Part 5

Activity Book
Pre A1 Starters Listening Part 3

Objectives

- **Lesson aims:** to talk about daily routines
- **Target language:** *get up, have breakfast, go to school, have lunch, have art lessons, play, go home, do homework, have dinner, go to bed*
I play/don't play. We have/don't have lunch.

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write some familiar words (GSE 20). Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- colours and unit flashcards
- stopwatch
- sheets of A4 paper, enough for each student
- ten strips of paper per pair
- two fly swats
- Resources 1 and 19

Assessment for Learning

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

Starting the lesson

- Write the alphabet on the board and then say it chorally.
- Use the Lollipop stick technique to ask ss to say words that start with a letter of the alphabet that you point to.

Presentation

- Explain that in this lesson ss will learn about our daily activities.
- Ask ss to look at page 10 and say if their daily routine is similar to what they see.

Practice

Pupil's Book

1 How many daily routines do you know?

- Ask ss to say any of the daily routines they see in the picture.
- Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.

Extra activity Critical thinking

- Ask ss to think about their daily routine. Ask ss if they think a daily routine is good for them and why/why not?

2 1.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Ss repeat after you.
- **Extension** Have ss stand up in their places. Say a word for ss to mime.
- Place ss in small groups. Ss mime an action for their members to say what it is. Instruct and guide as necessary.

Girl: Good morning! I've got a busy day.
Boy: I've got a busy day, too.
Girl: I get up.
Boy: I have breakfast.
Girl: I go to school.
Boy: I have lunch.
Girl: I have art lessons.
Boy: I play.
Girl: I go home.

Boy: I do homework.

Girl: I have dinner.

Boy: I go to bed. Goodnight!

Now listen and say.

get up, have breakfast, go to school, have lunch, have art lessons, play, go home, do homework, have dinner, go to bed

Diversity

Support

- Place ss in pairs and give them ten strips of paper. Have ss write the new vocabulary and cut the strips in half after the words *get, go, have* and *do*. Play *Stays as is*. Ss then mix up the strips and form phrases again. Then they say them to their partners. Keep strips of paper for Activity 3.

Challenge

- Have ss write the new vocabulary on strips of paper. Ss mix them up and place them in the correct order.

Extra activity Fast finishers

- Have ss draw their daily routine on a sheet of A4 paper, as the wheel on page 10. Place them in their portfolios.

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

- In pairs, ss look for the daily routines and place the strips of paper from the support activity next to the correct picture on the wheel on page 10.

4 1.2 & 1.3 Listen and chant.

- On the board, write *I go to school. I don't go to school.*
- Tell ss that when we talk about daily routines we use the Present simple.
- Play the chant and have them mime each routine.
- A karaoke version of the chant is available (track 1.3).
- **Extension** Place ss in small groups and have them rewrite the verses using their own daily activity. Groups come to the front of the class to perform the song.

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

- Have ss look at the picture on page 10 and tell you how it is similar to theirs. Then have ss tell you how it's different, using *don't*.
- Draw ss' attention to the grammar box and the recorded model.

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

  get up	  have breakfast	  go to school	  have lunch	  have art lessons
  play	  go home	  do homework	  have dinner	  go to bed

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

 dinner  supper

4 **Listen and chant.**

 It's a happy, happy day! I don't go to school today. I have breakfast and I play. It's a happy, happy day!	 It's a happy, happy day! We don't have art lessons today. We have dinner and we play. It's a happy, happy day!
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5 **Think of your day. Is it the same or different?**

 We have dinner.	 But we don't have art lessons.
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 **I play/don't play.**
We have/don't have lunch.

eleven **11**

- **Extension** Give ss a sheet of A4 paper and have them draw three things they do and one thing they don't do on a daily basis. Ss make sentences.

Activity Book

1 **Look at Pupil's Book page 10. Read and write.**

Answer key 1 Sam; 2 In the playground; 3 It's green.

2 **Look and write.**

Answer key 2 do homework, 3 have art lessons, 4 go to school, 5 have lunch, 6 go home, 7 play, 8 have breakfast, 9 get up, 10 have dinner

3 **Follow and circle.**

Answer key 2 I, don't have; 3 We, don't play; 4 We, have

4 **Order and write.**

Answer key 2 I go home.; 3 We don't get up.; 4 I don't have dinner.

Finishing the lesson

-  Use the Summative questions technique to ask ss what they have learnt today.
- Have ss form two lines in front of the board and give each leader a fly swat. Have ss play the *Word Swat* game with lesson flashcards.