

1 Team time!

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North Road School Teams

Do you love doing things? Why not join our team and learn something new? We have lots of things to do and we are looking for new members. Get stronger and make new friends in the same team.

We practice on Mondays at 3 pm and go to competitions at the weekends.

Harry

Harry likes drawing and has good art skills. He likes to be creative and make things that look like a real artist. He likes to be creative and make things that look like a real artist.

We meet on Wednesdays at 4 pm. We draw and make things that look like a real artist.

Look, read and label the school teams.

maths gardening gym art

Read the texts again and listen to the school children. Which team can they join? Then complete the sentences.

Helen Helen wants to get stronger and make new friends.

Sophia Sophia isn't busy on Mondays.

Harry Harry likes drawing and has good art skills.

Aziz Aziz wants to learn something new and do something more than once a week.

Which team would you like to join? Tell a friend.

Read the texts again and listen to the school children. Which team can they join? Then complete the sentences.

Helen Helen wants to get stronger and make new friends.

Sophia Sophia isn't busy on Mondays.

Harry Harry likes drawing and has good art skills.

Aziz Aziz wants to learn something new and do something more than once a week.

in the box and guess which team name matches posters 1–4. Don't confirm. Learners read each text quickly and check their ideas in pairs.

Feedback: Check answers with the class. Praise for correct guesses and emphasise they can understand a lot using the clues on the page. Ask them which words / pictures helped.

Answers
1 gym 2 maths 3 gardening 4 art

02 LISTENING Task 2

- Learners look at the four people and read the sentences about them. In pairs, learners guess which team each person likes. Don't confirm.
- Learners read the texts about the clubs again carefully, then listen to each person and fill the gaps. Use the choral-drilling strategies (see p.54) to make the choral drilling more fun and build learners' confidence. Play track 2 twice. After listening, learners check answers in pairs and match 1–4 to the correct teams.

Extra support: Underline key words that helped them.

Feedback: Read the names and nominate learners to say the team name and give reasons as open pairs (see p.54).

Answers
1 gym: Helen wants to get stronger and make new friends.
2 art: Harry doesn't like being outside, but he likes drawing and he's good at taking photos of plants. He can do something on Wednesdays.
3 gym: Sophia likes moving and isn't busy on Mondays.
4 gardening: Aziz wants to learn something new and do something more than once a week. He's good at growing plants.

EXAM PRACTICE

MATERIALS

Listening Part 5, Speaking introduction
Small squares of card in different colours in a bag (one per learner); eight picture cards: football, musical notes, pair of swimming goggles, snowboard, garden, a gym, a maths equation, a paintbrush (optional); large paper, mini whiteboards, paper and coloured pens / pencils (optional)

Unit objectives	
LISTENING	Listen for names, numbers and spelling.
SPEAKING	Ask and answer simple questions about people.
READING	Find specific information.
WRITING	Write key words accurately using correct verb patterns.
YLE VOCABULARY	Activities and hobbies: <i>art, chess, competition, join a club, maths, prize</i>
NON-YLE VOCABULARY	<i>gym</i>

READING Task 1

- As a lead in, put coloured paper squares in a bag. Use enough colours for one per learner, making four to five teams. Learners each take a square without looking. They stand with other learners who have the same colour. Say *This is your team*. They have two minutes to find out something they have in common, e.g. *We all love pizza*. If time, regroup using the coloured cards.

Extra support: Give ideas, e.g. hair colour, sport played, hobby, colour of clothes. Fast finishers find an extra thing in common.

- Ask learners if they belong to any teams. Share ideas. Learners look at the posters and describe what they see in the pictures. Share ideas and model any vocabulary that comes up. Learners look at the words

Track 02

- Helen:** I'm fast, but I'm not very strong, so I'd like to get stronger and learn to jump and dance. I'd also like to make some new friends and I really enjoy competitions.
- Harry:** I don't like being outside because it's often cold and rainy, but I do really like drawing and I'm good at taking photos of plants. Look at this picture of a tree that I took! It won a prize in our town's newspaper. I'm busy on Mondays, but I can do something any other day.
- Sophia:** I love doing puzzles and thinking about numbers, but I don't like sitting down all day. I'm really good at moving and dancing and winning prizes! I'm busy on Wednesdays and Thursdays.
- Aziz:** I'd like to do something more than once a week and I'd like to learn something new. I don't really mind what it is. I'm good at growing plants and doing maths.

