

Unit 1

Team Up! 1 Card Game

Organization: pairs or groups

Useful Language: *Can I use your ...? Sure! Here you are. / No, sorry!*

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

If you do not wish to make copies of the worksheet, give each pair of students 16 identical pieces of paper. They can draw their own classroom objects and write a sentence describing each one, following a model written on the board.

- Ask students to work in pairs or groups and give each student a copy of the worksheet.
- Students cut out the cards and use them to play a memory game. They each choose four cards and show them to their partner. Their partner names the items as they are shown.
- Students then hide their items and take turns asking *Can I use your ...?* about their partner's cards. If they remember an item correctly, their partner must hand over the card, saying *Sure! Here you are.* If they remember incorrectly, their partner can say *No, sorry!* The first student to collect all their partner's cards wins the game.
- This game can also be played in groups if all players have the same number of cards. Students can use more than one set of cards if they play in larger groups and can take turns asking the player on their right for one of their school things.

Team Up! 2 Copy Cats Game

Organization: pairs

Useful Language: *Do you have a (blue) lunch box? Yes, I do. / No, I don't. Does he / she have ...? Yes, he does. / No, he doesn't.*

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

If you do not wish to make copies of the worksheet, students can draw their own classroom scenes. Arrange the class into pairs and have them ask their partners about their pictures.

- Ask students to work in pairs and give each student a copy of the worksheet.
- Students play a game. They each color the top drawing on their worksheet with their own choice of colors.
- They then ask and answer questions to color the second picture to make it look the same as their partner's, for example, *Do you have a (blue) lunch box? Yes, I do. / No, I don't.*

- They then change pairs and ask and answer about their partner's pictures (*Does he / she have ...? Yes, he does. / No, he doesn't.*).

Team Up! 3 Sports Uniform Design

Organization: groups

Useful Language: *Our soccer jerseys are red and blue.*

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

If you do not wish to make copies of the worksheet, students can draw and color themselves in their own sports uniforms in pairs.

- Arrange the class into groups. Give each student in the group a copy of the worksheet.
- Students complete the outline of a child with hair, facial features, etc. (Each student can complete one figure to make their team.) They then discuss what they want their sports uniform to look like, choosing the sports clothing / equipment they want their team members to wear and choosing a color for each item of their uniform.
- Once they have agreed what the uniform should look like, they draw and color it on their figure to create their sports uniform.
- Students can then tell other groups or the whole class about their sports uniforms, for example, *Our soccer jerseys are red and blue.* Ask students questions about their uniforms and other groups' uniforms, for example, *Do you have (soccer shoes)? Do they have (tracksuits)?* Confident students can compare their uniforms with other groups' uniforms, for example, *Our shorts are green. Their shorts are red.*

Team Up! 4 Story Quiz

Organization: pairs or groups

Materials: one copy of the worksheet for each pair / group

If you do not wish to make copies of the worksheet, students can write the questions in their own notebooks. Write the questions from the worksheet on the board for them to copy.

- Give each pair or group a copy of the worksheet.
- The pairs / groups complete the questions about the story.
- When students have completed their questions, they join with another pair / group and take turns reading out their questions for the other pair / group to answer. Alternatively, pairs / groups can exchange worksheets and write their answers and then exchange them back and check each other's answers. For a competitive element, they can award each other one point for each correct answer. The pair / group with the most points wins the game.

- If you prefer, do this as a class activity. Students complete the questions in pairs. When they are ready, arrange the class into two teams and invite students from each team to read out questions for the other team to answer. Students can look at their books if they need support or do the quiz with books closed for an extra challenge. Award one point for each correct answer. The team with the most points wins the game.

Team Up! 5 Dream School Bag

Organization: groups

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, follow the project instructions in the Teacher's Guide.

- Arrange students into groups and give each group a copy of the worksheet.
- Students can use the optional worksheet to prepare for their project. They check ✓ the things they want to include in their dream school bag and cross ✗ the things they don't want to include.
- Students then discuss what they want each of the checked items to look like.

Unit 2

Team Up! 1 Food Game

Organization: pairs or groups

Useful Language: *I'd like some yogurt for breakfast / lunch / dinner.*

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

If you do not wish to make copies of the worksheet, students can draw pictures of their favorite foods and label them in their notebooks.

- Arrange the class into pairs or groups and give each pair / group a copy of the worksheet.
- Students take turns choosing a square in the grid and making a sentence about it, for example, *I'd like some yogurt for dinner.*
- Their partner / the student to their left finds the square being described and says the grid reference, for example, C3.
- Students can award themselves one point for each correct grid reference. They can make a note of their scores to see who wins the game.
- This game can also be played in teams (either in small groups or as a class).

Team Up! 2 Meal Game

Organization: pairs

Useful Language: *(Maria) has (bread) for breakfast. Does he / she have (eggs) for (breakfast)? Yes, he / she does. / No, he / she doesn't.*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, students can draw a favorite meal in their notebooks.

