

4

My favourite toy

Pupil's Book

Lesson 1

4 My favourite toy

1 Listen and follow.



2 Listen, point and say.

1 2 3 4



30 thirty

ball, car, robot, teddy: What colour is it? It's ...

Activity Book

Lesson 1

4 My favourite toy

1 Listen. Look and circle.



2 Listen, find and stick.

a b c d



28 twenty-eight

Unit objectives

to talk about favourite toys and their colours

Language

Vocabulary	<i>ball, car, doll, plane, robot, teddy, train, yoyo</i>
Grammar	<i>What colour is it? It's ... What's your favourite toy? It's my ...</i>
Functions	naming toys and their colours; naming your favourite toy
Phonics	<i>t, y</i>

Objectives

- **Lesson aims:** to name toys
- **Target language:** *ball, car, robot, teddy; What colour is it? It's ...*

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).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- toys (ball, car, robot, teddy – several of different colours, if possible)
- Unit 4 flashcards (*ball, car, robot, teddy*)
- Unit 4 Stickers (back of the Activity Book)

Assessment for Learning

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

Starting the lesson

Extra activity TPR

- Sing and do the actions for the 'Hello' song. (You can do this at the start of each lesson in the unit.)
- Revise the colours as introduced in the Welcome unit. Point to something in the room or hold up something which is blue. Say *blue*. Ss repeat *blue* after you. Point to or hold up the object and ask *Is it red or blue?* Elicit *It's blue*. Ask *What colour is it?* Elicit *It's blue*. Do the same with other colours.

Presentation

- Show page 30 in the Pupil's Book and say *ball, car, teddy, robot*. Hold up an example of each item as you say the word.

Practice

Pupil's Book

1 4.1 Listen and follow.

- Display a ball, toy car and a teddy on a desk at the front or use the unit flashcards. Have a toy robot hidden away. Say *Look at my toys* and bring out the toys for ss to have a look.
- Hold up each in turn and present the name of the toy, i.e. *This is my toy/car/teddy*.
- Say *I've got a robot, too* and bring out your robot (or the flashcard). Ss say *Hello, robot*.
- Guide ss to find page 30 in the Pupil's Book. Focus them on the main picture. Say *Tom, robot, teddy, ball, car, Dan, Bill*.
- Play the audio. Ss listen and follow the conversation.
- **Extension** Use the pictures to revise the colours and use the target structure. Point to the ball and ask *What's this?* Elicit *It's a ball*. Ask *What colour is it?* Elicit *It's green*. Repeat with the car, teddy and robot.

Dan: Look at my toys.
Bill: Oh, yes!
Dan: This is my ball. This is my car. This is my teddy.
Bill: Hello, teddy!
Dan: I've got a robot, too.
Bill: What colour is it?
Dan: It's red. Look!
Bill: Oh, yes! Hello, robot!
Dan & Bill: Ha, ha!

2 4.2 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 ss to repeat the words.
- **Extension** Point again to each object and ask *What colour is it?* Ss reply *It's ...*

1 ball 2 car 3 teddy 4 robot

Extra activity TPR

- Introduce the four flashcards for the lesson (*ball, car, robot, teddy*). Show the flashcards and get ss to repeat the words 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 the room for this, they can simply stand and point to the correct card.)
- **Extension** Choose individual ss to do the activity, using the Lollipop stick technique. Get the rest of the class to help by pointing to where the student should go.

Activity Book

1 4.3 Listen. Look and circle.

- Focus ss on the pictures on page 28 in the Activity Book. Elicit the name of each object.
- Tell ss to listen and circle Dan's toys. Play the audio again.

Answer key 1, 2, 4, 6

Dan: Look at my toys.
Bill: Oh, yes!
Dan: This is my ball. This is my car. This is my teddy.
Bill: Hello, teddy!
Dan: I've got a robot, too.
Bill: What colour is it?
Dan: It's red. Look!
Bill: Oh, yes! Hello, robot!
Dan & Bill: Ha, ha!

2 4.4 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each in turn and say the word.

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

1 teddy 2 ball 3 robot 4 car

Finishing the lesson

Extra activity TPR

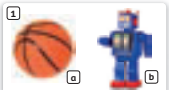
- Play the Team race game adapted to use real toys around the classroom (balls, cars, dolls, robots and teddies of different colours, i.e. you can have a blue, green and brown ball).
- Play the 'Goodbye' song ss learned in the Welcome lesson. (You can use this at the end of each lesson in this unit).