SPEAKING Task 3

- Write sentence stems on the board. *I'd like to join ... / I enjoy ...* Say *I'd like to join the chess team because I enjoy doing sports.* Encourage learners to read the example sentences.
- Learners discuss in pairs which team they'd like to join and why.

Feedback: Share ideas and ask a few confident learners to act out their dialogues.

Answers

Learners' own answers

Extension: Show learners a picture card (see Materials) and ask what team it shows. Model each one. Learners repeat. Correct pronunciation. (*football, singing, swimming, snowboarding, gardening, gym, maths, art*). Learners stand in a circle. Give the first card to a learner and encourage him / her to pass to the right, asking: *Would you like to join the (football) team?* Encourage this learner to reply, e.g. *No, I don't like sports* and pass on the card again. As the first card circulates, give the next and so on until all the cards are circulating.

This is a good opportunity to use Total Physical Response (TPR) by miming the sports (see p.55).

Extra support: Collect in cards as they reach start point and encourage learners who have finished to tell a partner their favourite team.

WRITING Task 4

- Mime and ask learners to guess what you are doing: *cooking / playing chess / ice-skating.*
- Ask learners *Are you interested in cooking?* Repeat with other ideas. Write the question on the board. Underline *interested in*. Repeat with *good at* (*Are you good at ...?*) Ask learners what they notice about the words. (*The verb following the preposition is a gerund – verb -ing*).

Feedback: Underline the preposition and gerund in a different colour to focus learners' attention on the structure.

- Learners look at the example sentence for the task. Check understanding of *dream of*. Learners complete sentences in pairs. Check answers. Then learners ask and answer in pairs.

This is a good opportunity to use games to practise and consolidate the language (see *Mexican wave, Paper ball* and *Hot seat*, p.54).

Extra support: Model and drill the linking sounds
/ˈɪntrəstɪŋ/ /ˈɡʊd æt/ /ˈdri:m əv/.

Answers

2 winning 3 sitting 4 learning

SPEAKING Task 5

- Keep learners in pairs. Tell them to read the answers A–D and match with questions 1–4 from task 4. Do an example together then learners continue. Check answers.

Feedback: Nominate learners to answer. Encourage them to explain which words helped them.

Answers

A 4 B 2 C 1 D 3

Task 6

- In groups of four or five, learners decide which team each flag is designed for. Share ideas.

Answers

1 chess team 2 cooking team

THINK BIG

- Keep learners in the same groups. Learners read the texts in task 1 and the answers in task 5 for more ideas, then discuss.

Feedback: Share ideas as a class.

Which team?

Listen and complete the table for Helen.

Name	Surname	Age	Team	Why would you like to join the team?	What are you good at?
Helen	Jones	12			

Ask and answer with a friend. Make a table that is true for you and your friend using task 1 as an example.

Hi Peter! What's your surname and how old are you?

My surname's ... and I'm ...

Which team would you like to join?

Do I like to join the team because I like ... and I'm good at ...

Look at the flags. Listen and colour. Then write a name for the team.

Listen and colour and write. There is one example.

03 LISTENING Task 1

- As a lead in, learners work in pairs. Each pair writes down three teams they have talked about. They take it in turns to choose one of the teams. Person A 'writes' the word on his / her partner's back to guess. Then they swap and repeat.
- Extra support:** Give the names of teams. Fast finishers write five teams and spell two each.
- Feedback:** Share which team name was easiest and most difficult to guess.

Answers
Learners' own answers

- Learners look at the table. Ask *What kind of information might you hear about Helen? (names, spellings, numbers).* Tell learners that if they think about the information before, it will help them listen out for it.
 - Play track 3 twice: learners listen and write the first time, then check and find any missing answers the second time. After listening, learners check answers in pairs.
- Feedback:** Read each heading and nominate learners to answer, choosing less confident learners to do the easier questions.

Answers
See table opposite.

Track 03

Helen: Hi, I'd like to join the running team, please.

Boy: That's great! Can I just ask you a few questions?

Helen: Yes, of course.

Boy: What's your name?