- Ask students to work in pairs and give each student a copy of the worksheet.
- Students choose a meal (*breakfast / lunch / dinner*) and decide what foods they want to have for that meal. They can write a list of the foods in their notebooks or on a piece of paper, or they can just remember their choices.
- Students ask and answer questions in pairs to find out their partner's meal, for example, A: *It's time for (breakfast).* B: *Do you have (bread) for (breakfast)?* A: *Yes, I do.*
- Students draw their partner's meal on the plate on the worksheet. They then tell the class what their partner has for their meal, for example, *(Maria) has (bread) for breakfast.* The rest of the class can ask questions to prompt the speaker, for example, *Does he / she have (eggs) for (breakfast)?* Yes, he / she does. / No, he / she doesn't.

Team Up! 3 Vegetable Survey

Organization: groups

Useful Language: *Do you like potatoes? Yes, I do. / No, I don't.*

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, you can copy the survey onto the board and complete it there for the whole class.

- Arrange the class into groups and give each group a copy of the worksheet, which is in the form of a survey.
- Students must go around the class and ask their classmates which vegetables they like or don't like.
- To maintain order within the classroom, students can assign one group member to each vegetable. These students then take responsibility for that vegetable and find out which of their classmates like the vegetable and which of them don't.
- Students then write the tally marks and numbers in the correct column of the survey sheet.
- If you like, suggest to students that one person in the group takes charge of filling out the survey sheet.
- Before they begin, make sure that students know the names of each type of vegetable (*potatoes, peas, cucumbers, beans, peppers, and carrots*).

Team Up! 4 Finger Puppets

Organization: pairs or groups

Materials: one copy of the worksheet, scissors, glue, and colored pencils for each pair / group

Making copies is unavoidable for this task.

- Arrange the class into pairs or groups and give each pair / group a copy of the worksheet.
- Students color and cut out the finger puppets, and then glue the tabs of the finger puppets together.
- Students decide which character(s) they want to play. If they are working in pairs, one student can play the roles of both the donkey and the wolf. If they are working in groups of four, one student can play the role of the narrator.
- Students work in their pairs or groups to think of voices for the characters. They then practice acting out the story. They can add their own lines if they like or think of a different ending for the story. Invite students to act out the story for the class.
- If you like, you can make this a class activity by asking students to choose and make one of the finger puppets. Then ask all the rabbits to say their lines together, and then all the donkeys, etc., to act out the story as a class.

Team Up! 5 Favorite Foods Collage

Organization: pairs

Useful Language: *My favorite food for dinner is pizza.*

Materials: one copy of worksheet, colored pencils, scissors, and glue for each pair

If you do not wish to make copies of the worksheet, follow the project instructions in the Teacher's Guide.

- Ask students to work in pairs and give each pair a copy of the worksheet.
- Students can use the optional worksheet instead of drawing pictures or finding pictures in magazines or on the Internet. They color the pictures on the template then cut them out and use them to make their favorite foods collage.

Unit 3

Team Up! 1 Card Game

Organization: pairs or groups

Useful Language: *Can it climb? Yes, it can. / No, it can't.*

Materials: one copy of the worksheet for each pair / group

If you do not wish to make copies of the worksheet, students can take turns choosing a wild animal from the new vocabulary set. Their partner / the rest of their group must ask questions using the functional language to guess the animal.

- Arrange the class into pairs or groups and give each pair / group a copy of the worksheet.
- Students play a guessing game. Students use one set of cards for each pair / group. They cut out the cards, shuffle them, and place them face down on the desk. They then take turns picking up a card from the pile without showing their partner / the rest of the group. Their partner / the rest of the group asks questions using the functional language to guess the animal on the card, for example, *Can it climb? No, it can't. Is it a (penguin)? No, it isn't. Can it jump?*, etc.

Team Up! 2 Venn Diagram

Organization: pairs

Useful Language: *Do (tigers) live in water? Yes, they do. / No, they don't.*

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

If you do not wish to make copies of the worksheets, you can draw a big Venn diagram on the board and make this a class activity. Hand out pictures of animals to students and encourage them to ask the class about their animal before they tape it in the correct section of the Venn diagram on the board.

- Ask students to work in pairs and give each pair a copy of both pages of the worksheet.
- Students cut out the animals from page 2 and then decide where to put them in the Venn diagram. They should ask and answer using the target grammar structures, for example, *Do penguins live on land? Yes, they do. Penguins live in water, too.*
- Students glue the animals in the correct section of the Venn diagram.

ANSWERS

Animals that live on land: elephant, giraffe, tiger, zebra, monkey

Animals that don't live on land: dolphin

Animals that live on land and in water: hippo, penguin

Team Up! 3 Fact File

Organization: groups of three

Useful Language: *What do zebras eat? They eat grass.*

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, copy a version of the fact file onto the board and do this activity with the class. Students can come up to the board to draw and write the correct parts of the fact file.

