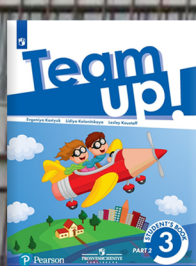


РЕГИОНАЛЬНОЕ МЕТОДИЧЕСКОЕ ПРИЛОЖЕНИЕ №44
к журналу «ПРОСВЕЩЕНИЕ. ИНОСТРАННЫЕ ЯЗЫКИ»

УМК TEAM UP! (ВМЕСТЕ)

Методические рекомендации для учителя начальных классов

ИП ПРОСВЕЩЕНИЕ



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УМК Team up! (Вместе). Методические рекомендации для учителя начальных классов

УМК «Team up!» (Вместе) – это современный курс английского языка, базовый уровень, который учитывает все вызовы и задачи современного образования – системно-деятельностный подход к обучению, акцент на применение знаний на практике в учебных ситуациях и реальных жизненных условиях, формирование функциональной грамотности.

В сборник включены методические рекомендации для учителя английского языка 2 – 4 классов по организации эффективной системной работы в классе.

Сборник содержит рекомендации, идеи практико-направленных упражнений, которые помогут учащимся успешно усвоить материал, перевести знания из «пассивных» в «активные», сделают процесс обучения результативным и увлекательным.

Рекомендации составлены с учетом возрастных особенностей учащихся начальной школы.

Разделы Games bank, TPR activities включают разнообразие видов деятельности на уроке, которые задействуют различные каналы восприятия информации, идеи работы с наглядным материалом, игры с лексикой и грамматикой, песнями и чантами, игры, которые задействуют весь класс, группы или проводятся в парах.

Разделы How to work with stories, How to work with videos and animations предлагают учителю рекомендации по работе с комиксами и видео сюжетами на всех этапах before, while, after.

Раздел Classroom language поможет учителю и учащимся грамотно использовать устойчивые фразы на английском языке в различных учебных ситуациях. Это создает условия на уроке для погружения учащихся в языковую среду, приближенную к реальной, снимает языковой барьер, повышает мотивацию к общению на уроке на английском языке.

How to work with stories



Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the children for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English.

Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story.

Stage 2 – Listening to the story

All the stories have been recorded by professional actors. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.



Stage 4 – Acting out

After having listened to the story a few times your pupils can be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

How to work with videos and animations

Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Students may watch the same videos many times and each time their perception of the material they watch is enhanced.

How is the video material presented?

In *Team Up!* there are two types of video material: story animations and culture videos. They contain the target vocabulary and grammar of the unit, though occasionally new words are introduced in culture videos, with a clear presentation of their meaning.



When to use the video material?

- You can use the story animations either as the presentation stage, or after you have listened to and read the version available in the Pupil's Books.
- Culture videos are to be used as an extension of the content presented in the Pupil's Books as they offer additional information about the topic covered in the lesson. It is likely that during the first viewing students will not understand the entire text presented in the recording, but

they will get the meaning of the pictures, sounds and the rhythm of the spoken language. They will remember some phrases, especially those which are often repeated.

You can also use the animations and the videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new

material was introduced will considerably stimulate their memorizing ability.

What are the techniques of working with the video material?

- listening with the screen covered (blind listening)
- watching with the sound muted (silent viewing)

How to use the video material?

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene so that you can ask students questions about the things they see.
- Students complete the photocopiable worksheet corresponding to the recording.

Classroom language



Hello. What's your name?

My name's Anna.

How do you spell Anna?

A-n-n-a.

A-n-n-a?

That's right.

Starting the lesson

Are you ready?

Let's begin/start.

Listen (to me).

Look (at me/at the board).

Take out your books/
notebooks/coloured pencils.

Give this/these out, please.

Have you got a (pencil)?

Open your books at page (4).

Turn to page (6).

Open the window/door.

Close the window/door.

Managing the class

Be quiet, please.

Look at me/Listen to me.

Come to the front of the class.

Come to the board.

Come here, please.

Put your hands up/down.

Who's next?

Queue/Line up!

Repeat after me.

Wait a minute, please.

Hurry up.

Words of praise

Well done!

Excellent!

Fantastic!

That's nice.

Much better.

Good job.

Congratulations!

That's correct!

Great work!

Good luck!

Thank you.

Words of praise

Well done!

Excellent!

Fantastic!

That's nice.

Much better.

Good job.

Congratulations!

That's correct!

Great work!

