

## Unit 1

### Team Up! 1 Find the classroom items.

**Organization:** small groups

**Useful language:** *bag, crayon, ruler, book, pencil, notebook*

*Where's my (pencil)?*

**Materials:** one copy of the worksheet (3 pages)

If you do not wish to make copies of the worksheet, you could use the Unit 1 classroom item flashcards instead.

- Cut along the lines so that you have six separate pictures of the classroom items.
- Hide the pictures of the classroom items around the classroom.
- Students work in groups of three or four to look around the classroom to find the items. Assign a specific item for each group to find.
- Repeat the activity several times using different classroom items assigned to each group. Ask *Where's my (pencil)?* while students are looking for the different items.
- Encourage students to say the names of the classroom items they find.

### Team Up! 2 Play a matching game.

**Organization:** pairs or small groups

**Useful language:** *It's a (ruler).*

**Materials:** two copies of the worksheet (3 pages) and scissors for each pair / group

If you do not wish to make copies of the worksheet, supply each pair or group of students with 12 identical sheets of paper. They can draw their own classroom items on the paper so there is one pair of each item.

- Students work in pairs or small groups. Give each pair or group two sets of the cards from the worksheets to cut out.
- Students place the cards face down on their desks and jumble them up.
- Students use the cards to play a memory game. Players take turns to play. One player turns two cards of their own choice face up. If the cards match, he or she keeps the cards and takes another turn. If the cards do not match, the player turns them back face down, without changing their position on the desk, and it is the next player's turn.
- Encourage students to name the items on the cards that they turn over as they play.

### Team Up! 3 Play the *Bag* game.

**Organization:** groups

**Useful language:** *bag, crayon, ruler, book, pencil, notebook*

*Where's my (crayon)? / Here it is.*

**Materials:** one copy of either worksheet 1 or worksheet 2, scissors (optional)

If you do not wish to make copies of the worksheet, students can use their own classroom items and bags.

- Students cut out the bag template and the classroom item cards. Alternatively, students can use the larger bag (worksheet 1) and their own classroom items.
- Have students sit around a table in groups to play the game. Give the bag template to one member of each group and the classroom item cards to the other members of the group.
- The student with the bag asks for the different classroom items using *Where's my (crayon)?* The student with the relevant picture card gives it to the student with the bag and says *Here it is.*
- Students continue with the game until they have collected all the items and then swap roles.

## Unit 2

### Team Up! 1 Make a colour wheel.

**Organization:** pairs or groups of six students

**Useful language:** *green, orange, red, yellow, blue, purple*  
*It's (green).*

**Materials:** one copy of worksheet 1 if working in groups, or 1 copy of worksheet 2 if working in pairs, scissors, coloured pencils / crayons, glue for each student, plain paper or card for each group

If you do not wish to make copies of the worksheet, you can draw the colour segments for each group or use paper plates cut into six segments to make the colour wheel.

- Students work in groups of six. Give a copy of the large segment on worksheet 1 to each student and a large sheet of plain paper or card to each group.
- Have students each colour a segment to create a colour wheel of six colours (red, orange, yellow, green, blue, purple).
- Show students how to put the colour segments together in a circle on a sheet of paper or card and stick them down. Encourage students to talk about the colours using the language structure *It's (green).*

- Alternatively, students can work in pairs. Give each student a copy of Template 2. They colour three segments each. They then cut out the segments and stick them onto a separate sheet of paper or card to make the colour wheel.
- Walk around the classroom while students make their colour wheels, helping where necessary.

### Team Up! 2 Play a colours game.

**Organization:** pairs

**Useful language:** *green, orange, red, yellow, blue, purple*

*What colour is it? / It's ...*

**Materials:** one copy of the worksheet and coloured pencils for each student

If you do not wish to make copies of the worksheet, students can simply draw the six colours on a sheet of paper.

- Students work in pairs. Give each student a copy of the worksheet.
- Help students to colour the circles according to the colour key by reading aloud the colours for each number. Alternatively, recreate the colour key on the board using coloured markers.
- Tell students to walk around the classroom in pairs looking for classroom items or other objects of each colour. Tell them to draw a picture of the coloured objects they find.
- Encourage students to talk about the colours using the language structure *It's ...*

### Team Up! 3 Make a rainbow.

**Organization:** groups of four students

**Useful language:** *What colour is it? / It's ...*

**Materials:** one copy of the worksheet (2 pages), scissors and coloured pencils for each group of students

If you do not wish to make copies of the worksheet, each group can create a rainbow freehand on a large sheet of paper.

- Students work in groups of four. Give each group a copy of the worksheets.
- Each group of four students cuts out the sections of the rainbow, so that they each have a section.
- Talk about the order of the colours of the rainbow as a class (red, orange, yellow, green, blue, purple), using students' knowledge of the world or the picture on page 23 of the Student Book as a prompt.
- Each student in the group colours in a section of the rainbow. They then place the sections together to make a full rainbow. See if all the colours match up.
- Walk around the classroom while students make their rainbows, helping where necessary.