Helen: My name's Helen.

Boy: And what's your surname, please?

Helen: Jones. That's J-O-N-E-S.

Boy: How old are you, Helen?

Helen: I'm 12.

Boy: And why would you like to join the team?

Helen: Because I'd like to make some new friends and win some prizes.

Boy: But are you good at running? We need people who can win races!

Helen: Yes, I'm good at running really fast. I won three races last year.

Boy: Brilliant! Well, our first race is next Monday at 5 p.m. See you there!

- Look at the table headings. Learners work in pairs to complete the boxes for one more person: either Sophia, Aziz or Harry from task 2 on page 2. Learners write.
 - Learners work in new pairs making sure they have completed the information for different people. Learners ask and answer the questions and fill in the row of the table.
- Feedback:** Monitor carefully as learners work. If you hear any common errors, highlight and correct at the end.

Answers

Name	Surname	Age	Team	Why would you like to join the team?	What are you good at?
Helen	Jones	12	Gym	get stronger, learn to jump, dance and make new friends	She's a fast runner.
Harry	Lane	11	Art	likes drawing	good at taking photographs
Sophia	Price	10	Gym	doesn't want to sit down all day	good at moving, dancing and winning prizes
Aziz	Patel	11	Gardening	wants to learn something new and do it more than once a week	good at growing plants

SPEAKING Task 2

- Learners call out names of school teams. They could use ideas from the previous lesson or real teams.
- Tell learners to choose a team. Put learners into pairs. Repeat the questions from task 2.
- In the first part of the speaking test, the examiner asks for name, surname and age. The format of the test always follows the same pattern, and the opening question should be a stress-free start, so it is worthwhile making sure learners confident with these basic questions.

Feedback: Ask volunteers to act out their dialogues in front of the class.

After feedback, focus learners on the sentence structures. Highlight or underline *I'd like to join and I'm good at verb + -ing* and remind learners to think about which one they use.

Part
Flyers
1

Answers
Learners' own answers

04 LISTENING Task 3

- Before starting task 3, learners look at the pictures of the flags. Ask what they are and how to spell the word. Learners work in pairs and write down in one minute all the things they can see on the flags.
 - Check ideas.
 - Fast finishers spell the words out.
- Feedback:** Learners say the words and point to the pictures. Model the vocabulary again and ask learners to repeat, correcting pronunciation as you go.
- Explain to learners that they will listen and draw what they hear on the flags. Give out coloured pens /pencils. Call out colours and ask learners to wave the correct coloured pen in the air. If possible, add all new vocabulary and short phrases from unit 1 to a classroom Word wall (see p.55).
 - Play track 4. Learners listen and colour.

Extra support: Repeat the audio if necessary.

Feedback: Learners compare their drawings in pairs.

Extension: In pairs, learners choose their favourite flag.

Answers

- 1 Two stars coloured orange
- 2 Two flowers coloured red
- 3 One number coloured green

Suggested answers

- 1 gardening team
- 2 ice skating team
- 3 art team

Track 04

Look, listen and colour.

- 1 How many stars are there? Colour all the stars orange.
- 2 How many flowers are there? Colour all the flowers red.
- 3 How many numbers are there? Colour all the numbers green.

05 Task 4

Part
Flyers 5

- Learners look at the picture. Ask *What kind of place can you see? (a garden).*
- Learners work in pairs and think about three things they can do in a garden and three things they can see.
- Make sure that learners know what they have to do in this task. In the Flyers test, they will have to write two words in the places they are told, as well as colour various objects. They will not be expected to colour particularly well. It is important that they can identify people and objects.
- Keep learners in pairs and ask them to write down ten words of people and objects they can see in the picture. Learners create lists. Monitor and check as they work.

Feedback: Use the monitoring stage to give individual feedback and support learners who need extra help. Fast finishers can add extra words, check their spelling and test each other by asking a partner to name an object and spell the word.

