

TEAM Together Starter

Teacher's Book with Digital Resources



Contents

Scope and sequence	2
Introduction	4
Course components	5
Unit walkthrough	6
Course features	8
Assessment	10
How to work with projects	11
How to work with photocopiables	11
Games bank	12
Classroom language.....	13
Lessons notes	14

1

Friends and family

Pupil's Book



Unit objectives

to introduce yourself; to say the names of family members

Language

Vocabulary	boy, brother, cat, dad, friend, girl, mum, sister
Grammar	What's your name? My name's ..., I'm ..., Who's this?, This is (my) ...
Functions	Introducing yourself and others
Phonics	b, d

Objectives

- Lesson aims:** to ask and answer about names
- Target language:** boy, cat, friend, girl; What's your name? My name's ..., I'm ...

Global Scale of English (GSE)

- Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10).

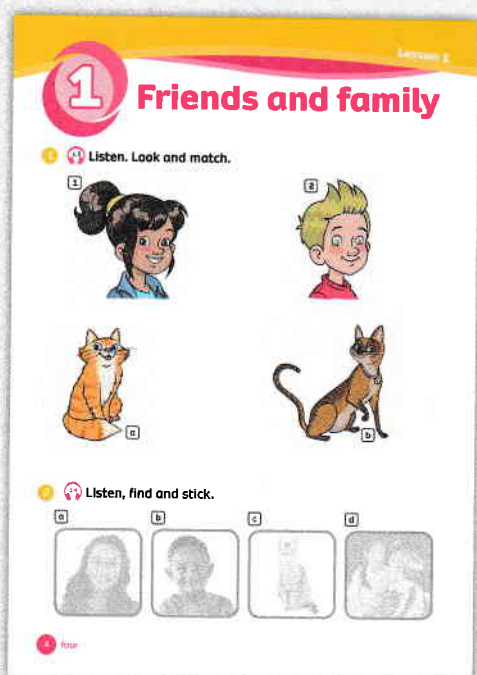
Materials

- Unit 1 flashcards (boy, cat, friend, girl)
- puppets and/or soft toys
- paper and drawing materials for each student
- Unit 1 Stickers (back of the Activity Book)

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring ss' learning: Lollipop stick technique
- Peer learning: pairwork

Activity Book



Starting the lesson

- Sing and do the actions for the 'Hello' song ss learned in the Welcome lesson (you can do this at the start of each lesson in the unit).

Presentation

- Show page 6 in the Pupil's Book and say *girl, boy, cat, friend*.

Practice

Pupil's Book

1 1.1 Listen and follow.

- Use puppets or soft toys to perform the following conversation for the class:
Hello!/Hi! I'm What's your name?
My name's
- Introduce another toy by saying:
Say hello to my friend,
Hello,
- Say *Hello!/Hi! What's your name?* to some ss and encourage them to reply. Guide them to reply *I'm ...* or *My name's ...*. Repeat with several ss.
- Ask two ss on opposite sides of the classroom to stand up (so that everyone can hear them). Get one to say *Hello!/Hi! What's your name?* The other replies *I'm ...* or *My name's ...*. Repeat several times with different ss, using the Lollipop stick technique.

Extra activity TPR

- Ss walk around the classroom and find partners. They hold this conversation with each partner they meet.
Hello!/Hi! I'm What's your name?
My name's
- Write the number 6 on the board and show ss page 6 of the Pupil's Book. Point to the number 6. Ss find the page in their book. Check they have all found it.
- Ss look at the big picture at the top of the page together. Elicit the names of the two characters (Bill and Kim) and the cats (Meg and Tom). Give them the opportunity to call out any other words they know (e.g. *boy, cat, girl*).
- Introduce the vocabulary *boy, cat, friend, girl*. Point to Bill and say *boy*, etc. Ss repeat after you.
- Tell ss to look at you and listen. Play the audio. Point to each character in the Pupil's Book as the characters speak (and to the cats as they make a noise).
- Get ss to look at their books. This time, they listen and point to the character who speaks. Play again, if necessary.

Kim: Hello!
Bill: Hi!
Kim: I'm Kim. What's your name?
Bill: My name's Bill.
Kim: Say hello to my cat, Meg.
Bill: Hello, Meg.
Bill: Say hello to my cat, Tom.
Kim: Hello, Tom.
Kim: A boy and a girl. Friends!
Bill: A cat and a cat! Friends!
Bill & Kim: Ha, ha!

2 1.2 Listen, point and say.

- Focus ss on the pictures at the bottom of the page. Point to each in turn and say the word. Ss repeat after you.
- Play the audio as ss look at their books. The first time tell them to point to the correct picture as they listen.
- Play the audio again for the ss to repeat the words.

1 girl 2 boy 3 cat 4 friend

Extra activity TPR

- Introduce the four flashcards (*boy, cat, friend, girl*) for the lesson. Show the flashcards and get ss to repeat each word after you.
- Place each card in different parts of the classroom. When you say one of the words, ss must run to the correct flashcard. (If you do not have enough space for this in your room, ss can simply stand and point to the correct card.)

Activity Book

1 1.3 Listen. Look and match.

- Focus ss on page 4 of the Activity Book. Elicit the names of the children and cats.
- Play the audio. Ss match each child to his/her cat.

Answer key 1 b, 2 a

Kim: Hello!
Bill: Hi!
Kim: I'm Kim. What's your name?
Bill: My name's Bill.
Kim: Say hello to my cat, Meg.
Bill: Hello, Meg.
Bill: Say hello to my cat, Tom.
Kim: Hello, Tom.
Kim: A boy and a girl. Friends!
Bill: A cat and a cat! Friends!
Bill & Kim: Ha, ha!