## Unit 3

### Team Up! 1 Make a farm.

**Organization:** groups

**Useful language:** *horse, duck, cow, chicken, goat, sheep*

*Hand me a (cow), please. / Here you are. / Thanks.*

**Materials:** one copy of the worksheet and scissors for each group of students

If you do not wish to make copies of the worksheet, students can draw pictures of farm animals and cut them out or they can play with toy farm animals.

- Students work in groups. If necessary, help students to cut out the animals. Show students how to fold the animals so they stand upright.
- Students can work in groups to role-play with their farm animals together. Allow them the freedom to create their own games. If they have time, they could create fences or barns to add to their farms.
- Encourage students to collaborate by asking each other in English for things using *Hand me a (cow), please.*

### Team Up! 2 Play a matching game.

**Organization:** pairs, small groups or whole class

**Useful language:** *What is it? / It's a (sheep).*

**Materials:** two copies of the worksheet (3 pages) and scissors for each pair / group of students

If you do not wish to make copies of the worksheet, supply each pair or group of students with 12 identical sheets of paper. They can draw their own animals on them, so there is one pair of each animal.

- Students work in pairs or small groups. Give each pair or group two sets of the cards from the worksheets to cut out.
- Students place the cards face down on their desks and jumble them up.
- Students use the cards to play a memory game. Players take turns to play. One player turns two cards of their choice face up. If the cards match, he or she keeps the cards and then takes another turn. If the cards do not match, the player turns them back face down, without changing their position on the desk, and it is the next player's turn.
- Encourage students to ask and answer about farm animals as they play, using *What is it? It's a (sheep).*
- If you like, you could display the cards on the board and play the game as a whole class. Students could work in teams and call out the coordinates for the picture they'd like you to turn over.

## Team Up! 3 Play a guessing game.

**Organization:** groups

**Useful language:** *What is it? / It's a (sheep).*

**Materials:** one copy of the worksheet and scissors for each group of students

If you do not wish to make copies of the worksheet, you can whisper the animals in students' ears or show them flashcards of the animals in secret for them to act out for their groups to guess.

- Students work in groups. Give each group a copy of the worksheet to cut out the animal cards.
- Students take turns to choose a card and look at it in secret so the rest of the group can't see it. They act out the animal on the card and ask *What is it?* They can do actions and animal noises as well. The rest of the group guesses the animal and answer *It's a (sheep).*

## Unit 4

### Team Up! 1 Play a memory game.

**Organization:** whole class or groups

**Useful language:** *cake, potatoes, carrots, beans, rice, meat*  
*Do you like (beans)? / Yes, I do. / No, I don't.*

**Materials:** one copy of the worksheet (3 pages) and scissors for each group

If you do not wish to make copies of the worksheet, you can play the game with the whole class using the flashcards.

- Students work as a class or in groups. Give each group a copy of the worksheet to cut out the food cards.
- Place the cards on the board. Point to each card and ask students to say the words. Ask questions using *Do you like ... ?* for each of the foods. Students respond with *Yes, I do. / No, I don't.*
- Tell students to close their eyes. Remove one of the cards from the board. Ask students to open their eyes and say which card is missing.
- Students can play the game in groups, taking it in turns to lead.

#### Extension

As an extension or follow-up activity, students could use the same worksheet to play a matching game.

- Give each player a worksheet (3 pages) so they have six cards each. Players put the cards in a pile in front of them, face down.
- One player starts and then play moves clockwise. On their turn, each player turns over the top card from their face-down pile.
- When someone turns over a card that matches a card already face up on another player's pile, players race to be the first to call out "*Snap!*" The player who calls "*Snap!*" first wins both piles of cards and adds them to the bottom of their face-down pile.

- Play continues until one player wins all the cards. This player wins the game.

### Team Up! 2 Draw your favourite lunch.

**Organization:** individual work and groups

**Useful language:** *cake, potatoes, carrots, beans, rice, meat*  
*I like (rice). / I don't like (meat).*

**Materials:** one copy of the worksheet and coloured pencils for each student

If you do not wish to make copies of the worksheet, students can draw their favourite lunch on a sheet of paper or on paper plates.

- Give each student a copy of the worksheet.
- Students first work individually to draw their favourite lunch on the plate.
- Students then work in groups to say what they like and don't like, using the language structures *I like (rice)* and *I don't like (meat).*

### Team Up! 3 Play a bingo game.

**Organization:** whole class

**Useful language:** *cake, potatoes, carrots, beans, rice, meat, water, milk, yoghurt, biscuits*  
*Bingo!*

**Materials:** copies of the worksheet (2 pages) so each student has a bingo board, pencils

If you do not wish to make copies of the worksheet, students can draw six to nine different foods on a sheet of paper in a grid.

