

Unit 1

Team Up! 1 Classroom collage

Organization: groups and whole class

Useful language: *Show me the (board).* / *It's here!*

Materials: one copy of the worksheet (2 pages), coloured pencils, scissors and glue for each student

- Give each group a copy of both pages of the worksheet.
- Students cut out and share the classroom objects from Template 2 in their group and colour them in before arranging and sticking them onto Template 1.
- Have individual students (or groups) stand at the front of the classroom. The other students say, e.g. *Show me the (board)!* The students with the completed Template 1 point to the board on the template and say *It's here!*, etc.
- Template 2 is optional because students could draw and colour the objects themselves. However, students may find it difficult to draw the size of the objects accurately, for all objects to be able to fit in the template.
- Walk around the classroom while students are working, helping where necessary.

Team Up! 2 School card game

Organization: pairs or small groups

Useful language: *It's a ...*

Materials: one copy of the worksheet (2 pages) and scissors for each student

- Give each pair / group a copy of both pages of the worksheet.
- Students work together to complete the sentences on the cards on the left so that they match the classroom object pictures on the cards on the right.
- Students cut out all the cards and use them to play *Memory game* (see *Ideas bank*, Teacher's Guide, page 142).
- This activity is scaffolded so that students move from writing key words on Template 1 to completing whole sentences on Template 2.

ANSWERS

It's a window. It's a door. It's a bin. It's a clock.

Team Up! 3 Colour puzzle

Organization: small groups

Useful language: *The (door) is (blue).*

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

The worksheet provides support for students to write the description of classroom objects. If you prefer not to make copies of the worksheet, you can draw the objects and copy the exercise text from the worksheet onto the board. Students draw each classroom object on a plain sheet of paper and colour the objects in their own choice of colours.

- Give each group a copy of the worksheet.
- Ask students to name and describe each classroom object, using the flashcards from Unit 1, lesson 1 and lesson 3.
- Students work in small groups to complete the sentences using the colour words, e.g. *The (door) is (blue)*. They then pass their worksheet on to another group who must read the sentences aloud and colour the picture accordingly. (This activity is a colour puzzle.)

Team Up! 4 Book cover

Organization: individual work

Materials: one copy of the worksheet (2 pages), paper, coloured pencils, scissors and glue for each student

If you do not wish to make copies of the worksheet, ask students to design their own book covers. Draw examples on the board as models. Remind students to include the title and author's name.

- Give each student a copy of both pages of the worksheet.
- Template 1 shows a basic book cover. Focus on the parts of the cover page (the title and author's name) to develop literacy skills. Students trace over the title and author's name to complete the cover.
- Template 2 is optional. They can use these pictures or their own pictures to stick onto Template 1.
- Walk around the classroom while students are working, helping where necessary.

Extension

- As an extension or follow-up activity, students could make a paint splodge on a sheet of paper and then turn their splodge into a character from a story using their own creativity and imagination.

Team Up! 5 Our board game; Spinner

Organization: pairs or small groups

Useful language: *door, window, table, chair, cupboard, bin, clock, board; Colours*

What colour is it? It's (green). / No. It's (blue)! / What is it? / It's a (clock). / Yes!

Materials: one copy of the worksheet (3 pages) for each pair / group, a large sheet of plain paper or card, coloured pens and pencils, scissors, glue and counters

If you do not wish to make copies of the worksheet, students can either draw or cut out classroom objects and colour circles and then stick them on a large sheet of card or paper to make their board game, or they can draw colours and classroom objects directly onto their board game. Students can also make their own spinner, writing the numbers 1 to 6 on the spinner segments.

- Give each group a copy of the worksheet. Template 1 is the board game template. Template 2 includes elements to colour, cut out and stick on Template 1. Template 3 is a template for a spinner.
- Make sure that each group has access to the materials listed above.
- Students colour in and cut out the objects (in the square shapes on Template 2) as well as the circles, using colours they have learned in this unit.
- Students then glue the classroom object pictures onto the square shapes and the circles onto the circle shapes in Template 1.
- Model how to make the spinner using Template 3. Each pair / group follows your instructions to make their own spinner.
- Give the students in each pair / group a different coloured counter. Students then play the game using the question-and-answer language structures, e.g. *What colour is it? It's (green). No. It's (blue)! What is it? It's a (clock). Yes!*

Unit 2

Team Up! 1 Toy collage

Organization: groups

Useful language: *My favourite toy is ...*

Materials: one copy of the worksheet, scissors and glue for each student, a large sheet of paper for each group

If you do not wish to make copies of the worksheet, have students draw their own picture of their favourite toy to stick onto the group collage.