- Arrange the class into groups and give each group a copy of the worksheet.
- Students work in groups to choose an animal from the Lesson 1 vocabulary set, draw it on the fact file (or find and glue a photo of it), and think about where it lives, what it eats, and what it can do.
- They then write the information on the worksheet to complete the fact file.

Team Up! 4 Board Game

Organization: pairs or groups

Useful Language: *Is the tiger big? What do tigers eat? Does the monkey have a tail? Can the tiger jump?*

Materials: one copy of the worksheet (two pages), pencils, and scissors for each pair / group

If you do not wish to make copies of the worksheets, this activity can be done as a class game with two teams. Students from each team can take turns moving the counter and answering a question for their team.

- Arrange the class into pairs or groups of up to four and give each pair / group a copy of both pages of the worksheets.
- Hand out a copy of the board game on page 1 and the spinner cut-out on page 2. They cut out the spinner template and push a pencil through the center of the spinner. They choose small items (pencil sharpeners, erasers, coins, etc.) to be counters, or they can cut out paper counters. Each student writes their name or initials on one of the counters.
- Students place their counters on the *Start* square. They take turns spinning the spinner and moving their counter the corresponding number of squares along the board. Students answer the question or follow the instructions in the square they land on. If they answer correctly, they continue the game on their next turn. If they answer incorrectly, they miss their next turn. The winner is the first player to reach the *Finish* square.
- This activity can also be done as a class game with two teams if you prefer. Students from each team can take turns moving their counter and answering a question for their team.

Team Up! 5 Animal Quiz

Organization: pairs or groups

Useful Language: *Is the tiger big? What do tigers eat? Does the monkey have a tail? Can the tiger jump?*

Materials: one copy of the worksheet and colored pencils for each pair / group

If you do not wish to make copies of the worksheet, follow the project instructions in the Teacher's Guide.

- Arrange the class into pairs or groups and give each pair / group a copy of the worksheet.
- Students write their questions and then color the pictures of animals in the border.
- Once they have completed their quiz, they ask their partners or other groups the questions.

Unit 4

Team Up! 1 Guessing Game

Organization: groups

Useful Language: *Is this Paulo's trophy? No, it isn't. It's Maria's trophy.*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, students can draw their favorite thing on a piece of paper.

- Arrange the class into groups and give each student in the group a copy of the worksheet.
- Each student draws an item of their own on their worksheet. Students can imagine that they own one of the items of the new Lesson 1 vocabulary if they don't own one. They should draw items from the Lesson 1 vocabulary set for this activity, but, if you prefer, you can also include other items from the picture on Student Book page 44, if students already know the words for the items they are drawing.
- They then put the completed drawings in a central space.
- The students then take turns picking up a picture from the central space and trying to guess who the item in the picture belongs to, for example, *Is this (Paulo's) (helicopter)? No, it isn't. It's (Maria's) (helicopter).*

Team Up! 2 Memory Card Game

Organization: pairs or groups

Useful Language: *It's a (guitar). It's his / hers / yours.*

Materials: one copy of worksheet and scissors for each student

If you do not wish to make copies of the worksheet, give each pair of students 16 identical pieces of paper. They can draw the Lesson 1 vocabulary possessions on the paper.

- Arrange the class into pairs or groups and give each student a copy of the worksheet.
- Students play a memory game in groups made up of at least two pairs.
- They each color / decorate and cut out a set of possessions cards from the worksheet.
- They take turns showing their cards to each other and say *This is a It's mine*. The rest of the group tries to remember what each possession looks like, what color it is, etc.
- Students then shuffle all their cards together and place them in the center of the table. They can place the cards face up for an easier game or face down for added challenge. The game is played in two stages. In stage one, individual students take turns taking a card and saying *It's a (guitar). It's his / hers / yours* as they point to the correct person in the group.
- In stage two, each pair of students takes a card. They tell the rest of the group what they have (for example, *It's a poster. It's ours / yours / theirs.*).

Team Up! 3 Favorite Clothes

Organization: pairs or groups

Useful Language: *I'm wearing a hoodie. It's red.*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, students can draw and label their outfits on a sheet of paper.

- Arrange the class into pairs or groups and give each student a copy of the worksheet.
- Students work in pairs or groups to decide on their favorite outfits. The outfits can be real or imaginary. The students discuss their ideas and make notes about what each of them is going to wear (item of clothing plus color). They can draw clothing items from the Lesson 3 vocabulary set as well as known clothing items from Level 1.
- The students draw clothes on the figure on the worksheet. They then write the clothing words in the labels and draw lines to match them to the correct items of clothing.
- They can work individually or in pairs / groups to draw and label themselves (or their partners / another member of the group) in their outfits.
- They show and describe their completed outfits on their worksheet to the class, for example, *I'm wearing a hoodie. It's red.*

Team Up! 4 Story Book

Organization: groups

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

Making copies is unavoidable for this task.