Good luck!

Thank you.

During the lesson – instructions

Hold up your picture.

Draw/Colour/Stick/Cut
out ...Write the answer on the
board/in your book.

Let's sing.

CLASSROOM LANGUAGE

All together now.
 It's break time/lunch time.
 Wait a minute, please.
 Be careful.
 Sorry, guess/try again.
 Next, please.
 Again, please.

During the lesson – questions

Are you ready?
 Do you understand?
 What do you think?
 Anything else?
 May/Can I help you?
 Are you finished?
 Who's finished?
 What can you see?

Pair work/Group work

Find a partner.
 Get into twos/threes.
 Who's your partner?
 Work in pairs/groups.
 Make a circle.
 Work with your partner/friend/group.
 Show your partner/friend/group.
 Tell your partner/friend/group.
 Now ask your partner/friend/group.

Language used for playing games

It's my/your/his/her turn.
 Whose turn is it?
 You're out.
 Don't look.
 No cheating.

Turn around.
 Close your eyes.
 Pass the (ball, cup), etc.
 Wait outside.
 Roll the dice.
 Move your/my counter (3) spaces.
 Miss a turn.
 Go back (2) spaces.
 Roll again.
 I've won!
 You're the winner!

Useful phrases for the students

May/Can I go to the toilet?
 I understand/I don't understand.
 Excuse me...
 I'm sorry.
 Can you help me?
 I'm ready.
 I'm finished.

Ending the lesson

Put your books/notebooks/coloured pencils away.
 Tidy up.
 Put that in the bin/rubbish bin, please.
 Collect the stickers/cards/spinners/scissors, please.
 The lesson is finished.
 That's all for today.
 Goodbye!
 See you tomorrow.
 Have a nice weekend/holiday.

Games bank

Flashcard games

Which card is this?

Cut out a small square in the middle of an A4 sheet of white paper. Cover the flashcards with this sheet of paper in such a way that students can see only part of the picture in the cutout hole. Ask students to guess what the cards present.



Observation

Show students a flashcard, but do it quickly. Then ask them: *What's this?* the students' task is to name the object presented in the card. If students fail to guess it the first time, show them the card again a little slower than before.

Guess and take it!

Hold up a flashcard. The pupil who is first to say the word presented in the card may take it. The pupil who collects the highest number of cards wins.

Echo

Make sure that students are familiar with the echo phenomenon. Show students the flashcards and speak out relevant words. Ask students to repeat the words after you a few times quieter and quieter, like an echo.

Remember and say it!

Stick four or five cards to the board. Ask students to remember what they present. Then, remove the cards from the board and ask students to say the names. Repeat with other cards.

Remembering the order

Select four flashcards from the same topic and stick them to the board. Ask a few volunteers to look at the pictures and say the names of the objects presented. Then, ask students to remember the order in which the cards are placed on the board. Stick the cards face down on the board and ask students to say the words in the correct order.

What's missing?

Stick the flashcards on the board. Give students a few minutes to remember the order in which they are placed. Then, ask students to close their eyes and remove one of the cards. Ask them: What's missing? Students identify the missing card.

Snap!

Prepare flashcards from one vocabulary group. Say or write on the board one word from the group. Show students all cards from the group. When students see the card with the picture corresponding to the word, they call: *Snap!*

Which card have you got?

Select a few flashcards and give them to students. Ask them to pass the cards on in such a way that they cannot see what they show. At some point say: *Stop*, and ask: *Who's got the (apple)?* the pupil who has the card you asked for says: *Me!*

Where is this card?

Stick the flashcards all over the classroom. Say the words and students point to appropriate cards.

Listen and pass it on!

Distribute the flashcards with selected words among students (e.g. one card per desk). Speak out sentences including the selected words and ask the students to pass appropriate cards to you.

Standing up

Hand over the cards from one set, e.g. with animals, to particular students. Say the names of the animals aloud. The task of the pupil holding the card presenting the animal you named is to stand up when he/she hears the name and to show the picture to the other children.

Raise your card

Distribute the cards among students. Tell students a short story in English. When a pupil hears the word depicted in his/her card, he/she raises it up.

Yes!/No!

Show students the flashcards and ask them to name the pictures together with you. Then, show students the cards in such a way that only they can see the pictures. Say a word in English. The students' task is to say aloud: Yes! if the picture shows the word you said. If the picture does not show the given word, students say: No! Continue providing words until all the pictures are correctly named.