- Give each group a copy of the worksheet. Note: Have extra copies of the template ready in case more than one child in a group has the same favourite toy.
- Make sure that each group has access to the materials listed above.
- Students work in groups of four. They must ask each group member what their favourite toy is. Each student then draws their favourite toy, or they can cut out the corresponding toy from the worksheet template, and glues it onto the large sheet of paper. Write the title *Our favourite toys* on the board for students to copy as a heading for their collage.
- Encourage students to write a label for their favourite toy onto the toy collage. Walk around the classroom as students are working, helping where necessary.
- Each group then holds up their collage at the front of the classroom, with each group member having a turn to point to the toy they chose and say *My favourite toy is ...*

Team Up! 2 Toy quiz

Organization: individual work and pairs

Useful language: *I've got a (skipping rope).*

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

If you do not wish to make copies of the worksheet, copy the sentences onto the board. Then ask students to make a copy in their notebooks. Stick the Unit 1, lesson 1 flashcards for toys on the board for students to use when they complete the sentences.

- Give each student a copy of the worksheet.
- Students first work individually and then in pairs. Refer students to the pictures of toys below the sentences. They must each choose four of the toys and write a true or false sentence about the toy using the language structures *I've got ...* and *I haven't got ...*
- Students then swap quizzes (with their sentences completed) with their partner who guesses if the sentences are true or false and circles the word *True* or *False* accordingly.
- Partners then work together to tell each other if their guesses are correct or incorrect.

Team Up! 3 Feely bag game

Organization: pairs

Useful language: *It's my (pencil)! / No! It's not your (pencil)!*

Materials: one copy of the worksheet and pencils for each student, three personal items belonging to each student, a feely bag for each pair

If you do not wish to make copies of the worksheet, copy the score sheet table onto the board, then ask students to make a copy in their notebooks.

- Give each pair a copy of the worksheet.
- Make sure that each pair has access to the materials listed above.
- Working in pairs, students each place three items belonging to them into the feely bag. They each have three turns to feel an object in the bag and guess what it is. They then complete the score sheet table with their points, following the example given at the top of the worksheet, and write the totals. Walk around the classroom, helping where necessary.
- If students play this game more than once, encourage them to put items into the bag that are more difficult to guess.

Team Up! 4 Story book

Organization: groups

Useful language: *I've got a (skipping rope). / It's a (boat).*

Materials: one copy of the worksheet (2 pages), coloured pencils and glue for each student, a stapler for each group (optional)

- Give each group a copy of both pages of the worksheet.
- Make sure that each group has access to the materials listed above.

- There are two templates that show the story frames with speech / thought bubbles for the story *Nisha's skipping rope*. A front and back cover for the story are included. The back cover would be placed blank side up before stapling so that the star rating is on the back cover.
- Students complete the missing text in the speech / thought bubbles and colour in the stars in the final frame to give their own rating of the story. They then put the story frames in the correct order and staple or glue them together to make a story book.
- Walk around the classroom as students are working, helping to staple the pages of their books, if necessary.

ANSWERS

got, my, haven't, ball, kite, got, I've, It's

Team Up! 5 Toy survey; Block chart

Organization: groups

Useful language: *What's your favourite toy?*

Materials: one copy of the worksheet (2 pages) and coloured pencils for each student

- Give each group a copy of both pages of the worksheet. Template 1 is the survey template. Template 2 is the block chart template.
- Students complete the survey worksheet with ticks (or tally marks, as in the example) to show their classmates' favourite toys.
- Students write the words for their group's favourite toys at the bottom of the block chart. They then use coloured pencils to complete the block chart to show how many of their classmates have each favourite toy.
- Walk around the classroom, helping students to complete the block chart, if necessary.

Unit 3

Team Up! 1 Favourite activities

Organization: pairs or groups of three / four students

Useful language: *Let's play football! / OK! / No, thanks!*

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

- Give each pair / group a copy of the worksheet.
- Model how to complete the first row of the table, following the example given at the top of the worksheet.
- The students work in pairs or groups of three or four. Each group lists the eight activities from the lesson in the first column of the table (play basketball, read, dance, climb, play football, play tennis, sing, draw). They then read the speech bubbles of the children aloud one at a time, e.g. *Let's play football!* Everyone in the pair or group answers *OK!* or *No, thanks!* Students count the number of *OK!* answers and colour in the corresponding number of "thumbs up" icons.
- Students follow the same steps above for all eight activities. They then find and write the names of the three most popular activities in their group, by counting the coloured "thumbs up" icons in each row. Walk around the classroom, helping where necessary.

Team Up! 2 Spinner game

Organization: pairs

Useful language: *I can / can't play (football).*

Materials: one copy of the worksheet, scissors, a paper clip and a pencil for each pair of students

If you do not wish to make copies of the worksheet, give each pair of students a sheet of paper or card and ask them to make their own spinner. They can draw the activities on the spinner segments.