2 1.4 Listen, find and stick.

- This activity reinforces the lesson vocabulary and uses the stickers for the first time. Make sure ss have the correct stickers. Demonstrate how to use the stickers correctly as once they are stuck on, they cannot be moved.
- Play the audio. Pause to allow ss time to put the stickers in the correct place.

Answer key 1 b, 2 a, 3 d, 4 c

1 boy 2 girl 3 friend 4 cat

Finishing the lesson

- Hold up the four flashcards (*boy, cat, friend, girl*) one by one and elicit the words.
- Distribute drawing paper and materials. Ss make their own drawing of one of the four things from the flashcards.
- **Extension** When ss have finished, ask them to show each other their picture and say the word.

Extra activity TPR

- Play the 'Goodbye' song that ss learned in the Welcome lesson. (You can use this at the end of each lesson in this unit.)

Pupil's Book

Lesson 2 Language practice 1

1 Listen and circle.

1  a b

2  a b

3  a b

4  a b

2 Listen and number.

 ☐

 ☐

3 Listen. Then say.



Activity Book

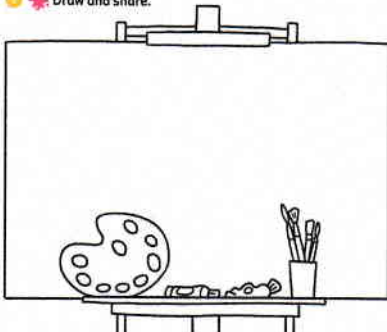
Lesson 2 Language practice 1

1 Listen and circle.

1  a b

2  a b

2 Draw and share.



Objectives

- **Lesson aims:** to practise language from Lesson 1
- **Target language:** *boy, cat, friend, girl; What's your name? My name's ... , I'm ...*

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can introduce themselves (e.g. name, age, where they are from) (GSE 15).

Materials

- Unit 1 flashcards (*boy, cat, friend, girl*)
- puppets and/or soft toys
- paper and drawing materials for each student
- a soft ball

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring ss' learning: Traffic light cards technique; Lollipop stick technique
- Peer learning: pairwork

Starting the lesson

- Review the vocabulary from the previous lesson using the flashcards (*boy, cat, friend, girl*). Show the flashcards at random and elicit the word.
- Put the flashcards face down on a table and ask ss to come out one by one, choose one card, show it to the class and say the word.

Presentation

- Show page 7 in the Pupil's Book and say *What's your name? I'm Kim.*

Practice

Pupil's Book

1.5 Listen and circle.

- Write the number 7 on the board and show ss page 7 of the Pupil's Book. Point to the number 7. Ss find the page in their book. Check they have all found it.
- Give ss a minute to look at the pictures together. Point to each of the pictures in turn and elicit the words.
- Draw a quick sketch of a boy and a girl on the board. Give the instruction *Point* and say one of the words – the ss point to the correct picture. Give the instruction *Circle* and say one of the words – then circle the correct one to illustrate the meaning.
- Use the Traffic light cards technique to check that ss have understood what to do before playing the audio.

- **Extension** Check answers by calling out the number and eliciting the word ss have circled, e.g. *one – boy*

Answer key 1 b, 2 a, 3 b, 4 a

1 boy 2 girl 3 friend 4 cat

2 1.6 Listen and number.

- Ss look at the two pictures. Elicit the names of the children. Ss may say *girl* and *boy* as these are the words they have focused on. Accept this, but then focus ss on the names Bill and Kim.
- Play the first part of the audio. Ask *Is it Bill? Is it Kim?* Demonstrate writing the number 1 in the box next to the picture of Kim.
- Repeat with the second part and demonstrate writing the number 2 in the correct box.

Answer key Kim 1, Bill 2

1 **Man:** Hello. What's your name?

Kim: Hi. My name's Kim.

2 **Man:** Hi. What's your name?

Bill: Hello, I'm Bill.

Extra activity TPR

-  Use the Lollipop stick technique to select ss (make sure you include them all by the end) and ask *What's your name?* Children jump up and reply *My name's ...* or *I'm ...*. Do this as quickly as you can to make it more fun.

3 1.7 Listen. Then say.

- Focus ss on the pictures at the bottom of page 7. Play the audio as a model of the language to be practised.
- Use puppets or soft toys to act out the conversation with other names:
What's your name?
My name's ...
What's your name?
I'm ...
- Ss repeat after you *What's your name?* and *My name's ...* / *I'm ...*. Point away from yourself when you say *your* and toward yourself when you say *My* and *I'm*.
- Ask two ss in opposite parts of the classroom (so everyone can hear) to stand and practise the questions and answer (using their own names).
-  Ss ask and answer in pairs.

Girl: What's your name?

Boy: My name's Sam.

Boy: What's your name?

Girl: I'm Sue.

Activity Book

1 1.8 Listen and circle.

- Ss look at the pictures. Elicit the names of the children.
- Play the audio.
- **Extension** Elicit what the people say in the audio.

Answer key 1 b, 2 a

1 **Woman:** What's your name?

Bill: Hi, I'm Bill.

2 **Woman:** What's your name?

Kim: Hello. My name's Kim.

2 Draw and share.

- Ss draw a picture of themselves.

Extra activity TPR

- Place half the ss around the outside of the classroom and ask them to hold up their pictures. The rest of the ss move around and 'meet' those with pictures. They start with *Hello. My name's ...*, but can continue with *What's your name?*

Finishing the lesson

- Ask ss to stand in a circle. Throw the ball to one student and ask *What's your name?* The catcher answers *My name's ...* and then throws the ball to someone else, asking the same question. Continue the game and encourage ss to gradually get faster and faster.