- Arrange the class into groups of three or four and give each group a copy of both pages of the worksheet.
- The two pages show the eight story frames and a front cover for the story book. Explain to the class that the pictures are all from the story in Lesson 4, but they are in the wrong order. Students need to cut out the frames and arrange them in order. They then glue them together to create a book.
- Encourage the students to put the frames in by memory if they can before referring to the story in the Student Book.
- Invite students to show and read their completed story books to the class.

Team Up! 5 Time Capsule

Organization: pairs or groups

Useful Language: *What are you wearing? I'm wearing my favorite clothes. I'm wearing a yellow hoodie and blue jeans.*

Materials: one copy of the worksheet, colored pens / pencils, and scissors for each student

If you do not wish to make copies of the worksheet, follow the project instructions in the Teacher's Guide.

- Arrange the class into pairs or groups of three or four and give a copy of the time capsule worksheet to each student.
- Students follow the instructions in the Student Book to write about themselves and draw a picture of themselves wearing their favorite clothes (or the clothes they would most like to have) and pictures of their favorite things on the worksheet. Students can draw and write about their real favorite thing or imaginary favourite things they would like to have.
- They then cut out their templates and put them in their time capsule box.
- Invite groups around the class to show their time capsules to the class, following the example on the video and on the Student Book page.

Unit 5

Team Up! 1 Matching Card Game

Organization: pairs

Useful Language: *Let's go to the supermarket. OK. Let's go!*

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

Making copies is unavoidable for this task.

- Ask students to work in pairs and give each student a worksheet.
- The students cut out the cards showing different places in town.
- Students each shuffle their own set of cards and put them face down on the desk in front of them in concentration-game style, with two separate sets of face-down cards – one for each student.
- They then take turns picking up one of their cards and saying a sentence about it to their partner, for example, *Let's go to the (supermarket)*. Their partner picks up one of their cards and looks at it. If they have the same place (for example, *supermarket*), they say *OK. Let's go!* and they get to keep both cards. If they have a different place (for example, *hotel*), they say *No*, and both students return their cards to their places, face down on the desk. Students can try to remember where the cards are to help them to win all the cards.

Team Up! 2 Street Game

Organization: pairs

Useful Language: *Is there a school on your street? Yes, there is. / No, there isn't. Are there any ... on your street? Yes, there are. / No there aren't.*

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

Making copies of the worksheet is unavoidable for this task.

- Give each student a copy of the worksheet. Ask them to work in pairs.
- Ask the students to complete the street scene on the worksheet by drawing the building outlines to represent one of the new words for places in a town. They can add other details to their street, for example, *trees, bus stops, people*.
- Students then take turns asking and answering about their street scenes, for example, *Is there a (hospital) on your street? Yes, there is. Are there any bus stops on your street? No, there aren't.*

Team Up! 3 Memory Game

Organization: pairs

Useful Language: *Where's the (car / motorcycle / store / tree)? It's in front of / next to / behind / between the ...*

Materials: one half of the worksheet and scissors for each pair

Making copies of the worksheet is unavoidable for this task.

- Students play a memory game in pairs. They cut their worksheet (one worksheet for each pair) in half, and each student takes a picture. The two pictures show the same street but with a few differences.
- Students each look at their own picture for one minute. They then exchange pictures and take turns asking each other where the items were in their original picture, for example, *Where's the (car / motorcycle / store / tree)? It's in front of / next to / behind / between the ...*. Students can check their partner's answers and give their partner a point for each correctly remembered position.

ANSWERS

The car, motorcycle, and bus stop are in different positions.

The buildings are in a different order.

In picture 1, there are three trees. In picture 2, there are two.

The train is in a different position.

Team Up! 4 Story Quiz

Organization: pairs

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, students can write their own story quiz questions on a sheet of paper.

- Give each pair of students a copy of the worksheet.
- Students complete the sentences about the story to make them true or false. If you like, give students some optional words to use to complete the sentences (for example, *The kite is red / blue. Keiko is with her mom / dad. The doll is in front of / between the trees. The train is green / yellow. The kite is on a window / door.*).
- When students have completed the sentences, they join with another pair / group and take turns reading out their sentences and saying whether the other pair's sentences are *True* or *False*.
- If you prefer, do this as a class activity. Students complete the sentences in pairs. When they are ready, arrange the class in two teams and invite students from each team in turn to read out sentences for the other team to say *True* or *False*. Students can look at their books if they need support or do the quiz with books closed for an extra challenge. Award one point for each correct answer. The team with the most points wins the game.

Team Up! 5 Town Map

Organization: groups

Useful Language: *Is there a school in Cool Town? Yes, there is. / No, there isn't. / It's next to the ...*

Materials: one copy of worksheet and colored pens / pencils for each group

If you do not wish to make copies of the worksheet, follow the project instructions in the Teacher's Guide.