- Give each pair a copy of the worksheet or a sheet of paper / card if they are making their own spinner.
- Make sure that each pair has access to the materials listed above.
- Students make the spinner. Then, with their partner, they take turns to spin the paper clip around the pencil in the middle. When the paper clip lands on a picture, they make a sentence about themselves, using the lesson language, e.g. *I can draw! / I can't draw!*
- Walk around the classroom while students make their spinners, helping where necessary.

Team Up! 3 Activities survey

Organization: groups of three students

Useful language: *Can you ... ? / Yes, I can. / No, I can't.*

Materials: one copy of the worksheet for each student

- Give each group a copy of the worksheet.
- Students work in groups of three. They must choose six activities and write them in the first column of the table. They then write the names of the three students in their group along the top of the table.
- Model how to complete the top section of the table grid and the activities down the left side. Show students how to complete the table by making ticks and crosses in all the remaining spaces.
- In their groups, students take turns to ask each group member if they can do the six activities. They then complete the table with ticks and crosses, following the example given at the top of the worksheet, to show the answers.

Team Up! 4 Story quiz

Organization: pairs or small groups

Useful language: *What colour is the (window)? / It's (white).*

Materials: one copy of the worksheet for each pair or group of students

If you do not wish to make copies of the worksheet, copy the sentences *What colour is the ... ?* and *It's ...* and the relevant story items and colour words onto the board. Then ask students to write the questions and answers in their notebooks.

- Refer students to the story *Let's catch the moon!* on pages 38 and 39 of the Student Book to review the vocabulary of the specific colours and items included within the frames of the story.
- Give each pair or group of students a copy of the worksheet.
- Students should begin each question with *What colour is the ... ?* plus one of the review words.
- In their pairs or groups, students make a quiz of five questions, and they then swap their quizzes with another pair or group. Each pair / group answers the other pair or group's questions, referring to the story frames in their Student Books.

Team Up! 5 Trophy

Organization: individual work

Materials: one copy of the worksheet, a sheet of card, coloured pencils, scissors and glue for each student

- Give each student a copy of the trophy template and a sheet of card.
- Students write their friend's name on the base of the trophy and colour in the trophy.
- Tell students to stick the trophy template onto the sheet of card before they cut it out and give it to their friend.

Unit 4

Team Up! 1 Three questions game

Organization: pairs or groups of four students

Useful language: *Can it ... ? / No, it can't! / Yes, it can. / It's a ...*

Materials: one copy of the worksheet for each student

- This game would work well in a team of four students, but the game could be played in pairs or groups of three instead.
- If you do not wish to make copies of the worksheet, copy the score sheet table onto the board and ask students to copy it into their notebooks or onto a sheet of paper.

- Give each student a copy of the worksheet.
- This worksheet is a score sheet for the *Three questions* game (a little like the score sheet for the *Feely bag* game in Unit 2, lesson 3).
- In their pairs / groups, students take turns to choose an animal from the lesson (duck, bee, fish, spider, frog, cat, dog, snake). Their partner / group members ask three questions to try to guess the animal. If they guess correctly, they score a point.
- Students record their points on the score sheet table, following the example given at the top of the worksheet, and then write their total scores.
- Students follow the steps above for a different animal.

Team Up! 2 Animal card game

Organization: pairs

Useful language: *Is it a (bee)? / No, it's a (fish).*

Materials: one copy of the worksheet (2 pages) for each pair of students, scissors for each student

Ask students to write the animal names on the blank cards in pencil rather than pen so that they cannot see the words (and pictures) through the back of the paper. Or students can stick the whole worksheet template on card before cutting out the cards.

- Give each pair of students a copy of both pages of the worksheet.
- The students write the names for the animals on the blank cards, according to the pictures.
- Students then cut out all the cards and place the word cards face down on the left-hand side of their desk and the picture cards face down on the right-hand side of their desk. They use the cards to play *Memory game* (see *Ideas bank*, Teacher's Guide, page 142).

Team Up! 3 Picture puzzle

Organization: groups

Useful language: *There's a (lake). / There are some (trees).*

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

If you do not wish to make copies of the worksheet, write the sentences on the board and stick the Unit 4, lesson 3 nature flashcards on the board, alongside the sentences. Then ask groups to copy and complete the sentences onto a sheet of paper, at the top, leaving space for the other group to draw the picture.

- Give each group a copy of the worksheet.
- This activity is a picture puzzle. Each group thinks of sentences using the Unit 4, lesson 3 nature vocabulary and language structures *There's a ...* and *There are some ...*
- In each group, students complete the first two sentences given on the worksheet and then write two more sentences.
- Groups swap their worksheet with another group, who read the sentences and draw the matching items in the drawing frame to complete the picture puzzle.

Team Up! 4 Character collage

Organization: pairs or groups

Useful language: *Here's a (cat).*

Materials: one copy of the worksheet and a sheet of paper for each pair / group, scissors and glue

If you do not wish to make copies of the worksheet, students can draw and cut out their own pictures of the story characters.