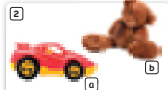
Language practice

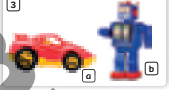
Pupil's Book

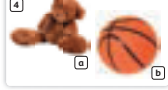
Lesson 2 Language practice 4

1 Listen and circle.


1  a b


2  a b


3  a b


4  a b

2 Listen and number.

1 

2 

3 

4 

3 Listen. Then say.

thirty-one 31

Objectives

- **Lesson aims:** to practise language from Lesson 1
- **Target language:** *ball, car, robot, teddy; What colour is it? It's ...*



Global Scale of English (GSE)

- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28).

Materials

- toys or pictures of toys (*ball, car, cat, teddy, doll, robot*)
- Unit 4 flashcards (*ball, car, robot, teddy*)
- drawing materials for each student


Assessment for Learning


-  Setting aims and criteria: lesson objectives presentation
-  Peer learning: pairwork


Activity Book


Lesson 2 Language practice 4

1 Listen and circle.


1  a b

2  a b

3  a b

4  a b

2 Draw, colour and share.



twenty-nine 29

Starting the lesson

- Review the vocabulary from the previous lesson using the real toys and/or flashcards (*ball, car, robot, teddy*). Show them at random and elicit the word.
- Play the Observation game with the flashcards (*ball, car, robot, teddy*).

Presentation

-  Show page 31 in the Pupil's Book and say *What colour is it? It's green.*

Practice

Pupil's Book

1  4.5  Listen and circle.

- Focus ss on the pictures on page 31 in the Pupil's Book. Elicit the name of the item in each picture.
- Tell ss to listen and circle the correct picture. Play the audio. Ss circle the toy they hear in each pair of pictures.
- **Extension** Ss work in pairs. One student points to any of the pictures and asks *What's this?* The other answers and then asks the next question.

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

1 robot 2 teddy 3 car 4 ball

2  4.6  Listen and number.

- Ss look at each picture in turn. Point to the picture and ask *What's this?* and elicit the name. Then ask *What colour is it?* and elicit the colour.
- Explain to ss that in this activity they are listening for the colour, not the name, of the toy. Play the audio. Ss number the pictures.

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

- 1 Man:** What colour is it?
Dan: It's red.
- 2 Man:** What colour is it?
Dan: It's brown.
- 3 Man:** What colour is it?
Dan: It's green.
- 4 Man:** What colour is it?
Dan: It's orange.

3 **4.7** **Listen. Then say.**

- Play the audio as a model of the language to be practised.
- Ss listen again and repeat the question and answer.
- Ss work in pairs asking and answering the question using the pictures in Activities 1 and 2.

- Boy:** What colour is it?
Girl: It's blue.

Activity Book

1 **4.8** **Listen and circle.**

- Focus ss on the pictures on page 29 in the Activity Book. Point to each picture and ask *What's this?* and elicit the name.
- Explain to ss that in this activity they are listening for the colour, not the name, of the toy. Play the audio. Ss circle the toy they hear in each pair of pictures.

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

- 1 Woman:** What colour is it?
Girl: It's orange.
- 2 Woman:** What colour is it?
Girl: It's brown.
- 3 Woman:** What colour is it?
Girl: It's green.
- 4 Woman:** What colour is it?
Girl: It's red.

2 **Draw, colour and share.**

- Display the four lesson flashcards (*ball, car, robot, teddy*) and tell ss to draw two of the items. They can colour in their drawings.
- Ss work in groups to show their pictures and ask and answer questions about them, e.g. *What's this? What colour is it?*

Finishing the lesson

- Ss work in groups at a table. Ask one student from each group to come out. Give them a toy, flashcard or other picture of a toy (ball, car, doll, robot or teddy) of different colours (blue, green, yellow, orange, red, brown). To check that ss know what they are, ask *What's this?* and *What colour is it?*
- The ss return to their groups and show their toy or picture to their groups. They ask *What's this?* and *What colour is it?* Members of the group answer.
- The next member of each group then returns the toy to you, and gets another.

Pupil's Book

Story Our Team

1 Listen and follow. Point to Sue.

2 Look and find.

32 thirty-two

doll, plane, train, yoyo, What's your favourite toy? It's my ...

Values Share

Objectives

- **Lesson aims:** to understand a story; to think about how to share
- **Target language:** *doll, plane, train, yoyo; What's your favourite toy? It's my ...*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).

Materials

- Unit 4 flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- paper and drawing materials for each student

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring ss' learning: Happy/sad face technique

Activity Book

Story Lesson 3

1 Listen. Look and number.

2 Look and colour.

30 thirty

Values Share

Starting the lesson

- Review the language from the previous lessons using real toys and/or flashcards (*ball, car, robot, teddy*). Show the toys and ask *What's this?* Elicit *It's a ...*. Ask *What colour is it?* Elicit *It's ...*

Presentation

- Show page 32 in the Pupil's Book and say *doll, plane, train, yoyo*.