- Give each group a copy of the worksheet. Students follow the instructions in the Student Book to make their town map.
- Students share ideas in groups and make a list of the places and transportation they want to include in their imaginary town. Students are likely to want to think about fun things they would like to have in their town, for example, *a fair, candy stores, a swimming pool*, etc. This is allowed / expected, and you can use the Unit 10 Lesson 1 flashcards to teach some of the desired vocabulary. However, encourage students to include some of the new vocabulary from this unit by telling them that they should include places that are useful in their town.
- Students can copy the street from the worksheet onto a large sheet of paper or poster paper. They talk about where they want each of the places to be. (Do they want the school to be next to a park, or the supermarket to be next to the bus stop, etc?)

- Students draw pictures of the places and vehicles they want to include or find pictures on the Internet and glue them onto their map. They think of a name for their town and write a title. They can also label the pictures on their map.
- Groups then present their town maps to the class following the example on the video and on the Student Book page.

Unit 6

Team Up! 1 Games Survey

Organization: whole class activity

Useful Language: *What games do you like? I like chess and table tennis.*

Materials: one copy of the worksheet for each student

Making copies of the worksheet is unavoidable for this task.

- This is a class activity. Give each student a copy of the worksheet.
- Students look at the games survey and choose the three activities that they most want to do. They can put a check mark or a happy face in the "Me" column of the chart by the pictures of the activities they most want to do.
- Students then move around the class, asking and answering with their classmates, for example, *What games do you like? I like chess and table tennis.*
- They write the names of the classmates who like each sport / game in the correct section of their charts. Students should try to find someone who wants to do as many of the same activities as them as possible.
- They can then tell the class who they can play each game / sport with.

Team Up! 2 Card Game

Organization: pairs

Useful Language: *What's he doing? / What's she doing? / What are they doing? He's / She's / They're playing ...*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, give each pair of students 16 identical pieces of paper. They can draw the Lesson 1 sports and games vocabulary set on the paper.

- Give each student a copy of the worksheet. Ask students to work in pairs.
- Students each cut out one set of cards. They shuffle the two sets of cards together. Students then place them face down on the desk in rows (concentration-game style).
- They then take turns turning over two cards. Their partner points to the cards as they are turned over and asks *What's he doing? / What's she doing? / What are they doing?* The student turning the cards over must answer *He's / She's / They're playing ...*

- If the two cards are the same, the student can keep them. If not, they must turn them back over. Students try to remember where the matching pairs are.
- The student who collects the most pairs of cards wins the game.
- This game could also be played in groups of three or four if you prefer.

Team Up! 3 Mime Game

Organization: groups of three

Useful Language: *Is he / she (flying a kite)? Yes, he / she is. / No, he / she isn't.*

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, students can write the activities on scraps of paper.

- Arrange the class into groups of three (ideally in groups including both boys and girls) and give each group a copy of the worksheet.
- Students play a miming game. They each write three different activities (from Lessons 1 or 3) on the worksheet template, cut them out, and put them in a box / bag / pencil case / envelope.
- They then take turns covering their eyes. One of the other players takes a paper from the box / bag / pencil case / envelope and acts out the activity on it.
- The player with covered eyes asks *Is he / she (flying a kite)?* The third player answers *Yes, he / she is. / No, he / she isn't.* The student with closed eyes has five guesses to find the activity. Students can award each other one point for each correct guess. The player with the most points wins.

Team Up! 4 Story Game

Organization: pairs

Materials: one copy of the worksheet and nine blank squares of paper for each pair

Making copies of the worksheet is unavoidable for this task.

- Ask students to work in pairs and give each pair a copy of the worksheet.
- Students each cut out nine squares of blank paper and write their initials or names on their squares.
- They then take turns choosing one of the squares in the grid on the worksheet. They look at the picture in the square, read out the question, and answer it. If they answer the question correctly, they can cover the square on the grid with one of their squares of paper. The aim of the game is to cover three squares in a row (like Tic-tac-toe). The first student to do this wins the game. Students can try blocking their partner by choosing squares that stop their partner from forming a row of three.

Team Up! 5 Free Time Activities

Organization: groups

Useful Language: *These are my friends. What are they doing? They're playing chess.*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, follow the project instructions in the Teacher's Guide.

- Arrange the class into groups of three or four and give a copy of the worksheet to each student within the groups.
- Students can use the optional worksheet to help them plan their posters. They choose and write the words of the free time activities on the worksheet they want to include on their posters.
- Students then follow the instructions in the Student Book to make their free time posters.
- The groups are then ready to present their free time posters to the class following the example on the video and on the Student Book page.

Unit 7

Team Up! 1 Daily Routines Chart

Organization: pairs or groups

Useful Language: *I do my homework in the afternoon. What about you? I do my homework in the evening.*

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

If you do not wish to make copies of the worksheet, students can write and draw their daily routines in their notebooks.

- Ask students to work in pairs or groups and give each student a copy of both pages of the worksheet.
- Working individually, students cut out the pictures of the daily routine activities from the second page and glue them in the correct columns in the chart on the first page, to show which activities they do in the morning / afternoon / evening.
- Students then compare their daily routines chart with their partner's or group's charts, asking and answering questions about the activities in their charts, for example, *A: I do my homework in the morning. What about you? B: I do my homework in the evening.*
- Students then look at both their own and their partner's or group members' charts and tell the class the similarities and differences between them and their partner or group members.