Numbers

Stick five flashcards on the board, e.g. with food. Ask one pupil to come to the board and to write numbers under appropriate pictures following your instructions, e.g.: *the (chicken) is number (one)*. Do the same with the four remaining cards. Then, ask particular students: *What's number (three)?*

Charades

If it is possible, ask students to sit in a circle. Give one pupil the entire set of cards, e.g. from the unit *Food*. Play some music. Students pass the set on when they hear the music. Stop the recording. Then, the pupil who holds the set stands up, selects one card and mimes the word (e.g. if he/she had chosen a picture of a banana, he/she mimes peeling it and eating it). The task of the others is to guess the word. The card described is taken away and the game goes on.

Which is different?

Stick a set of five cards to the board: four from the same group and one from a different group. Ask students: *Which is different?* the students' task is to find the odd card as quickly as possible.

Categories

Revise the vocabulary belonging to two topics, e.g. animals and food, using the flashcards. Show students the flashcards and check if they can provide correct names. Then, divide students into two groups and ask them to recall as many words belonging to one category as they remember. Award the team with one point for one correct answer.

Game with the bag

Put a few flashcards belonging to various categories in a nontransparent bag. Ask students to pick one card from the bag and name the item it presents. A pupil picks up cards and names pictures until he/she takes a picture he/she is not able to name. Count all the correctly named cards and award the pupil one point for each card. Put the cards in the bag again and repeat the game with another pupil. The winner is the pupil who scores the highest number of points.

Countdown

Divide the class into small groups. Give each group several shuffled flashcards relating to different units (prepare copies of cards if you want each group to have the same set). Ask the groups to divide the cards into separate categories (e.g. colours, school objects, etc.). The winner is the group which completes the task first.

Easy or difficult?

Divide 20 flashcards into two groups: 'easy' (e.g. with vocabulary relating to the currently discussed unit) and 'difficult' (e.g. with vocabulary relating to previous units).

Divide the class into two teams. Each team scores 5 points for each correctly given word from the 'difficult' group and 1 point for a word from the 'easy' group.

Games with a puppet / soft toy

Words and scenes

Using a soft toy, speak out a new word in English and ask students to perform a simple task, e.g. *Find something red. Stand up. Pick up a rubber. Point to... Touch something...* etc.

Questions

Using a soft toy, ask students simple questions, e.g.: *What's your name? What color is it? Have you got a pencil? Do you like cheese?*

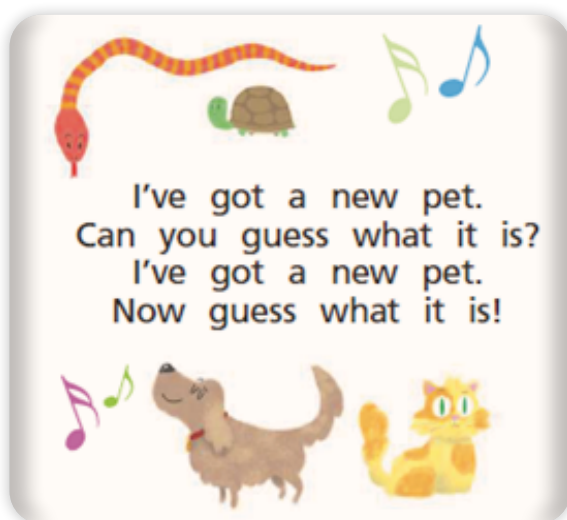
Can I have ..., please?

Distribute flashcards to students. Ask them to name objects presented in the cards. Then, using a soft toy ask for particular cards: *Can I have the (bird), please?* The students' task is to give appropriate card to the toy.

Pass the soft toy

If it is possible, ask pupil to sit in a circle. Play the recording of the song you want to revise and ask students to pass the soft toy to one another when they hear music. When you stop the recording, the task of the pupil holding the toy is to say a word or a line from the song. Start the recording again.

Games with songs and chants



Sing and respond

Provide a few students with one word they have to remember. (The words should come from the song or chant you want to revise.) Play the recording and ask students to stand up and sing and sit down when they hear their word.

Sing and stand in the correct order

Use the flashcards with objects appearing in the song you want to revise. Ask a few students to come to the board. Give them the cards. Explain to students that their task is to listen to the lyrics

carefully and to stand in the order in which the words from their cards appear. The other students sing the song.