Practice

Pupil's Book

1 Listen and follow. Point to Sue.

- Present the new vocabulary before ss listen to the audio. Use real toys or flashcards of a plane, train and yoyo. Revise *doll*, which was introduced in Unit 1.
- Hold up each item and say the name clearly several times, e.g. *plane*. Ss repeat the words after you.
- Hold up one item and ask *Is it a plane?* Ss answer *Yes* or *No*.
- Hold up one item and ask *Is it a plane or a train?* Ss answer *It's a plane*.
- Hold up one item and ask *What is it?* Ss answer *It's a plane*.
- Tell ss they are going to listen to a story called *The green yoyo*.
- Guide ss to find page 32 in the Pupil's Book. Focus them on the pictures. Ask *Who's this?* and *What's this?*, pointing to the characters and objects ss already know. Elicit answers using *It's ...*
- Play the audio of the first two scenes and pause. Say *Point to Bill*.

- Play the third scene and pause. Say *Point to Sue*.
- Play the rest of the story. Say *Point to Bill*.
- Play the full audio again. Ss listen and point to the correct pictures.

Answer key Sue is in pictures 3 and 5.

The green yoyo

Scene 1

Kim: Let's play!

Scene 2

Bill: What's your favourite toy?

Kim: It's my train.

Bill: What's your favourite toy?

Rob: It's my plane.

Scene 3

Bill: What's your favourite toy?

Pat: It's my doll. Say hello to Sue.

Bill: Hello, Sue!

Narrator: Scene 4

Pat: What's your favourite toy?

Bill: It's my yoyo. Errrrr. Oh, no.

Pat: What colour is it?

Bill: It's green.

Scene 5

Rob: Let's share!

Pat & Kim: Yes! Let's all play!

Bill: Thank you!

2 Look and find.

- Introduce the topic of sharing. Take one of the toys and play with it alone. Mime turning your back and keeping the toy to yourself. Say *I'm not sharing*. Then invite one or two ss to share the toy and play with you. Say *I'm sharing*.
- Using the Happy/sad face technique, distribute the cards with faces. Play alone again and say *I'm not sharing*. *Is it good?* Ss show their cards. Share the toy with others and ask *I'm sharing*. *Is it good?* Ss show their cards.
- **Extension** You may wish to support your ss' understanding by explaining or discussing what ss do to tidy up at school and at home in their first language. Discuss why it is good to share (e.g. you have more things to play with, you make friends, you have more fun). Ask ss of examples of when they share things, at home and at school.
- Focus ss on the first two pictures of the story and Bill. Explain that Bill has no toys. Use the Happy/sad face cards again. Ask *Is Bill happy?* or *Is Bill sad?* showing the appropriate cards to indicate the meaning of *happy* and *sad*. Ss show their cards.
- Do the same with pictures 3 and 4. Then focus on picture 5. Using the Happy/sad face cards, elicit that Bill is happy at the end when all the children share.

Answer key Ss point to picture 5.

Activity Book

1 Listen. Look and number.

- Explain that the pictures are in the wrong order and ss have to help put them right. Point out to them where they write the numbers 1 to 5.
- Play the audio of the story again. Ss point to the correct picture as they listen. Monitor that they are doing this correctly.
- Play the audio again for ss to number the pictures.

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

The green yoyo

Scene 1

Kim: Let's play!

Scene 2

Bill: What's your favourite toy?

Kim: It's my train.

Bill: What's your favourite toy?

Rob: It's my plane.

Scene 3

Bill: What's your favourite toy?

Pat: It's my doll. Say hello to Sue.

Bill: Hello, Sue!

Narrator: Scene 4

Pat: What's your favourite toy?

Bill: It's my yoyo. Errrrr. Oh, no.

Pat: What colour is it?

Bill: It's green.

Scene 5

Rob: Let's share!

Pat & Kim: Yes! Let's all play!

Bill: Thank you!

2 Look and colour.

- Ss look at the pictures and colour in the circles of those which show children sharing. They can use any colour.

Answer key Ss colour pictures 1 and 3.

Finishing the lesson

- Read the story to ss again, but this time pause for ss to fill the gaps. Choose the key words ss have learned and used already, e.g.

Kim: Let's play!

Bill: What's your favourite ... (toy)?

Kim: It's my ... (train).

Language practice

Pupil's Book

Lesson 4 Language practice 4

1 Listen again. Now listen, look and match.

2 Listen, point and say.

3 Listen and tick (✓).

4 Listen and sing.

thirty-three 33

Activity Book

Lesson 4 Language practice 4

1 Listen, find and stick.

2 Listen and match.

thirty-one 31

Objectives

- **Lesson aims:** to practise language from Lesson 3
- **Target language:** *doll, plane, train, yoyo; What's your favourite toy? It's ...*

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 recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10). Can sing a simple song, if supported by pictures (GSE 22).