- Give each pair / group a copy of the worksheet.
- They cut out and stick their pictures onto a sheet of paper and write the characters' names.

ANSWERS

dog, snake, cat, frog

Team Up! 5 Postcard

Organization: individual work

Useful language: *Dear ... / This is ... / I can see ... / There's a ... / There are some ... / From ...*

Materials: one copy of the worksheet for each student

- Give each student a copy of the worksheet. They should first cut out the postcard before drawing their picture on the front and completing the information on the back.
- There are many possibilities for what students might want to draw on the front of their postcard and include in the sentences on the back of the postcard, e.g. any of the eight animals from Unit 4, lesson 1 (cat, snake, dog, duck, frog, fish, spider, bee) or the nature items from lesson 3 (tree, lake, flower, plant, beach, shell).
- Students may also know the names of other items they want to draw and include on the postcard. Write these words on the board for students to copy onto their postcard, if necessary.

Unit 5

Team Up! 1 Body chant

Organization: individual work and whole class

Useful language: *Touch your (arms). Look at me!*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, write the text from the worksheet on the board for students to copy and complete in their notebooks.

- Give each student a copy of the worksheet.
- Students choose parts of the body and face to complete the chant. There are two templates on each worksheet for students to make up two different chants.
- Model how to complete the first two lines of the chant, using the example given at the top of the worksheet.
- Students then perform their chant, touching the corresponding parts of their body / face and encouraging the rest of the class to join in.

Team Up! 2 Body jigsaw

Organization: individual work, groups and whole class

Useful language: *This is my (arm).*

Materials: one copy of the worksheet for each student, scissors, coloured pencils

- Give each student a copy of the worksheet.
- Students make their own body jigsaw by adding hair to the child on the template and then colouring in the rest of the child.

- Working in groups, students cut out the pieces of their jigsaw and muddle them all up in their group. They then take turns to find a piece of their own jigsaw and make their original body, saying each time, e.g. *This is my body! These are my legs!*
- Students could also play a body parts game. They take turns to stand in the front of the class, and touch a body or face part, saying either a true or false sentence about that part, e.g. touching their head and saying *This is my head*, then touching their feet and saying *These are my hands*. When the student says a true sentence, the rest of the class responds by repeating the sentence and doing the action. When the student says a false sentence, the class remains silent and still.

Team Up! 3 Animal riddle

Organization: pairs or groups

Useful language: *It's got a (mouth). / It's got (four legs). / It's (green). / What is it? / It's a (frog)!*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, write the text from the worksheet on the board for students to copy and complete in their notebooks.

- Give each pair / group a copy of the worksheet.
- Students think of an animal and complete the first three lines of the riddle. Model how to complete the riddle, using the example given at the top of the worksheet.
- They then swap riddles with another pair / group, read each other's riddles and write the name of the animal on the last line of the riddle.
- There are two templates on each worksheet for pairs / groups to make up two different animal riddles.

Team Up! 4 Book cover

Organization: pairs or groups

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

If you do not wish to make copies of the worksheet, students can draw their own pictures of the story characters provided on Template 2.

- Give each pair / group a copy of both pages of the worksheet.
- Make sure that each group has access to the materials listed above.
- Students work in pairs or groups to make a book cover for the story. They can either draw their own pictures of the story characters or cut out the pictures of the characters provided on the second page of the worksheet. They draw an indoor or outdoor scene on the first worksheet or on a sheet of paper, then stick their pictures of the characters onto the scene.
- Students trace over the title and author name to complete the cover.
- Pairs or groups can show their book covers to the class and talk about the scene and the characters.

Team Up! 5 A new animal

Organization: individual work

Useful language: *This is a ... and a ... / It's got ... and ... / It's ...*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, write the text from the worksheet on the board for students to copy and complete in their notebooks.

- Give each student a copy of the worksheet.
- Students design an imaginary animal and complete sentences to describe it.
- Model how to complete the first two lines of the template, using the example given at the top of the worksheet.
- There are two templates on each worksheet for students to make up two imaginary animals.

Unit 6

Team Up! 1 Finger puppets

Organization: groups and whole class

Useful language: *Who's in your family?*

Materials: one copy of the worksheet for each group of students, coloured pencils, scissors and glue

- Give each group a copy of the worksheet.
- Make sure that each group has access to the materials listed above.
- Students make a family of finger puppets in groups. They are not making puppets of their own family members but are working in a group to create an imaginary family.
- Each group must first decide who is in their finger puppet family and then share the puppet templates. Each student makes one (or two) puppets. Puppets have outlines for the students to draw on. They make the puppets by folding them and then sticking the tabs on their fingers. Model how to use the finger puppets with volunteers.
- Once groups have made their family of finger puppets, they can come to the front of the classroom. The rest of the class asks *Who's in your family?* Then students can each hold up a finger (or two fingers) with puppets and say the names of the family members.
- Students can then sing the Unit 6, lesson 1 chant again with the finger puppets if they want to.
- There is a lot of flexibility and freedom to make different kinds of families (promoting inclusivity) with these finger puppets.

