

TEAM 3 Together

Teacher's Book with Digital Resources



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Pearson

1

New school

- 1  How many lessons can you see? **eight**
How many school words do you know?



What doesn't belong in the picture? How many hobbies can you find?

8

eight



What doesn't belong in the picture? **the dog**
How many hobbies can you find? **football, tennis, playing music, playing in the park, reading**

Unit objectives

Talk about school subjects, people and places in school

Language

Vocabulary	School subjects, people and places in school <i>Art, dinner lady, English, headteacher, ICT, Maths, Music, Natural Science, PE, science lab, Social Science, Spanish</i> Adverbs of frequency <i>always, at the weekend, every day, never, often, once a week, sometimes, three times a week, twice a week</i>
Grammar	Present simple with dates and time Adverbs of frequency
Functions	Making arrangements <i>Do you want to play football tomorrow morning?</i>
Pronunciation	/iɔ/

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–9)

Mathematical, science and technological competences: order to complete a task (L. 2, 6 and 9)

Digital competence: use eText Basic (L. 1–9)

Social and civic competences: learn to be creative (L. 1–4); learn to talk about school subjects you like and dislike (L. 1–5 and 9)

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. 1–9); use previous knowledge (L. 1); follow instructions (L. 1–9); personalisation of language learnt (L. 4, 5, 7–9)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 8); Problem solving (L. 8); Logical thinking (L. 1); Defining and describing (L. 3, 4 and 6); Finding information (L. 1, 2, 3, 4, 5, 6, 7 and 9); Planning (L. 6); Reflecting on learning (L. 1–9)
Creativity	Create a list of crazy activities (L. 4)
Communication	Describing likes, dislikes and differences (L. 1, 4, 5 and 6); Writing and answering questions (L. 3); Comparing (L. 5); Challenge game (L. 9); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 18; Activity Book p. 14
- Unit 1 Extra practice: Activity Book p. 15
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL
- Unit 1 Test

External exams

Pupil's Book

A1 Movers Reading and Writing Part 6 and Listening Part 2

Activity Book

A1 Movers Reading and Writing Part 4

Vocabulary

We know
books

Objectives

- Lesson aims: to talk about school subjects, people and places in school
- Target language: *Art, dinner lady, English, headteacher, ICT, Maths, Music, Natural Science, PE, science lab, Social Science, Spanish*

Materials

- small pieces of paper
- some large sheets of poster paper
- Resource 1A

Global Scale of English (GSE)

- **Speaking:** Can ask and answer simple questions to express basic likes and dislikes in relation to school subjects (GSE 29). Can repeat single words if spoken slowly and clearly (GSE 18). Can talk about school subjects using simple language (GSE 34).
- **Writing:** Can write simple basic sentences about other people's likes (GSE 31).

Assessment for Learning

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

Starting the lesson

- Draw a place or person in the school on the board. Have ss guess where or who it is.

Presentation

- Explain that in this lesson ss will learn to talk about subjects, people and places in school.

Practice

Pupil's Book

1 How many lessons can you see? How many school words do you know?

- Refer ss to page 8.
- Check answers as a class. Have ss point to the correct part of the picture.
- Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together. Ss answer the questions in pairs and compare with a different partner. Check answers as a class.

2 1.1 Listen, point and repeat.

- Have ss listen and point silently first as a race in pairs.
- Ss listen again individually, then point and repeat.
- Ss test each other in turns by pointing at the pictures to elicit the right answer.

3 Look for the words from Activity 2 in the picture on page 8. Write the missing word.

- Ss work in pairs to complete the activity. Ask for feedback, using the Lollipop stick technique.
- Ask a student to write the missing word on the board to check as a class.

4 Sort the words from Activity 2. What other words can you think of? Add them to the table.

- Ss copy the table into their notebooks and work individually.
- Ask ss to check each other's work for correct spelling.
- Ask ss to spell their words and add these to the board, correcting where needed.

Extra activity Fast finishers

- In small groups, ss copy out the key vocabulary onto small pieces of paper, one word on each, so they have a set per group.
- Have ss add other words related to school (other subjects, places, people, etc.).
- Have ss swap sets. Then they group the pieces of papers to make as many categories as they can. The group with the most categories wins.

5 Ask two partners. Write a sentence about each partner.

- Practise the pronunciation and polite intonation of the questions as a class.
- Ss complete the activity, stand and ask two or more ss as a mill drill, or in small groups in concentric circles.

Diversity

Challenge

- Ss write an extra question and sentence.

Support

- Have ss write down their questions.

Extra activity Critical thinking

- Have ss work together in small groups to create a bar chart, a pie chart or another graphic representation of everyone's answers to represent the most/least popular subjects in the class. Draw and colour these on poster paper. Ask groups to present their posters to the class, describing what they show.

Activity Book

1 Look at Pupil's Book page 8 and complete the sentences.

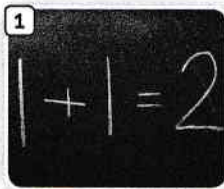
- Ss work individually and check in pairs.

Answer key 1 football, tennis; 2 playing, slide; 3 science lab

2 Complete the crossword.

Answer key 2 MATHS, 3 SCIENCE LAB, 4 SOCIAL SCIENCE, 5 DINNER LADY, 6 ICT, 7 ENGLISH, 8 NATURAL SCIENCE, 9 MUSIC, 10 SPANISH, 11 PE, 12 ART

2 Listen, point and repeat.



Maths



Natural Science



Spanish



English



Social Science



PE



ICT



Art



Music



science lab



headteacher



dinner lady

3 Look for the words from Activity 2 in the picture on page 8. Write the missing word. **Spanish**

4 Sort the words from Activity 2. What other words can you think of? Add them to the table.

School subjects	People	Places	Things
Maths	headteacher dinner lady	science lab	
Social Science, Natural Science, Spanish, English, PE, ICT, Art, Music			

5 Ask two partners. Write a sentence about each partner.

What subjects do you like? What's your favourite subject?

I like Maths and ICT, but Music is my favourite subject.

Natalia likes Maths and ICT.

Her favourite subject is Music.

nine 9

3 Look at Pupil's Book page 8 and write the words.

- Ss work individually and check answers as a class.

Answer key 2 PE, 3 Social Science, 4 Maths, 5 ICT, 6 Natural Science

- Check ss understand the *I'm learning* box and give each a sheet of A4 paper.
- Ask ss to work individually to write their own definitions.
- Ss create their own blank crossword for a partner to complete.

Finishing the lesson

- Tell ss to close their books and give them one minute to remember the 12 new words. Ask them to write them down.
- Ask How many words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly? What can you do to remember them?