Materials

- toys, if possible (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- Unit 4 flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- Vocabulary time (back of the Activity Book)
- Unit 4 Stickers (back of the Activity Book)

Assessment for Learning

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

Starting the lesson

- Revise the vocabulary for the unit using real toys or flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*). Play any of the following games: Which card is this?, What's missing, Which card have you got?, Where is this card?, Standing up.

Presentation

- Show page 33 in the Pupil's Book and say *What's your favourite toy? It's my train.*

Practice

Pupil's Book

- 1 4.11 4.12 Listen again. Now listen, look and match.

- Play the audio of the story (4.11) to remind ss of what happens.
- Focus ss on pictures 1–4 and point to each character in turn. Ask *Who's this?* Then point to toys a–d and ask *What's this?* for each one.
- Explain the activity carefully. Ss have to match the character to their toy. Use the Traffic light cards technique to check that ss are ready to do the activity.
- Play audio 4.12. Ss match the characters and toys.

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

The green yoyo

Scene 1

Kim: Let's play!

Scene 2

Bill: What's your favourite toy?

Kim: It's my train.

Bill: What's your favourite toy?

Rob: It's my plane.

Scene 3

Bill: What's your favourite toy?

Pat: It's my doll. Say hello to Sue.

Bill: Hello, Sue!

Scene 4

Pat: What's your favourite toy?

Bill: It's my yoyo. Errrrr. Oh, no.

Pat: What colour is it?

Bill: It's green.

Scene 5

Rob: Let's share!

Pat & Kim: Yes! Let's all play!

Bill: Thank you!

Man: What's your favourite toy?

Kim: It's my train.

Rob: It's my plane.

Pat: It's my doll.


Bill: It's my yoyo.

2 4.13 Listen, point and say.

- Focus ss on the four pictures and give them a minute to look at them. Elicit the words before ss listen.
- Play the audio. Ss point to the words and repeat them.

1 train **2** plane **3** doll **4** yoyo

3 4.14 Listen and tick (✓).

- Teach the meaning of the word *favourite* using some real toys. Put them all in front of you and name each item. Then mime thinking and picking one up with enthusiasm. Say *This is my favourite toy*.
- Focus ss on the eight pictures and give them a minute to look at them. Elicit the names of the toys before ss listen.
- Play the audio. Ss tick the correct picture from each pair.
- **Extension**  Using the Lollipop stick technique, select some ss and ask them *What's your favourite toy?* Elicit *It's my ...*

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

1 Woman: What's your favourite toy?

Boy 1: It's my train!

2 Woman: What's your favourite toy?

Girl 1: It's my plane!

3 Woman: What's your favourite toy?

Girl 2: It's my doll!

4 Woman: What's your favourite toy?

Boy 2: It's my yoyo!

4 4.15 Listen and sing.

- Play the song as ss listen.
- Teach ss the chorus of the song by getting them to repeat the words after you. Then play the song again with ss joining in with the chorus.

- Play each line of the verses and pause for ss to repeat.
- Ss sing along with the whole song.

Chorus: Let's play! Let's play! Hooray! Hooray!

Verse 1: What's your favourite toy?

It's my train.

What's your favourite toy?

It's my plane.

Chorus: Let's play! Let's play! Hooray! Hooray!

Verse 2: What's your favourite toy?

It's my doll.

What's your favourite toy?

It's my yoyo.

Chorus: Let's play! Let's play! Hooray! Hooray!

Activity Book

1 4.16 Listen, find and stick.

- Play the audio. Pause to allow ss time to put the stickers in the correct place.
- **Extension** When ss have finished, ask them to point to each picture and say the word.

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

1 plane **2** yoyo **3** doll **4** train

2 4.17 Listen and match.

- Give ss a minute to look at the pictures and prepare before they listen.
- Play the audio. Ss listen and draw lines to match the children and their favourite toys.
- **Extension** Check answers by saying the numbers and eliciting the word, e.g. *one – doll*.

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

1 Man: What's your favourite toy?

Girl 1: It's my doll!

2 Man: What's your favourite toy?

Boy 1: It's my train!

3 Man: What's your favourite toy?

Girl 2: It's my plane!

4 Man: What's your favourite toy?

Boy 2: It's my yoyo!


Finishing the lesson

- Focus ss on the picture story on page 32 in the Pupil's Book (4.9). Play the beginning of each line of the audio, but pause for ss to fill in what is said, e.g.

Pat: What's your ... (*favourite toy*)?

Bill: It's my yoyo. Errrrr. Oh, no.

Pat: What ... (*colour is it*)?

Bill: It's ... (*green*).
-  Use the Happy/sad face technique to elicit from ss what they think of the story.

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 73.

Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 71 in the Activity Book.