Team Up! 2 Family puzzle

Organization: pairs or groups of four students

Useful language: *He's / She's your (aunt).*

Materials: one copy of the worksheet for each student

- Give each student a copy of the worksheet.
- Students work in pairs or groups of four. Each student has a copy of the template. They write their own name at the

top and then the names of four family members on the lines within the four frames, e.g. *Ian, Marie, Judy, Matthew*. Model how to complete the first line of the template.

- Students in each group sit in a circle and each pass their worksheet to the left. The students read the first name and guess who this family member is. They then circle *He's* or *She's* and write the family word to complete the sentence, e.g. *He's your brother*.
- Students then pass the worksheet to the left again. The students read the second name and guess who this family member is, etc.
- At the end of the activity, students get back their original worksheet. They mark the worksheet by making ticks or crosses in the boxes to see how well their team guessed. Students take turns to reveal their answers to the rest of their group members and write the total answers out of 4 at the bottom of the worksheet.
- This activity can also be completed more simply in pairs, with both students having a copy of the template or cutting the template in half and having two names to write each.

Team Up! 3 Feelings questionnaire

Organization: groups of three students

Useful language: *Are you ... ?*

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

- Give each student a copy of the worksheet.
- In their groups, students write up to six adjectives (feelings) using the flashcards from Unit 4, lesson 3, down the left column of the table.
- Students then ask two of their group members questions, using the feelings words, e.g. *Are you (cold)?* They record the answers on the worksheet by making ticks or crosses. Model how to complete the first line of the worksheet.

Team Up! 4 Story card game

Organization: groups of two / three / four students

Useful language: *sad, cold, hot, thirsty, hungry, happy*

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

- Students work in groups of two, three or four. Give each group a copy of the worksheet.
- Students cut out all the cards on the worksheet, mix them up and place them face down. They then take turns to turn over two cards. If they turn over a matching picture and sentence, they keep the cards. If not, they turn the cards face down again and play passes to the next player. The winner is the student with the most cards at the end of the game.

Team Up! 5 Family book

Organization: individual work and groups

Materials: one copy of the worksheet and an A4 sheet of paper or card for each student, elastic bands or string for each group of students

If you do not wish to make copies of the worksheet, students can draw the pictures of their family members onto sheets of A4 paper or card.

- Give each student a copy of the worksheet or a sheet of A4 paper or card.
- Make sure that each group has access to the materials listed above.
- Students choose the family members they want to draw for their group family book. They draw the pictures of their chosen family members onto the worksheet templates or A4 paper or card and write the names of the family members under each picture. They put the pictures together and fasten with an elastic band or string to make a book.
- Each group has a turn to present their family book to the class.

Unit 7

Team Up! 1 Clothes game

Organization: pairs or groups

Useful language: *Put on your (cap).*

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

- Give each pair or group of students a copy of both pages of the worksheet template.
- In pairs or groups, the students cut up the two templates into eight strips and colour them in. If they are working in pairs, they can colour a whole worksheet each (Template 1 or Template 2), or in a group of four, this would mean two strips each. The strips are then jumbled.
- Students take it in turns to give each other instructions using the clothes vocabulary from Unit 7, lesson 1, e.g. *Put on your hat / cap!* (The idea is that students should be able to mix and match the clothes.)
- The student(s) listening to the instructions must find the correct picture strip to make up a full boy or girl picture. Students must make sure they give the correct instructions to match the clothing, e.g. the boy is wearing a cap (not a hat), and the girl is wearing a hat (not a cap). Model two instructions, using the example given at the top of the worksheet to show students how to arrange the first two strips in the correct order.

Team Up! 2 Fancy dress

Organization: pairs or groups

Useful language: *This is (his hat).*

Materials: one copy of the worksheet (2 pages) for each pair or group of students, sheets of paper, scissors and glue

Students can either draw the pictures directly into the boxes on Templates 1 and 2 or on a separate sheet of paper, which they then cut out and stick in the boxes.

- Students work in pairs or groups to think of two fancy dress costumes and then plan what clothes each costume consists of.
- Students complete the worksheets by drawing or cutting out pictures and sticking them in the boxes to the right of the children on Templates 1 and 2.
- Students present their designs to the class, taking turns to point to clothes in their pictures and say, e.g. *This is his / her (hat).* / *These are his / her (shoes).*

Team Up! 3 T-shirt and socks design

Organization: pairs or groups

Useful language: *That (T-shirt) is (colourful).* / *Those (socks) are (long).*

Materials: one copy of the worksheet (2 pages) and coloured pencils for each pair or group of students

This activity will work best once students have designed their clothes and the other students have had the opportunity to comment on the designs.