Team Up! 2 Star Chart

Organization: pairs

Useful Language: *What do you do on Monday? I brush my teeth in the morning.*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, students can write their daily routine for the week in their notebooks.

- Ask students to work in pairs and give each student a copy of the worksheet.
- Students complete the star chart heading with their partner's name. They then take turns telling their partner about the routine activities that they do each day, for example, *A: What do you do on Monday? B: I brush my teeth in the morning.*
- Students complete the star chart for their partner by drawing stars in the correct boxes of the chart to show which days their partner does each activity on. Students can then exchange star charts so that they each have a star chart showing their week. They can show their charts to the class and tell the class about their week, for example, *I brush my teeth on Monday. / I don't do my homework on Friday.* Encourage students to say what time of day they do the different activities (in the morning, afternoon, or evening).

Team Up! 3 Board Game

Organization: pairs or groups

Useful Language: *When does she get up? She gets up at six thirty.*

Materials: one copy of the worksheet for each pair / group

Making copies of the worksheet is unavoidable for this task.

- Arrange the class into pairs or in groups of up to four. Give each pair / group a worksheet.
- Ask students to write numbers 1–6 on squares of paper and place them in an empty pencil case. They can choose small items (for example, pencil sharpeners, erasers, coins, etc.) to be counters, or they can make paper counters with their initials on them.
- Students place their counters on the *Start* square. They take turns taking a piece of paper with a number on it from the pencil case. They then move their counter the corresponding number of squares along the board. They replace the number in the pencil case once they have taken their turn. The player to their right asks a question about the square the student has landed on, for example, *When does he / she (get up)?* The student in play answers the question using the information in the square they have landed on, for example, *He / She gets up at (6:30).* If they answer correctly, they continue the game on their next turn. If they answer incorrectly, they miss their next turn. The winner is the first player to reach the *Finish* square.
- This activity can be also played as a class game with two teams if you prefer. Students from each team can take turns moving their counter and answering a question for their team.

Team Up! 4 Schedule

Organization: pairs or groups

Materials: one copy of the worksheet for each pair / group

If you do not wish to make copies of the worksheet, students can write Billy's schedule for his day in their notebooks.

- Arrange the class into pairs or in groups of up to four. Give each pair / group a worksheet.
- Students invent an organized schedule for Billy's day and write the times across the top of the schedule.
- They then draw icons in the spaces to show what Billy does at each time.
- Students then show their schedules to the class. Encourage the rest of the class to ask questions, for example, *When does Billy (get up)?* The presenting students answer *He gets up at (seven thirty).*

Team Up! 5 Zig-zag Book

Organization: pairs

Useful Language: *What do you do in the morning? I get up at seven o'clock. When does she brush her teeth? She brushes her teeth at seven thirty.*

Materials: one copy of the worksheet (two pages), colored pens / pencils, scissors, glue, and one sheet of paper for each student

If you do not wish to make copies of the worksheet, you can ask students to glue the pictures in two rows on a sheet of paper or poster paper in the correct order.

- Ask students to work in pairs. Give each student a copy of both pages of the worksheet and a sheet of paper.
- Students take turns asking each other about their daily routine activities, for example, *What do you do in the morning? I get up at seven o'clock.*
- Students use their partner's answers to complete the digital clocks in the picture frames on the worksheets. They then complete the cartoon character to look like their partner and color the pictures (if they have time).
- Help students to fold the sheet of paper or poster paper according to the diagram. Students can number to eight the folds of their paper to make sure they glue the story frames in the correct order. Students then work individually to cut out their cartoon story frames and arrange them in order. They then glue them on the eight folded pages to make a zig-zag book.
- Students practice telling their stories to different pairs, making sentences about the pictures in their zig-zag book, for example, *Maria (gets up) at (eight fifteen).*
- The students then present their zig-zag books to the class following the example on the video and on the Student Book page.

Unit 8

Team Up! 1 Skills Survey

Organization: class activity

Useful Language: *What can you do? I can skateboard.*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, copy the survey onto the board. Students copy the survey in their notebooks.

- Give each student a copy of the worksheet.
- Students move around the class asking their classmates *What can you do?* Their classmates answer about the skills in the survey chart, for example, *I can ride a bike.* Students put a tally mark in the second column, in the correct row, for each activity that each classmate can do. Students then count how many of their classmates can do each activity and write the number in the third column of the chart.
- They then tell the class about their findings, for example, *Ten of my classmates can (ride a bike).*
- If you don't have time to do this task as a class activity, you can arrange the class into smaller groups and have students conduct the survey in their groups to find out the skills their group members have.

Team Up! 2 Skills Card Game

Organization: groups

Useful Language: *Do you like hopping? Yes, I do. / No, I don't. He / she likes hopping. He / she doesn't like hopping.*

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

If you do not wish to make copies of the worksheet, supply each pair of students with 16 identical pieces of paper. They can draw the Lesson 1 skills vocabulary set on the paper.