Letters and sounds Tt

Pupil's Book

Letters and sounds Tt Lesson 5

1 Listen, find and say.



10

2 Find and circle T and t.



34 thirty-four



Activity Book

Letters and sounds Tt Lesson 5

1 Look and colour. T t * * *

Tt s r m t k c T

2 Look and connect Tt.

	m	r	T	t	T	
↓	t	b	l	t	A	T
	t	H	t	T	E	t
	t	t	T	M	b	t
	f	L	R	e	p	

32 thirty-two

Objectives

- **Lesson aims:** to learn and practise saying the letter *t*
- **Target language:** the letter and the hard sound *Tt*

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds of the alphabet, if supported by pictures (GSE 13).

Materials

- A4 pieces of paper, each with a letter (*B, D, P* and *T*) on them
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Do some revision of the letter sounds taught in the previous units. Ss look at the main picture on page 30 in the Pupil's Book. Say the sound *b* and tell ss to find a word that starts with *b* (*ball, Bill, boy*).
- Do the same with the hard *c* sound (elicit *car* and *cat*), *d* (elicit *Dan*) and *r* (elicit *robot* or *red robot*).

Presentation

- Show page 34 in the Pupil's Book and say *t, t, teddy*. (Make sure to use the hard sound of the letter and not its name.) Write the letters *T* and *t* on the board and repeat the *t* sound.

Practice

Pupil's Book

1 4.18 Listen, find and say.

- Guide ss to find page 34 in the Pupil's Book. Focus ss on the page and point to each picture in turn. Do some repetition practice of all six words (*plane, teddy, teacher, table, ten, cat*).
- Say the four words starting with *t* (*teddy, teacher, table, ten*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words ss know that start with the *t* sound. (They may know a few words, e.g. *toy, two*.) All ss repeat these words for further practice with the initial *t* sound. (If ss suggest it, don't accept *train* at this stage as the initial blend could confuse ss.)

/t/ /t/ Tom
/t/ /t/ ten
/t/ /t/ teddy
/t/ /t/ teacher

Capitals-only version

You may wish to support your ss by focusing only on the capital letter *T* in the following activities.

2 Find and circle T and t.

- Write the letters *T* and *t* on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle *T* and *t*.
- Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter *T* or *t* and point to it. (You do not need to ask ss to say the word it is in.)

Answer key Ss find and circle the examples of *T* and *t* in the cloud artwork.



Activity Book

1 Look and colour. Tt.

- Ss identify the correct letters and colour them in. Ask them to quietly say *t, t, t* as they work.

Answer key Ss colour the upper-case *T*s in blue and the lower-case *t*s in red.

Capitals-only version

You may wish to omit the following activity if your ss are not ready to deal with both lower-case and upper-case letters.

2 Look and connect Tt.

- Ss look at the pictures and letters. Encourage them to say *teacher* at the start and *teddy* when they finish. As they work, encourage them to make the *t* sound.

Finishing the lesson

- Play the Which letter? game with the letters *b, d, p* and *t*. Start with the sounds in isolation, move on to words that ss know that start with the sounds, e.g. *ball, boy, dad, doll, pen, pencil, teddy, ten*, and then move on to other words, e.g. *bed, big, dig, do, paper, put, tea, tick*.

Capitals-only version

If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

Photocopiable resources

If appropriate for your class, you may wish to use some of the following photocopiable resources now or later in the course:

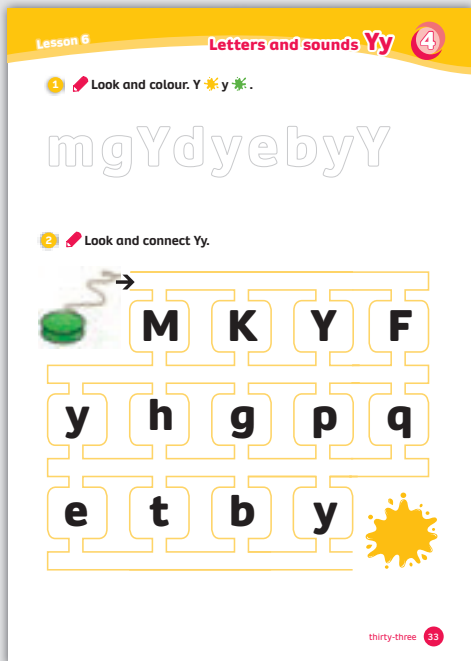
Resources 3–20: a–z and A–Z

Letters and sounds Yy

Pupil's Book



Activity Book



Objectives

- **Lesson aims:** to learn and practise saying the letter y
- **Target language:** the letter and sound Yy

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds of the alphabet, if supported by pictures (GSE 13).