- Students work in pairs or groups to design their T-shirts and socks. Give each pair / group a copy of the T-shirt and socks worksheet templates.
- For this activity, focus on the use of adjectives and language from Unit 7, lesson 3, *That ... is ...*, e.g. *That T-shirt is colourful. Those socks are long.* Students then draw and colour their designs.
- The class moves around the classroom looking at and commenting on their classmates' designs using the lesson language.

Extension

- Students can label their clothes drawings using the Unit 7, lesson 3 vocabulary, e.g. for a T-shirt, students might write labels such as *long, colourful, new, red and yellow.*

Team Up! 4 Story book

Organization: groups

Materials: one copy of the worksheet (2 pages), coloured pencils and glue for each student, a stapler for each group (optional)

- Give each group a copy of both pages of the worksheet.
- Make sure that each group has access to the materials listed above.
- There are two templates that show the story frames with speech / thought bubbles for the story *The shoemaker.*

A front and back cover for the story are included. The back cover would be placed blank side up before stapling so that the star rating is on the back cover.

- Students complete the missing text in the speech / thought bubbles and colour in the stars in the final frame to give their own rating of the story. They then put the story frames in the correct order and staple or glue them together to make a story book.
- Walk around the classroom as students are working, helping to staple the pages of their books, if necessary.

ANSWERS

shoes, She's, Let's, These, Those, want, His, Her, These, This is, New

Team Up! 5 Paper chain

Organization: individual work and groups

Materials: one copy of the worksheet, plain paper or card, coloured pencils, scissors and glue for each student

The worksheet provides a template for the students to create their own paper chain boy / girl. The tabs at the end of the arms / hands on the body outline is what students must stick together to join the body outlines to make the paper chain of girls and boys.

- Give each student a copy of the worksheet with the template of the paper chain body outline.
- Students make a list of clothes that they want their paper chain boy or girl to wear. They then cut out the boy or girl outline from the template and draw, colour or decorate the boy or girl.
- Students work in groups to join their boy / girl outlines to make a paper chain of boys and girls.
- Each group has a turn to present their paper chain of boys and girls to the class.

Unit 8

Team Up! 1 Guessing game

Organization: pairs or small groups

Useful language: *apples, pears, kiwis, mangoes, strawberries, bananas, oranges, grapes*

How many ... ?

Materials: one copy of the worksheet for each pair or group of students

- Students can work in pairs or small groups. Give each pair / group a copy of the worksheet.
- Use the example at the top of the worksheet to model how to fold and complete the card.
- Students cut out the card and fold it following the arrow so that the text is on the front.
- With their partner, or in their groups, students choose a fruit and write the word on the outside of the card to complete the sentence *How many ... ?* They then draw their chosen fruit on the inside of the card, repeating the picture as many times as they want to, e.g. six apples or three oranges.
- Pairs / groups then ask another pair / group to guess the number of fruit that appears inside the card.

Team Up! 2 Recipe

Organization: pairs or groups

Useful language: *apples, pears, kiwis, mangoes, strawberries, bananas, oranges, grapes*

Materials: one copy of the worksheet and coloured pencils for each pair or group of students

- Give each pair or group of students a copy of the worksheet.
- With their partner or in their groups, students write the fruit words on the long lines and the number of each fruit on the short lines. They then draw a picture to show the correct number of each fruit in the boxes.
- Model how to complete one line of the fruit salad recipe, using the example given at the top of the worksheet, before students complete the rest of the recipe on their own.

Team Up! 3 Menu

Organization: pairs or groups

Useful language: *pizza, soup, noodles, salad, juice, ice cream*

Materials: one copy of the worksheet for each pair or group of students, coloured pencils

- Give each pair or group of students a copy of the worksheet.
- Students choose a name for their restaurant and write it in the space at the top of the menu template. They then write the words for the food items on sale at their restaurant and draw pictures of those food items in the boxes.
- Model how to complete the top line of the menu, using the example given at the top of the worksheet, before students complete the rest of the menu on their own.
- Invite pairs / groups to show their menus to the class and to point to and name the food.

Team Up! 4 Story quiz

Organization: pairs or groups

Materials: one copy of the worksheet for each pair or group of students

If you do not wish to make copies of the worksheet, students can write the true or false sentences in their notebooks.

- Students work in pairs or groups. Give each pair or group a copy of the worksheet. There are two templates for the true / false sentences, so students can make two sets of story quiz sentences.
- In their pairs or groups, students think of and write down four true / false sentences based on the story *Fox and Stork* on pages 102 and 103 of the Student Book.
- Students then pass their worksheet with the completed sentences to another pair / group, who must read the questions and decide whether the answers are true or false. They can record their answers with *T* for *true*

and *F* for *false*, as shown in the example at the top of the worksheet.

- Each pair or group can check if the answers given are correct.