Performances

Select a few songs or chants for which you can prepare simple costumes or props. Teach students to show the content of the song or chant with gestures or mimics. Invite parents, teachers or students from other classes to a miniperformance.

TPR activities

What does the picture present?

Distribute small sheets of paper among students and ask them to draw on them one object from the covered material, e.g. food. Collect the papers and stick them to students' backs without revealing to them what the pictures present. The aim of the game is to stimulate students to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g.: *Is it a (banana)? Students* may walk around the classroom or play in pairs.

Telephone (Chinese whispers)

Divide students into two groups. Students stand in two rows. First students in each row should stay close to the teacher's desk. Put flashcards belonging to two categories, e.g. food and animals on the desk. Whisper one word from different categories (e.g. *1 – bread, 2 – cat*) to the two last students in the rows. Say: *Start!* students whisper the word one to another to the first pupil in the row. The task of this pupil is to select the appropriate picture card from the pile lying on your desk and show it to you. A team scores one point for every correctly chosen card. Then the first pupil in a row goes to its end and the game goes on.

Alternative bingo

Ask each pupil to draw a picture presenting a word from a certain vocabulary group (e.g. animals). While students are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or bag. Ask students to stand up. Pick up one piece of paper at a time and read out the word. The students who drew the corresponding animal or object should sit down. Continue until you use all the pieces of paper.

How many of us are there?

Play a recording with lively music and ask students to move around the classroom in a particular way (jumping, walking, dancing). At some point stop the music and say a number between 2 and 5 in English. Students have to form groups composed of the appropriate number of people. Students who have not joined any group have to wait one turn. Continue the game. If students feel confident, say numbers between 6 and 10.

Catch and say it!

Ask students to stand in a big circle. Say a category of vocabulary (e.g. *food*) aloud and throw a soft ball to a selected pupil. The pupil has to say a word from the category you chose. If the pupil doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all students sit down.

Pass the ball

Ask students to sit in a circle. Choose a category of vocabulary. Give students a small soft ball and ask them to pass it from hand to hand. Every pupil who receives

the ball has to say a word belonging to the chosen category – if he/ she fails to do so, he/ she drops out of the game.

The ball is burning

Students standing in a circle throw a ball or a soft toy to one another and name the colours. The ball or soft toy shouldn't be caught when somebody says: *Black!* If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

Guessing game: pictures

Ask one pupil to slowly draw on the board a picture presenting a new word from the current lesson. Other students try to guess what the picture presents and say the appropriate word. The pupil who guesses the word first draws the next picture.

I name it and you point to it

Students sit in a circle. In the middle place a few flashcards belonging to one vocabulary group. Ask students to keep their hands behind their backs. Say a word presented on one of the cards placed in the middle of the circle. The students' task is to touch it as quickly as possible. You can divide the class into teams and award points to the group whose representative touched the card first. Students may also play this game in pairs or in small groups.

Simon says

Give students simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Simon says*, e.g. when you say: *Simon says: Jump*, students can jump, but when you say only: *Jump*, they cannot move (explain students that Simon is a king who gives them commands). The pupil who makes a mistake loses one point. Vary the speed of instructions – to make the game more interesting. Later you may ask students to give instructions. Instead of the name *Simon* you may use the word *teacher*, your name, or the name of a toy or puppet, if you use it.

Team games

Picture charades

Divide the class into 2 teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Students draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point.

Funny race

Divide the class into 2 teams. Each of the teams stands in a row behind one chair, placing another chair a few meters away. One pupil of each team sits on the chair

standing at the front of the row. Give each group different names of activities (*jump, clap, stamp, dance*, etc.). Students have to move from the chair they sit on to the other one belonging to their team while performing the activity. The pupil who follows the instruction correctly and sits on the second chair first, scores one point for his/her team.

Board race

Divide the class into two teams. On the board draw a long racetrack divided into a number of stages corresponding to the number of questions prepared. Use pieces of colorful paper or magnets as pawns (one for each team). Ask students questions, e.g. show them flashcards, story cards or objects located in the classroom and ask: *What's this? How many?* The pupil who provides the correct answer scores one point for his/her team and may move the pawn to the next field. The team which reaches the finishing line with the highest score is the winner.

Answer and draw points

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly give them particular words and ask them to draw appropriate pictures on the board. If the picture depicts the word correctly, the pupil rolls the dice or spins the spinner and scores the indicated number of points for his/her team.