Materials

- Unit 1 flashcards (*boy, cat*)
- Unit 2 flashcards (*bag, book, pen, pencil, rubber, ruler*)
- Unit 3 flashcards (*desk, door, teacher, wall, whiteboard, window*)
- Unit 4 flashcards (*ball, car, doll, robot, teddy*)
- A4 pieces of paper, each with a letter (C, R, W and Y) on them
- Alphabet time (back of the Activity Book)
- *Team Together* Alphabet Classroom Poster

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Play a game with flashcards from this and previous units – see flashcards list above. Distribute all the flashcards to pairs of ss (or individuals or small groups depending on the size of your class). Then say *Show me a b word*. Ss with a card showing a word that starts with the *b* sound stand up, show the card and say the word. All ss repeat the sound and the word. (Note that there is more than one card for each letter, so more than one pair should stand up and show.) Continue with the other sounds and flashcards.

Presentation

- Show page 35 in the Pupil's Book and say *y, y, yellow*. (Make sure to use the sound of the letter and not its name.) Write the letters Y and y on the board and repeat the y sound.

Practice

Pupil's Book

1 4.19 Listen, find and say.

- Help ss find page 35 in the Pupil's Book and point to each picture in turn. Elicit or introduce the words. The tick represents *yes*, and *yoghurt* is new. Do some repetition practice of all six words (*yoyo, yes, door, yellow, yoghurt, pencil*).
- Say the four words starting with *y* (*yoyo, yes, yellow, yoghurt*) and ask ss to look at your lips and mouth as you make the sound. They repeat the sound.
- Play the audio. Ss point to the correct picture as they listen. They repeat the sounds and words.

- **Extension** Elicit any other English words ss know that start with the y sound (they may know a few words or names, e.g. *you*). All ss repeat these words for further practice with the initial y sound.

/y/ /y/ yoyo
 /y/ /y/ yellow
 /y/ /y/ yes
 /y/ /y/ yoghurt

Capitals-only version

You may wish to support your ss by focusing only on the capital letter Y in the following activities.

2 Find and circle Y and y.

- Write the letters Y and y on the board. If necessary, remind ss that these are two forms of the same letter.
- Ss look at the letters in the cloud and circle Y and y.
- **Extension** Use the Alphabet time section at the back of the Activity Book and/or the *Team Together* Alphabet Classroom Poster. Ask ss to find the letter Y or y and point to it. (You do not need to ask ss to say the word it is in.)

Answer key Ss find and circle the examples of Y and y in the cloud artwork.



3 4.20 Listen and chant.

- Ss listen to and repeat the chant.

Extra activity TPR

- Divide the class into two. One half can chant the *t* section and the other half the *y* section. They could continue the chant and increase the speed each time for fun.

Bill: This is my teddy, teddy, teddy,
 With Tom, Tom, Tom.
 This is my yoyo, yoyo, yoyo
 And it's yellow, yellow, yellow.

Activity Book

1 Look and colour. Yy.

- Ss identify the correct letters and colour them in. Ask them to quietly say *y, y, y* as they work.

Answer key Ss colour the upper-case Ys in yellow and the lower-case ys in green.

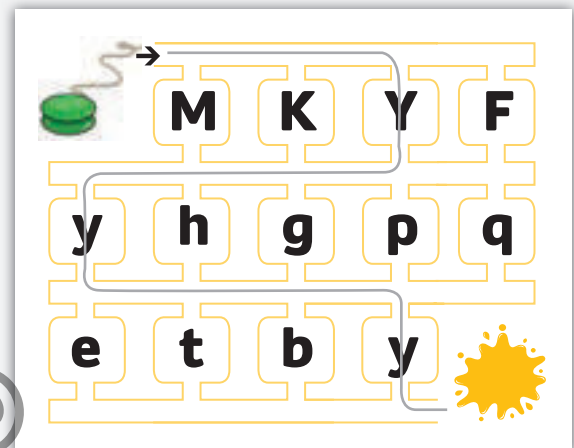
Capitals-only version

You may wish to omit the following activity if your ss are not ready to deal with both lower-case and upper-case letters.

2 Look and connect Yy.

- Ss look at the pictures and letters. Encourage them to say the words *yoyo* at the start and *yellow* when they finish. As they work, they make the y sound.

Answer key



Finishing the lesson

- Play the Which letter? game with the letters *c, r, w* and *y*. Start with the sounds in isolation, move on to words that ss know, e.g. *car, cat, red, robot, wall, window, yes, yoyo*, and then move on to other words, e.g. *cake, can, ring, run, what, win, yell, you*.

Capitals-only version

If you are using the version of *Team Together* Starter with capitals only, you may wish to adapt some of the tasks on this page as your class will not be differentiating between lower- and upper-case letters.