- Download the worksheets and cut out the bingo boards. Distribute them at random to students.
- Call out the food items that feature on the bingo boards at random. Students cross out or circle the foods on their board as they hear them. The first student to cross out all their pictures calls out "*Bingo!*"

## Unit 5

### Team Up! 1 Play a listening game.

**Organization:** whole class or groups

**Useful language:** *walk, kick, climb, jump, run, throw*  
*Is it my turn? / Yes, it is.*

**Materials:** one copy of the worksheet for each group of students

If you do not wish to make copies of the worksheet, play the game as a whole class, with you saying the action words for students to act out.

- Download the worksheet and cut out the action cards.
- Students work in small groups. Give one member of each group a set of the cards and tell them to say the actions

on the cards. Their other group members must listen and do or mime the actions.

- Students then swap roles so everyone in the group has a turn to speak and act out. Encourage students to ask and answer *Is it my turn? Yes, it is* when they are choosing a new person to lead the group.
- You can practise listening skills further by saying sequences of three or four actions for students to do in sequence.

## Team Up! 2 Play a board game.

**Organization:** groups

**Useful language:** *I can (walk). / I can't (throw). / Is it my turn? / Yes, it is.*

**Materials:** one copy of the worksheet (2 pages) and scissors for each group of students, a counter for each student (this could be an eraser or any other small object)

- Students work in small groups. Give each group a copy of the game board worksheet and number wheel (spinner) template.
- Students cut out the spinner.
- Students spin the spinner and, with their eyes closed, point to one of the numbers. They should move their counter the correct number of spaces around the game board. They look at the picture they land on and say whether the child can or can't do the action using *I can ...* or *I can't ...*. Students act out the actions they can do.
- Encourage students to use the language structures *Is it my turn?* and *Yes, it is* as they play.

## Team Up! 3 Act out the story.

**Organization:** whole class and pairs

**Useful language:** Vocabulary and grammar from the unit story

**Materials:** one half of the worksheet, scissors and glue for each pair of students

- Give each pair one half of the worksheet.
- Students cut out the monkey and bird finger puppet templates. Help them to glue the two sides of the tabs together to fit around their fingers.
- In each pair, one child takes the role of the monkey and the other takes the role of the bird.
- Refer students to the story *I can dance!* on page 56 of the Student Book to review the vocabulary and grammar.
- Play the recording of the story (track 085) and invite students to act out the story using their finger puppets.
- Students can act out just the actions or more confident students can say some of the words.
- Students work in pairs to practise acting out the story using their finger puppets.

# Unit 6

## Team Up! 1 Play a matching game.

**Organization:** groups

**Useful language:** *dolphin, fish, seal, penguin, turtle, seahorse*

*It's a (seal). / Look at the ... ! / Wow!*

**Materials:** two copies of the worksheet (3 pages) and scissors for each group of students

If you do not wish to make copies of the worksheet, students can draw their own sea animals or cut pictures from magazines.

- Students work in groups. Give each group two sets of the cards from the worksheets to cut out.
- Students place the cards face down on their desks and jumble them up.
- Students use the cards to play a memory game. Players take turns to play. One player turns two cards of their own choice face up. If the cards match, he or she keeps the cards and takes another turn. If the cards do not match, the player turns them back face down, without changing their position on the desk, and it is the next player's turn.
- Encourage students to say what the sea animal is, using the language structures *It's a (seal). Look at the ... ! Wow!*
- If you prefer, you could display the cards on the board and have students work in teams to find the pairs of sea animals. Label the columns and rows of cards, and encourage students to use coordinates to tell you which cards to turn over.

## Team Up! 2 Make a poster.

**Organization:** groups

**Useful language:** *dolphin, fish, seal, penguin, turtle, seahorse*

*There's a ... / Look at the ... ! / Wow!*

**Materials:** One copy of the worksheet or a sheet of poster paper and coloured pencils for each group of students. Animal magazines, scissors and glue are optional.

- Students work in groups. Give each group a copy of the poster template or a large piece of paper.
- In their groups, students draw pictures of sea animals. Alternatively, they can cut out pictures of sea animals from magazines or they can cut out and colour the pictures from the matching game (see *Unit 6 Team Up! 1 worksheet*) and stick these on the poster template or poster paper.
- Display the posters in the classroom. Invite each group to present their poster by pointing to the sea animals and saying *There's a ...*. Then have students look around the poster display and say *Look at the ... ! Wow!*

## Team Up! 3 Order the story.

**Organization:** groups

**Useful language:** Vocabulary and grammar from the unit story

**Materials:** one copy of the worksheet (2 pages) and scissors for each group of students

- Students work in groups. Give each group a copy of the worksheets to cut out the story pictures.
- Give one set of story picture cards to each group of students in a jumbled order. In their groups, students must sort the picture cards into the correct order to tell the story *There's a fish!*
- Have students retell the story in their groups. You can play a recording of the story (track 102) as support.
- More confident students can present the story to the class using the story picture cards.

