

TEAM 4 Together



Teacher's Book with Digital Resources

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1

Talent show

1  How many words to describe people do you know?

This clock doesn't belong in the picture.

She is dropping litter.

Here is the sandcastle.



What doesn't belong in the picture?

Who is dropping litter? Where is the sandcastle?

Find someone with a moustache and someone with a beard.



What doesn't belong in the picture? **the clock on the van**

Who is dropping litter? Where is the sandcastle? **the woman in a blue tracksuit on the left of the picture** **It's in the sand pit, between the blonde girl and the boy in green.**

Find someone with a moustache (1) and someone with a beard (2).

Unit objectives

Describe personality and talk about hobbies

Language

Vocabulary	Personality adjectives <i>confident, friendly, hard-working, kind, lazy, mean, polite, rude, shy, tidy, unfriendly, untidy</i> Hobbies <i>bake a cake, count, do experiments, fix toys, juggle, make pizza, spell, throw a ball</i>
Grammar	Comparative and superlative adjectives <i>be good at</i>
Functions	Describing people <i>She's really (friendly).</i>
Pronunciation	/eə/, /ei/

Key competences

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

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

Digital competence: use Pupil's Book eBook (L. 1–9)

Social and civic competences: learn to be creative (L. 2); learn to talk about someone in your family (L. 8)

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. 3 and 5)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–9)
Creativity	Design a house number (L. 2)
Communication	Describing personalities (L. 1, 3, 4, 8); Writing and answering questions (L. 3); Comparing (L. 5); Challenge game (L. 4); Functional dialogue (L. 8)
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 pp. 15 and 16
- 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 Listening Part 1

A1 Movers Speaking Part 1

Activity Book

A1 Movers Reading and Writing Part 2

A1 Movers Speaking Part 4

Vocabulary

Objectives

We know books

- **Lesson aims:** to learn and use personality adjectives
- **Target language:** *confident, friendly, hard-working, kind, lazy, mean, polite, rude, shy, tidy, unfriendly, untidy*

Materials

- a ball
- stopwatch
- an empty plastic bottle, a bin
- sheets of A4 paper, enough for each pair of students
- Resource 1A

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29). Can repeat single words, if spoken slowly and clearly (GSE 18). Can talk about common jobs using simple language (GSE 34).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Happy/sad face technique
- Peer learning: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Draw a face on the board. Ask a student to draw a beard on the face. Ask another student to draw a moustache.
- Ask each student in turn to say a word that describes people. They cannot repeat an already mentioned word.

Presentation

- Explain that in this lesson ss will learn to describe people's personalities.

Practice

Pupil's Book

- 1 **How many words to describe people do you know?**
 - Refer ss to page 8. Read the rubric and tell ss to look at the picture before they speak. Give ss an example: *I can see a girl with long, black hair.* Ask ss to point to her.
 - Using the Lollipop stick technique, ask ss to describe one person they can see. The other ss point to the person.
 - Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
 - Check answers as a class.
- 2 **1.1 Listen, point and repeat.**
 - Write *tidy* and *untidy* on the board. Drop a bottle on the floor and say *Look, I'm untidy.* Then pick up the bottle and drop it in the bin. Say *Now, I'm tidy.*

- Refer ss to page 9. Tell ss to find *tidy* and *untidy*. Tell ss to look at the photos 1–12 and teach the new vocabulary. Prompt with questions, e.g. *What's he/she doing? Is he/she smiling?*
- Play the audio.
- Have ss say a word to their partners for their partner to point to the correct picture. Then they swap.

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

- Give ss one minute to work in pairs to find the personalities and write the missing word. Ask for feedback using the Lollipop stick technique.

Extra activity Critical thinking

- Draw two columns on the board and label them + and -. Ask a student to write one + personality adjective in the + column. Ask another student to write the opposite adjective in the - column. Repeat with other ss.

Extra activity TPR

- Using the Happy/sad face technique, consolidate the + (up) and - (down) adjectives. Call out the adjectives in random order and wait for ss to react correctly.

4 Finish the sentences.

- Ss write their ideas in the notebooks. Monitor and check their work. Make sure it is correct before they write in their Pupil's Books.
- Ask different ss to read out their ideas.

5 Read your descriptions from Activity 4 to a partner. Can they guess the job?

- Place ss in different pairs for this activity.

Diversity

Challenge

- Ss complete Activity 5 without referring to their ideas from Activity 4.

Support

- Ss refer to their ideas from Activity 4.

Activity Book

- 1 **Look at Pupil's Book page 8 and complete the sentences.**
 - Give ss one minute to complete the activity. Have ss check their answers with their partners.
 - Answer key** 1 sandcastle, 2 fair
- 2 **Look at the six children and write the adjectives. Then write their opposites to make pairs.**
 - Ss complete the activity individually.
 - Answer key** 2 polite – rude, 3 friendly – unfriendly, 4 hard-working – lazy, 5 mean – kind, 6 tidy – untidy
- 3 **Look at Activity 2 and number. Then make sentences for the other words in Activity 2. Play a guessing game with your partner.**
 - Place ss in pairs to read and say the number.
 - Ss work individually to write sentences in their notebooks for the opposite words. Monitor ss work.

We know books

2 Listen, point and repeat.



shy



confident



lazy



hard-working



friendly



unfriendly



kind



mean



polite



rude



tidy



untidy

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

4 Finish the sentences.

I'm a waiter. In my job, I need to be polite and friendly.

I'm a doctor. In my job, I need to be _____.

I'm an actress. In my job, I need to be _____.

I'm a school student. At school, I need to be _____.

5 Read your descriptions from Activity 4 to a partner. Can they guess the job?

I need to be kind and hard-working.

A doctor?

Yes!

- Ss play a guessing game in pairs. They use the sentences in the Pupil's Book and in their notebooks to guess the personality.

Answer key a 4, b 2, c 3, d 6, e 1, f 5

Extra activity Fast finishers

- Have ss make a list of adjectives and their opposites for people's appearance.

Finishing the lesson

- Ss close their books and work in pairs. Give each pair a sheet of A4 paper. Tell ss to draw twelve boxes on the sheet of paper.
- Pairs try to remember the twelve new words and write them in the boxes.
- Ask How many words did you remember? Which words are harder to remember? Why? Can you spell them correctly? What can you do to remember them?