- Arrange the class into groups of three or four and give each student a copy of the worksheet.
- The students each cut out their set of skills cards.
- They shuffle the sets together. They then place the cards in a pile, face down on the desk where they can all reach them. They take turns picking up a card and asking the player to their left a question about the activity on it using a gerund, for example, *Do you like (hopping)?* The player to their left must answer honestly about themselves. The player holding the card then tells the group about the player to their left, for example, *He / She likes / doesn't like (hopping).* If the player holding the card makes a correct sentence, they can keep their card. The player with the most cards at the end of the game wins. If you like, you can set a time limit, for example, ten minutes. The player with the most cards when the time runs out wins the game.

Team Up! 3 Skills Chart

Organization: class activity

Useful Language: *Are you good at baking cupcakes? Yes, I am. / No, I'm not.*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, copy the skills chart onto the board. Students copy the chart in their notebooks.

- Give each student a copy of the worksheet.
- Students look at the chart and check the things that they are good at.
- They then move around the class, asking and answering questions with their classmates, for example, *Are you good at (baking cupcakes)? Yes, I am. / No, I'm not.*
- Students try to find someone who is good at three of the same things as they are. When they have found their partner, they can raise their hands.
- Invite students to tell the class which things they are good at.

Team Up! 4 Complete the Story

Organization: pairs

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, students can write four numbered True/False questions in their notebooks.

- Ask students to work in pairs and give each student a copy of the worksheet.
- Students look at the pictures in the new story and complete the speech bubbles with the missing words. They can color the pictures in the story if there is time.
- Students practice the new story in their pairs. They then act it out for the class.

Team Up! 5 Talent Show Poster

Organization: pairs

Useful Language: *Are you in the talent show? Yes, I am. What are you good at? I'm good at painting pictures.*

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, follow the project instructions in the Teacher's Guide.

- Ask students to work in pairs and give a copy of the worksheet to each pair.
- Students follow the instructions in the Student Book. They discuss where and when they want their talent show to be and make notes of the answers they decide on.
- Students decide what skills people can show in their talent show. They should decide whether their talent show is inside or outside. Students work together to make a list of the talents people can show and decide who will take part in their talent show. They can include themselves or their

classmates or invent imaginary people with imaginary talents. They can make notes about the names of the performers, what the performers can do, and any other information they want to put on their poster (refreshments available, rules for the talent show, etc.).

- Students write the name of their talent show in the top box of the poster and some information about when / where their talent show is in the box below. They can draw or glue pictures and write captions underneath them in the central boxes. They then write any additional information about their talent show or a closing phrase (for example, *Don't miss it! / Come and see our show!*) in the bottom box.
- The pairs present their poster to the class following the example on the video and on the Student Book page.

Unit 9

Team Up! 1 Living Room Game

Organization: pairs

Useful Language: *Where can I put the vase? In / on / under / next to the ...*

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

Making copies of the worksheet is unavoidable for this task.

- Ask students to work in pairs and give each student a copy of the worksheet.
- Students cut out the six items from the bottom of their worksheet.
- One student places the cut-out items in the room without letting the other student see where they have put each one.
- The second student then asks questions to find out where each item is in the first student's picture and places their cut-out items in the same positions, for example, *In / On / Under / Next to the ...*. The students then change roles and repeat the game.

Team Up! 2 Spot the Difference Game

Organization: pairs

Useful Language: *There's a red cushion on the sofa in my picture. There aren't any cushions on the sofa in my picture.*

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

Making copies of the worksheet is unavoidable for this task.

- Ask students to work in pairs and give each pair a copy of the worksheet.
- Ask the students to cut the worksheet along the cutting line below picture B. Student 1 has picture A and student 2 has picture B.

- Each student draws one or two books, one or two cushions, a TV, and one or two vases wherever they like in the picture. They then color the picture.
- Students then compare pictures together, for example, *There's a red book on the coffee table in my picture. There isn't a book on the coffee table in your picture. There's a blue book on the armchair in your picture. There are two red cushions on the sofa in your picture. There aren't any cushions on the sofa in my picture.*

Team Up! 3 Comparisons Card Game

Organization: pairs or groups

Useful Language: *The blue plate is older than the red plate.*

Materials: one copy of the worksheet for each student

Making copies of the worksheet is unavoidable for this task.

- Arrange the class into pairs or groups of two pairs, with each pair working together as a team.
- Give each student a copy of the worksheet.
- Each student colors the items on the worksheet using a different color for each item on each card. They then cut out the cards.
- Students take turns showing one of the cards to their partner or the other pair. Their partner or the other pair must make a sentence based on which card they're being shown, for example, *The pink spoon is smaller than the blue spoon.* If they make a correct sentence, they can keep the card. If not, their partner / the other pair puts the card back in their pile. The first student (or pair) to collect all their partner's (or opposing pair's) cards wins the game.