Team Up! 5 Shopping role play

Organization: individual work

Useful language: *noodles, soup, pizza, salad, juice, ice cream, eggs, bread, cheese, bananas, oranges, apples, pears, kiwis, grapes, mangoes, strawberries, olives*

Hello! / Hello! Can I have some (apples), please? / Yes, here you are. / No, sorry! / Thank you! Goodbye!

Materials: one copy of the worksheet (2 pages), plain paper or card, coloured pens and pencils, scissors for each student

If you do not wish to make copies of the worksheet, students can draw their own pictures of the food they want to sell at the market on sheets of plain paper or card.

- Give each student a copy of the worksheet.
- Students make a list of the food items they want to include in their role play. They colour their chosen items on Templates 1 and 2 and cut them out. It would help to have students stick the pictures onto card to make them stronger.
- Students place tablecloths (if available) on their desks, arrange their food items and create a sign to tape to the front: *Our Market Stall*.
- Allow one half of the class to walk around and interact with the students at the stalls, using the functional language from Unit 8, lesson 5 (Project), of the Student Book.
- Then have the customers return to their desks to become the stall owners and repeat the shopping role play exercise.

Unit 9

Team Up! 1 House design

Organization: individual work

Useful language: *Where's the (living room)? / It's (upstairs).*

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

- Give each student a copy of both pages of the worksheet.
- Students can either draw the rooms of a house on the house picture (Template 1) or they can cut out, colour and then stick the pictures of rooms from Template 2 onto Template 1.
- One square has been left blank on Template 2, so students can choose what they would like to draw as the sixth room.
- Once students have designed their houses, have them stand at the front of the classroom and show their house to the rest of the class.

- Encourage classmates to ask questions, using the lesson language, for the students at the front of the classroom to answer, e.g. *Where's the living room?* (It's upstairs / downstairs)

Team Up! 2 Family home game

Organization: pairs or groups

Useful language: *Is (Grandpa) in the (living room)? / No, (he) isn't. / (He's) in the (garden).*

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

- Give each pair or group of students copies of both pages of the worksheet.
- Make sure that each pair / group has access to the materials listed above.
- To make the game, students draw the faces of different family members and write their names on Template 1. Students then cut along the dashed cutting lines, turn the template over and fold along the dotted fold lines so that there are six flaps over the centre of the page. Model how to make the game, following the example given in Template 1.
- With a partner or in their groups, students decide which family member is in each room / place on Template 2. Students then cut out the squares, share them out and draw the faces of the corresponding family members onto the people outlines. They then stick each of the squares under a flap on Template 1.
- Pairs or groups then join up with other pairs / groups to guess the room or place each family member under the flap is in. Students ask and answer questions about their family members using the lesson language, e.g. *Is Grandpa in the garden? Yes, he is. / No, he isn't.*
- As an element of competition for this activity, you can set a limit to the number of questions each group / pair can ask (e.g. ten) to see which group / pair has found the most family members when they have used all their questions.

Team Up! 3 Bedroom puzzle

Organization: pairs

Useful language: *The (mirror) is (on the wall).*

Materials: one copy of the worksheet for each student

- Give each student a copy of the worksheet.
- This is a picture puzzle activity. The first sentence in the worksheet is given as an example, and the mirror is shown in a lighter grey on the main picture at the bottom of the worksheet.
- Students work in pairs. Each student has a copy of the template, chooses where the four objects in the small pictures should go in the main picture and writes sentences accordingly.
- Students then swap their sentences with their partner, who must read the sentences and draw the objects in the correct place in the main picture.

Team Up! 4 Birthday card

Organization: pairs or groups

Useful language: *Happy birthday!*

Materials: one copy of the worksheet (2 pages) (or A3 sheets of paper), scissors and glue for each student

If you do not wish to make copies of the worksheets, students can design their birthday cards on A3 sheets of paper or card. Print out the worksheets on A3 paper so that students can work together on one sheet or print on A4 paper for students to work on one sheet each.

- Give each pair / group a copy of both pages of the worksheet. Template 1 is to make the outside (front) of the card. Template 2 is to make the inside of the card.
- Students draw, colour and complete Templates 1 and 2, then stick Template 2 inside Template 1 to make a birthday card for Albie.
- Note: Template 1 is optional because students could just use Template 2. To do this, they would cut out the card and complete the text (for the inside), then fold the card (so the text is on the inside) and decorate the front of the card. However, using both templates makes it easier for more than one student to work on the same card and gives students support with writing *Happy Birthday!* on the front of the card.

Team Up! 5 Model furniture

Organization: individual work

Useful language: *sofa, chair, picture, cushions, table, mirror, bookcase, plant, clock, bin, cupboard, window, door*

Materials: one copy of the worksheet (2 pages) for each student, a box, play dough, scissors and glue

- Give each student a copy of both pages of the worksheet.
- There are plenty of furniture pictures for either a bedroom or living room. These are all the furniture / house words that the students have already learned.
- Some of the pictures have a flap on the bottom to fold over and stick to the floor of the room. Some don't have a flap because they can be stuck on the walls of the box without using the flaps.
- Students can glue the pictures with flaps onto card to make them firmer and then stick them to the floor of the box with play dough or glue.
- As an additional activity, students can make some pieces of furniture out of craft materials, as shown in the photos on page 120 of the Student Book and in the video.