Parachute

Divide students into two teams. On the board draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters there are in the word. Students from both teams try to guess the word. For each incorrect answer erase one of the lines. Grant points to the teams when they provide a correct answer. When you erase all lines before the word is guessed, the team who answered last loses a point. In order to make the game more dramatic, draw a shark emerging from the sea below the parachutist.

Hanging the laundry

Cut out the shapes of some clothes from cardboard in various colors. On the board draw a line and stick the clothes there. You can also hang pieces of cardboard on a real washing line spread between two places in the classroom. Allow students to examine for a while the order in which the clothes are hung, then take them off the string. Ask students to draw clothes in their notebooks in the same order in which they saw them before. If there is no time to draw, ask students to give names of the clothes in the correct order. You may also divide the class into 2 teams and award points to the team which provides the correct answer first.

Repetition game

Divide the class into two teams. Invite one pupil from each team to the front of the class. Stick a few flashcards to the board and number them. Ask a pupil to provide

the number of a picture on the board. Roll the dice or spin the spinner. The pupil has to repeat a given word the stated number of times.

For correct performance of the task, the pupil scores for his/ her team the number of points equal to the number on the die or spinner.

Team quiz

Show students a set of 10 flashcards and ask them to name the objects presented. Raising each of the cards, ask: *What is it?* the students' task is to name the picture: *It's (a boat)*. Stick the cards face down on the board. Behind the cards write numbers from 1 to 10. Divide students into two teams. Say the names of the objects on the back of the cards aloud. The students' task is to guess which number represents a specific picture. Reveal the card to which the students have pointed: if the answer is correct, the team scores 2 points.

If the answer is incorrect, it's the turn of the other group to guess. The game continues until all cards are revealed.

Noughts and crosses

Divide the class into two teams: 'noughts' and 'crosses'. Draw the grid for noughts and crosses on the board. Place one card in each field of the grid, face down to the board. Ask a pupil from the first team to reveal one card. If the pupil can say the correct word, he/she may take the card and place the sign of his/her team in that field. Then the pupil from the other team does the same. The winner is the team which manages to put 3 signs in a row.

Listen and touch!

Divide the class into two teams. Stick a certain number of flashcards to the board. Ask one pupil from each team to stand in front of the board. Say one of the words presented on the cards on the board. The pupil who touches the correct card first scores one point for his/her team. Repeat with other students and cards.

Guess the name

Divide the class into two teams. Ask one pupil from each team to come to the front of the class and stand with their back towards you. Hold up a flashcard, count to three and say: *Turn around*. The pupil who turns around first and says the correct word scores one point for his/her team. Repeat with other students and cards.

Ресурсы «Team Up!» (Вместе)

Авторы УМК совместно с методистами АО «Издательство «Просвещение» оказывают всестороннюю консультационную и методическую поддержку учителям английского языка.

Ознакомиться с фрагментами учебников «Team Up!» (Вместе) можно в Медиатеке издательства "Просвещение"

Ключи к учебнику, рабочей тетради доступны на сайте издательства "Просвещение".

Аудиокурс к учебнику и рабочей тетради можно скачать по ссылке

Книги для учителя размещены по ссылке

Аудиокурс, видеокурс, книги для учителя, карточки для вырезания (для 2 класса), карточки с алфавитом, дополнительные задания для 3 и 4 класса также размещены на сайте УМК «Team Up!» (Вместе) - <https://teamup.prosv.ru/>

Сборник методических идей к УМК «Team Up!» (Вместе) для 2 – 11 классов - Сборник методических идей для 2 - 11 классов

Учебники (бумажная и электронная версии), рабочие тетради, контрольные задания можно купить в интернет-магазине учебной литературы издательства «Просвещение».

Присоединяйтесь к группе УМК «Team Up!» (Вместе) ВКонтакте. Здесь мы размещаем новости издательства, анонсы предстоящих событий, отчеты о мероприятиях, полезные методические материалы.

В журнале «Просвещение. Иностранные языки» периодически выходят методические статьи, посвященные особенностям и авторскому видению обучения английскому языку по УМК «Team Up!» (Вместе). Прочитать статьи можно здесь

Издательство «Просвещение» регулярно проводит авторские и методические вебинары для учителей английского языка. Приглашаем посмотреть прошедшие и зарегистрироваться на предстоящие вебинары. Вебинары также доступны к просмотру на YouTube канале Просвещение Иностранные языки

У вас возникли вопросы? Напишите нам - teamup@prosv.ru