Team Up! 4 Story Quiz

Organization: pairs or small groups

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

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

- Arrange the class into pairs or small groups and give each pair / group a copy of the worksheet.
- The students work together to complete the questions about the story.
- When students have completed their questions, they join with another pair / group and take turns reading out their questions for the other team to answer. Alternatively, pairs / groups can exchange worksheets and write their answers. They then exchange back and check each other's answers. For a competitive element, they can award each other one point for each correct answer. The pair / group with the most points wins the game.
- If you prefer, you can do this as a class activity. Students complete the questions in pairs. When they are ready, arrange the class in two teams and invite students from each team in turn to read out questions for the other team to answer. Students can look at their books if they

need support or do the quiz with books closed for an extra challenge. Award one point for each correct answer. The team with the most points wins the game.

Team Up! 5 Design a Dream House

Organization: pairs

Useful Language: *What's in the living room? There's a sofa. There isn't an armchair. Is there a rug? Yes, there is.*

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

If you do not wish to make copies of the worksheet, follow the project instructions in the Teacher's Guide.

- Ask students to work in pairs and give a copy of the worksheet to each pair.
- Students make a list of the things they want to include in each room of their house. They can include any items they like (toys, foods, etc.) if they know the word for it in English.
- Students label the rooms, the furniture, and the items in the rooms.
- Students practice talking about their dream house in pairs. They ask questions and say what rooms there are and what furniture / items are in each room, comparing the rooms and furniture, for example, *What's in the living room? There's a sofa. There isn't an armchair. Is there a rug? Yes, there is.*
- The pairs then present their dream house to the class following the example on the video and on the Student Book page.

Unit 10

Team Up! 1 Favorite Places

Organization: pairs or small groups

Useful Language: *I like the castle. So do I. But I prefer the fair.*

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

If you do not wish to make copies of the worksheet, students draw or write the names of the eight Lesson 1 fun places vocabulary set on separate pieces of paper.

- Arrange the class into pairs or small groups and give each pair / group a copy of the worksheet.
- Students cut out the cards.
- They discuss which places on the cards they like best, using the functional language *I like the So do I. But I prefer the . . . ,* and try to reach an agreement on the best order of places. When they have decided on the final order, they can glue their cards onto a sheet of paper and number them in order of preference.
- They show their ordered cards to the class and talk about the places they like.

Team Up! 2 Interview

Organization: pairs

Useful Language: *Where were you on Monday? I was at the skate park.*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, copy the interview chart on the board and have the students copy it in their notebooks.

- Ask students to work in pairs and give a copy of the worksheet to each student.
- Students take turns asking questions to find out where their partner was every day last week. For example, *Where were you on Monday? I was at the skate park.* Their partner can invent their answers and should use as many fun places as they like, using words from this unit, as well as reviewed words from Level 1 or Level 2 Unit 5.
- Students complete the chart with their partner's answers. They then tell the class about their partner's week.

Team Up! 3 Weather Diary

Organization: pairs or small groups

Useful Language: *What was the weather like on Tuesday? It was cloudy.*

Materials: one copy of the worksheet for each pair / group

If you do not wish to make copies of the worksheet, write the weather diary on the board and have the students copy it in their notebooks.

- Arrange the class into pairs or small groups and give each pair / group a copy of the worksheet.
- Students make an imaginary weather diary for the previous week, for example, an exciting vacation or an imaginary adventure. Make sure students use their imaginations to make a varied weather diary. They work together to decide what the weather was like on each day. They then copy the correct weather icons in the chart. They can use more than one icon for each day if they like.
- They then tell the class what the weather was like on each day. For an extra challenge, they can tell the class where they were on each day of their imaginary vacation / adventure.

Team Up! 4 Make a Story

Organization: pairs or small groups

Materials: one copy of the worksheet, scissors, glue, and colored pencils for each pair / group

If you do not wish to make copies of the worksheet, have the students draw and write a sequel story about Anton and the ants in their notebooks.

- Arrange the class in pairs or small groups and give a copy of the worksheet to each pair / group.
- Students cut out the story pictures and the captions to make a sequel story about Anton and the ants.
- Students talk together about which order they think the pictures should be in and which captions they think match each picture. They glue the captions below the pictures.
- Students then act out or read their new story to the class.

ANSWERS

The ants want to go to the skate park on Friday.

The ants go to the skate park on Saturday.

Anton goes to the skate park on Wednesday.

On Wednesday, the ants look for food.

Team Up! 5 Vacation Poster

Organization: pairs or groups

Useful Language: *Where were you on Saturday? I was at the fair. What was the weather like? It was windy!*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, follow the project instructions in the Teacher's Guide.

- Arrange the class into pairs or small groups and give a copy of the worksheet to each pair / group.
- Students follow the instructions in the Student Book to design and make their vacation poster.
- Students discuss and answer the questions on the worksheet in their pairs or groups. They then plan and practice drawing their pictures for the poster individually on the worksheet before they draw the final versions of their pictures on their group poster.
- The pairs / groups present their posters to the class following the example on the video and on the Student Book page.