Photocopiable resources

If appropriate for your class, you may wish to use some of the following photocopiable resources now or later in the course:

Resources 3–20: a–z and A–Z

Project A toy box

Pupil's Book

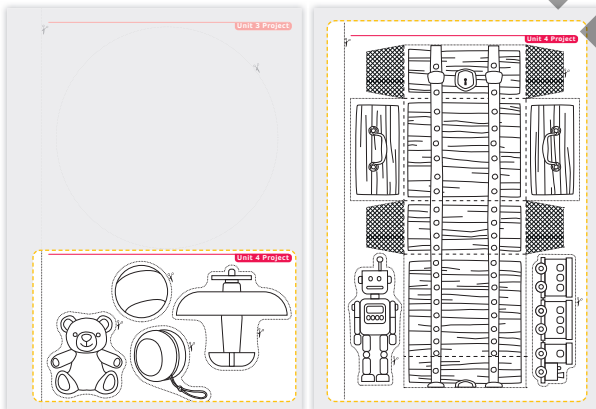


1 Make and show.

2 Sing and play.

36 thirty-six

Cut-outs



Objectives

- **Lesson aims:** to practise language from the unit
- **Target language:** *ball, plane, robot, teddy, train, yoyo; red, blue, orange, brown, green, yellow; What colour is it? It's ..., What's your favourite toy? It's ..., I've got a ...*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a simple song, if supported by pictures (GSE 22).

Materials

- Unit 4 flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- templates of the toy box and toys for ss to cut out
- a completed model toy box and toys
- scissors and glue
- crayons or coloured pencils
- two puppets or soft toys

Assessment for Learning

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

Starting the lesson

- Use the unit flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*) to revise the key vocabulary. Use the Where is this card? and/or What's missing? games.

Presentation


- Before the lesson, prepare all the materials and make a toy box and some cut-out toys for demonstration.
- Show ss page 36 in the Pupil's Book and then an example of the toy box and toys they are going to make. Say *Look! I've got my robot.*

Practice


Pupil's Book

1 Make and show.



- Prepare checklists of the stages of making the toy box so that you can keep a record of what ss achieve. You could include:
 - 1 cut out the shapes.
 - 2 colour the boxes and toys.
 - 3 glue the sections carefully.
 - 4 name their toys and their colours.
 - 5 ask and answer questions about favourite toys and colours.

- Show the model toy box to the class, saying *This is a box*. Ss repeat the word *box*. Then say *It's a toy box*. Look, *I've got my toys*. Then take out and show each toy and say *I've got a ...*
- When you have shown all the toys, hold them up again one by one and ask *What is it?* Elicit the answer and then put it back in the box.
-  Focus ss on the illustrations on page 36 in the Pupil's Book. Introduce and talk through each stage of the process so ss know what they are going to do before they start. Use the Traffic light cards technique to check ss understand the procedure.
- Refer ss to the cut-out templates at the back of the Pupil's Book and distribute the materials needed.
- Ss cut out the shapes. Make sure they can use scissors safely. Monitor closely and help wherever necessary.
- Ss colour their boxes and toys.
- Demonstrate how to glue the box. Make it clear that they leave the top of the box open. Demonstrate how to use the glue carefully.

Extra activity Fast finishers

- Ask more confident ss to help other ss who have yet to finish.
- If any ss have not been successful at creating a usable toy box and toys, encourage them by saying they will have the chance to make something else in the next project. Put them with a partner who has created something usable for the following activities.
-  Ss work in pairs to show their toys. Model what you want them to say, using your box and toys. Say, e.g. *I've got a robot. It's blue.*

Extra activity TPR

-  Ss exchange empty toy boxes and put some toys in their partner's box. They then take back their boxes and unpack them saying, e.g. *I've got a red robot*. Praise the ss for sharing their toys.
-  Ss work in pairs to talk about their favourite toy in their toy box. Model the conversation using two puppets or soft toys, e.g.
What's your favourite toy?
It's my ...
What colour is it?
It's ...

2 4.21 Sing and play.

Extra activity TPR

- Play the audio. Ss hold up their toys as they hear them named in the song.
- Play the audio again. Ss sing along and put the toys back in the box as they sing about them.

Chorus: Let's play! Let's play!
Hooray! Hooray!


Boy: What's your favourite toy?
It's my train.
What's your favourite toy?
It's my plane.

Chorus: Let's play! Let's play!
Hooray! Hooray!

Girl: What's your favourite toy?
It's my doll.
What's your favourite toy?
It's my teddy.

Chorus: Let's play! Let's play!
Hooray! Hooray!

Finishing the lesson

-  Draw a toy box on the board. Place the unit flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*) face down on a table at the front. Using the Lollipop stick technique, select a student to come out, take any card, look at it, then draw the toy in the outline of the toy box. As the student is drawing, ask the other ss *What is it?* When they get the correct answer, the student drawing stops and says, *Yes, it's a ...*. Continue with other ss.