Unit 10

Team Up! 1 Farm animal survey

Organization: pairs

Useful language: *Do you like (horses)? / Yes, I do. / No, I don't.*

Materials: one copy of the worksheet for each pair of students

If you do not wish to make copies of the worksheet, copy the table onto the board. Then ask students to make a copy in their notebooks.

- Students work in pairs. Give each pair a copy of the worksheet.
- In their pairs, students choose four animals from Unit 10, lesson 1 flashcards (cow, goat, horse, sheep, chicken, bird, donkey, mouse) and write them in the first column that runs down the left side of the table.
- Each pair of students then works with another pair. They first write their names at the top of the second and third columns of the table. They then ask each student in the pair all the questions, e.g. *Do you like horses?* The students respond *Yes, I do. / No, I don't.* and the student asking the question makes ticks and crosses in the table accordingly.
- Each pair of students then works with a different pair and repeats the process. Once they have the results, they can tell the class what their group's favourite animals are.
- Alternatively, students have the option of making a block chart. To do this, they draw the animals from their survey in the spaces at the bottom of the graph and then colour in the blocks for each animal, according to the results.
- Model how to complete one example row of the table in the worksheet before students complete the activity on their own.

Team Up! 2 Animal guessing game

Organization: pairs

Useful language: *Are they (cows)? / Yes, they are.*

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

Students may accidentally knock the cover squares off while they are working, so they could make flaps by sticking tape down one edge. They could also stick the animal pictures onto Template 1 (rather than just placing them in the spaces provided), but that would mean they can only play with the same four animals each time. Students could also draw animals in the spaces provided on Template 1, rather than using the pictures provided on Template 2.

- Give each pair of students a copy of both pages of the worksheet.
- The students work in pairs. They cut out the animals and cover cards (the cards with question marks) from Template 2. They then choose four animals from the picture cards on Template 2 and place them in the spaces provided on Template 1. Model how to make the game, using the example given at the top of the worksheet.
- Two pairs then work together, asking the other pair about their hidden animals, e.g. pointing to a cover card and asking *Are they cows?* The other pair answers *Yes, they are.* / *No, they aren't.* If the answer is *Yes, they are.*, students remove the cover card to reveal the hidden animals. The first pair to find all the hidden animals wins.

Team Up! 3 Animal charades

Organization: pairs

Useful language: *cows, horses, chickens, mice, birds, donkeys, goats, sheep, small, big, noisy, quiet, dirty, clean, happy, sad, hot, cold, hungry, thirsty, long, short, colourful, beautiful, old*

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

- Give each pair of students a copy of the worksheet.
- The students choose adjectives for each animal listed on the worksheet and write them on the lines. Students can use the review adjectives as well as the new ones, e.g. *happy, sad, hot, cold, hungry, thirsty, long, short, colourful, beautiful, old.*
- Students then cut out the cards and use them as prompts to play the *Mime the word* game in pairs (see *Ideas bank*, Teacher's Guide, page 141). Pairs take turns to choose a card and mime the animal on it, for the other pair of students to guess.
- If you like, you can allow each pair three guesses for each animal or set a time limit for them to guess the animal being mimed.

Team Up! 4 Story quiz

Organization: pairs or groups

Useful language: *How many (chickens) are in the story? / There's (one chicken). / There are (three chickens).*

Materials: one copy of the worksheet for each pair or group of students

If you do not wish to make copies of the worksheet, copy the questions and animal words onto the board. Then ask students to write the questions, fill in the blanks and write the answers in their notebooks.

- Give each pair or group of students a copy of the worksheet. Refer them to the story *Henrietta* on pages 128 and 129 of the Student Book.
- In this story quiz, students must complete the sentences using the correct animal's name from the story. Model how to ask and answer the first question, using the example given at the top of the worksheet.

- They then swap quizzes with another pair or group and answer each other's questions. They can write full sentences or one-word answers.

Team Up! 5 Our country poster quiz

Organization: groups

Useful language: *Can you see (ducks)? / Yes. / No.*

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

- Give each group of students a copy of the worksheet to make a quiz for the other students in the class to complete during / after their poster presentation (see page 134 of the Student Book).
- They write words for animals and fruit on the write-on lines, some of which appear on their poster and some of which don't. The other students listen to the poster presentation and circle *Yes* or *No*.
- Alternatively, you can make a display with the posters, giving each poster a number and numbering the quiz sheets accordingly. Students can then move around the classroom looking at the posters and completing the quiz sheets.