## Unit 7

### Team Up! 1 Make a happy face.

**Organization:** groups of three or four students

**Useful language:** *eyes, mouth, ears, nose*

*It's a ... / There's a (nose).*

**Materials:** one copy of the worksheet (2 pages), scissors and blindfolds for each group of students

- Students work in groups of three or four. Give each group a copy of both worksheets.
- Students cut out the face template and parts of the face.
- Students then take turns to wear the blindfold and try to put all the parts of the face onto the face template in the correct positions.
- The rest of the group can help by saying what face part the blindfolded player is holding using the language structures *It's a ... / There's a (nose).*
- When students have placed all the parts of the face, they can take off the blindfold to see how they have done. Then another student takes a turn to be blindfolded.

### Team Up! 2 Make a poster.

**Organization:** groups

**Useful language:** *eyes, mouth, ears, nose, legs, arms*

**Materials:** one copy of the worksheet (2 pages), scissors and glue for each group of students

- Students work in groups. Give each group a copy of both worksheets.
- Ask students to cut out the pictures on the second worksheet.
- Students decide together in their groups which part of the body you experience each of the things with. For example, if you can see it (eyes), taste it (mouth), touch it (hands / feet), smell it (nose) and hear it (ears). They then stick the pictures next to the relevant body part.
- Groups can compare their posters with other groups to see if they have similar answers.

## Team Up! 3 Make a monster.

**Organization:** pairs or groups

**Useful language:** Vocabulary and grammar from the unit story

**Materials:** one copy of the worksheet, paper plates or a large piece of paper, scissors and coloured pencils / crayons for each pair or group of students

If you do not wish to make copies of the worksheet, students could draw their own monsters on sheets of paper or on paper plates.

- Students work in pairs or small groups. Give each group a copy of the worksheet.
- Students cut out all the parts of the face but they don't have to use them all.
- Give each pair or group of students sheets of paper or paper plates to stick on the parts of the face to create different monsters. They can colour their monsters using different colours. If you're using paper plates, students could stick more plates together to make arms and legs for their monsters.

### Extension

- Once students' monster designs are complete, they can join with another pair of students to act out their own version of the story *Let's draw a monster!* on page 78 of the Student Book, using the monsters they created.

## Unit 8

### Team Up! 1 Make a family.

**Organization:** groups

**Useful language:** *mum, dad, grandpa, grandma, brother, sister*

**Materials:** one copy of the worksheet, scissors and coloured pencils / crayons

- Students work in groups. Give each group a copy of the worksheet.
- Explain to students that they are going to make a family using cut-outs. They are working in a group to create an imaginary family.
- Explain that students can choose whoever they want to be in their imaginary family. You may wish to use this opportunity to talk about diverse, non-traditional family structures. You can help the students in your class to feel good about the uniqueness of their family and help them learn to accept, respect and include people whom they may experience as "different".
- Ask students to decide who is in their imaginary family and to personalize the cut-outs on the worksheet template accordingly.
- Help students to cut out and fold the cut-outs so they stand upright.
- Encourage students to use their imaginations and role-play creatively in their groups using the family member cut-outs.



## Team Up! 2 Draw a family tree.

**Organization:** individual work and pairs

**Useful language:** *mum, dad, grandpa, grandma, brother, sister*

*Who's this? / (She's) my (sister).*

**Materials:** one copy of the worksheet and coloured pencils for each student

If you do not wish to make copies of the worksheet, draw an example on the board of your family tree for students to use as a model.

- Give a copy of the worksheet to each student.
- Students draw pictures of their own family members in the family tree on the worksheet.
- Students then work in pairs to ask and answer about their family trees, using the language structures *Who's this?* and *(She's) my (sister).*
- Alternatively, students can work in pairs to create an imaginary family for themselves. It can be fun; it doesn't need to be realistic. They then work with another pair to ask and answer about their families.

## Team Up! 3 Act out the story.

**Organization:** groups of seven students

**Useful language:** Vocabulary and grammar from the unit story

**Materials:** one copy of each worksheet (3 pages) and scissors for each group of students

- Students work in groups of seven. Give each group a copy of each worksheet.
- Students in each group cut out the story props for the story *A surprise!*
- The students act out the story, with one student playing each of the parts, using the story props.
- Play the recording (track 136) as students act out the story. Encourage more confident students to use the story on page 88 of the Student Book as a prompt.
- Invite some of the groups to act out the story for the class.