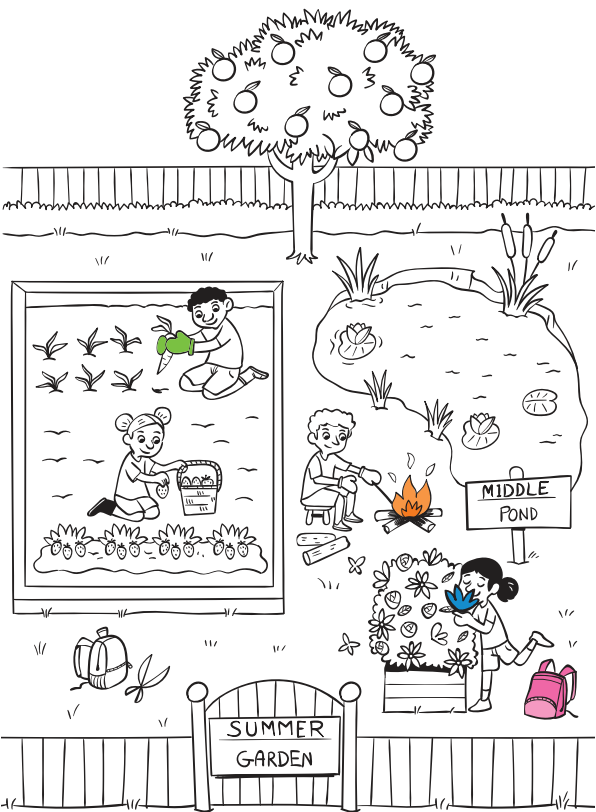
- Once all the learners are ready, put pairs together into groups of four and ask them to test each other: each pair reads their words to the other pair who point to the words.
- As they work write the following words on the board: *pond, tree, plants, strawberry, flowers, fire, gloves, scissors, gate.* Finish the group work. Read the list of words one by one and encourage learners to point to each item in the picture.
- Play track 5. Learners listen, colour and write words.

Feedback: Learners check their answers in pairs. Then check answers with the class. Ask learners to speak to their partner again and find one thing their partner has done well, e.g. *You coloured this part very well. You chose the right colours for the gloves.*

Extension: Give out mini whiteboards if available, or paper if not, to learners in groups (see Materials). Learners draw a grid with six squares and number them 1–6. Tell learners to think about some words they have practised in Unit 1 and draw six pictures. Demonstrate asking and answering questions with a stronger pair, e.g. *What is number four in your pictures? It is a sport you can do on ice. Is it ice-skating? Yes!*

Learners mingle, asking and answering questions (see *Mingle and greet*, p.54).

Answers



Track 05

Listen and colour and write. There is one example.

Girl: Look at this picture of a school garden! It looks wonderful, doesn't it?
Boy: Yes. That's a beautiful tree. I love gardening.
Girl: Brilliant! Well, would you like to colour some of this picture?
Boy: Sure! There's a boy who's holding a carrot. Can I colour his gloves?
Girl: All right. Make them green!
Boy: Fine.

Can you see the green gloves? This is an example. Now you listen and colour and write.

1
Boy: What else would you like me to colour?
Girl: How about a backpack? You could colour one of those.
Boy: Which one? The one by the big scissors?
Girl: I don't think so. Colour the one by the girl, please.
Boy: OK. How about making that pink?
Girl: Good idea. Use that colour.

2
Girl: Can you see the board by the pond? I'd like you to write something on it, please.
Boy: OK. What do you want me to write?
Girl: Can you see the word 'pond'? I want you to write the word 'middle' above it, please.
Boy: Middle. So the sign says 'Middle Pond'. OK!

3
Boy: Can I do some more colouring? I'm good at that.
Girl: Yes, why not? How about colouring one of the flowers?
Boy: OK. Which flower do you want me to colour?
Girl: What about the big flower that the girl is smelling? Make it blue – my favourite colour.
Boy: It's my favourite colour, too. All right! I can do that!

4
Girl: And perhaps you should colour the fire, too.
Boy: Yes, good idea. What colour?
Girl: You've got an orange pencil, I think. Use that one!
Boy: OK. I've done that.
Girl: Thank you.

5
Girl: I'd like you to write something. We need a name for the garden.
Boy: Yes, we do.
Girl: Well, there's a gate in front of the garden. Can you see it? Write it there.
Boy: All right. What can we call it?
Girl: Well, we'll call it 'Summer Garden' because there are lots of flowers and fruits in it.
Boy: OK. That sounds good. There, I've finished.
Girl: Great!

Answers

Learners' own answers