How to work with projects

There is a project at the heart of every unit in *Team Together* Starter. Each project is carefully scaffolded to enable students to produce something which they can then use in fun, communicative classroom activities. They can also take their finished project work home to show their families and involve them in the learning process.

The projects in this Starter level involve students working together, and so prepare them for the collaborative projects at higher levels of *Team Together*.

For successful project work in the classroom at this level, you may wish to do the following.

- Boost the quality of your students' work by showing them good examples of the final product before they begin.
- Prepare students by getting them to think about the project in advance.
- Keep a flexible project schedule and involve students in the project design whenever possible.
- Avoid making all the decisions for students. Allow them to use their own creativity, and to take the project work in directions they want to go in.
- Record evidence of progress by preparing and filling in a checklist of what students ought to be doing at each stage of the project.
- Be aware that it will take time for students to develop time management skills and learning skills. Not all students will be able to complete the project work at the same pace, or to the same level of quality. Provide students who need it with extra support during the project.

Review

Pupil's Book



Activity Book



Objectives

- **Lesson aims:** to review language from the unit
- **Target language:** *ball, car, doll, plane, robot, teddy, train, yoyo; What colour is it? It's ..., What's your favourite toy? It's my ...*

Global Scale of English (GSE)

- **Listening:** Can understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can talk about things they have, using a basic phrase (GSE 28).

Materials

- Unit 4 flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- drawing materials for each student

Assessment for Learning

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

Starting the lesson

- Ss use the toy boxes they made in the previous lesson to do some revision of the target language for the unit. Put them into pairs to practise talking about the toys, e.g. *What's this? It's my What colour is it? It's What's your favourite toy? It's my*

Presentation

- Show page 37 in the Pupil's Book and say *What's your favourite toy? It's my red car.*

Practice

Pupil's Book

1 4.23 Listen and circle.

- Help ss find page 37 in the Pupil's Book. Focus ss on the pictures and elicit what they illustrate. Ss repeat the words.
- Play the audio. Ss listen and circle the correct picture.
- **Extension** Point to one of the pictures and ask *What colour is it?* Elicit answers.
- Ss work in pairs to ask and answer about the colours of the toys in the pictures.

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

- 1 Man:** What's your favourite toy?
Girl 1: It's my car.
2 Man: What's your favourite toy?
Boy 1: It's my train.
3 Man: What's your favourite toy?
Girl 2: It's my yoyo.
4 Man: What's your favourite toy?
Boy 2: It's my robot.

2 ✂ Draw.

- Distribute drawing materials.
- Ss draw a picture of their favourite toy (a real toy from home, not one made in the project). Ideally, this will be something they have learned the name of in the unit, but if they choose to draw something else, teach them the name of the toy.

3 🎧 4.24 🗨 Listen. Then say.

- Play the audio and pause after each line for ss to repeat.
- Take one of the drawings that a student drew in the previous activity. Hold it up and ask *What's your favourite toy?*
- 🗨 Ss work in pairs to show their drawings and talk about them with a partner using *What's your favourite toy* and *It's my ...*

Girl: What's your favourite toy?
Boy: It's my green train.

Activity Book Review 1

1 🎧 4.22 ✂ Listen and tick (✓).

- Play the audio. Ss listen and tick the correct picture.

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

1 teddy 2 doll 3 yoyo 4 robot

2 ✂ Look, count and match. Then say.

- Ss find and count the items in the picture. They say, e.g. *Three trains*
- 🗨 Using the Traffic light technique, check ss understand the task before continuing with the rest. They then match the toys to the numbers.

Answer key ball 4, plane 1, car 6, train 3

Activity Book Review 2

1 🎧 4.25 ✂ Listen and number.

- Play the audio. Ss listen and number the correct picture.

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

- 1 Man:** What colour is it?
Girl 1: It's brown.
2 Man: What colour is it?
Boy 1: It's orange.
3 Man: What colour is it?
Girl 2: It's red.
4 Man: What colour is it?
Boy 2: It's red, and yellow.

2 ✂ Find, colour and say.

- Ss find the toys in the puzzle and colour them in as they like.
- 🗨 Ss work in pairs to show their drawing. They name each toy they have found and its colour, for example *I've got a It's ...*

Answer key a car, a doll, a robot, a plane

3 ✂ Look and colour for Unit 4.

- 🗨 Find out how happy ss are with what they have learned in the unit. Ask *Can you ask about colours? Can you talk about your favourite toys?* Ask them to colour the face they want to, to show how they feel about the unit.

Finishing the lesson

- Find out what ss' favourite part of the unit was. Give ss the opportunity to repeat any popular activities. (If they say the project, allow them to ask and answer questions about their toy boxes again.)

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 73.

Photocopiable resources

If appropriate for your class, you may wish to do the following photocopiable resources now or later in the course:
 Resource 23 and/or 28: Reading and Writing 3: My toys