

Unit 1

Team Up! 1 Animal bingo!

Organization: groups

Useful language: animals

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

If you do not wish to make copies of the worksheets, draw the outline of the *Animal bingo!* cards on the board for students to copy onto pieces of blank paper. Write the animal words on the board. Students can take turns to choose a word from the list and choose and give clues.

- Ask students to work in groups of three to four. Give a copy of the worksheet to each student in a group. Ask them to choose nine animals from the cards at the bottom of the page and write them on their bingo card.
- Ask students to cut out the words from their worksheet.
- Students place the cards face down on the desk.
- Students take turns to choose a card and give a clue for the group to guess the animal. If no one can guess, they must give another clue.
- Ask a group to model the dialogue.
- Students who have the animal described on their bingo card mark it with a cross.
- The first students to mark three squares in a row shouts 'Bingo!' and wins.
- Alternatively, they can play until all nine squares are marked.

Team Up! 2 Let's compare animals

Organization: pairs

Useful language: comparative and superlative adjectives

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

If you do not wish to make copies of the worksheet, supply each pair of students with ten identical pieces of paper. They can draw their own animals to compare.

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Students then cut out all the cards from the worksheet and place them face up on the desk.
- Students take turns to choose three animal cards and compare them using faster / fastest, slower / slowest, bigger / biggest, smaller / smallest, and more beautiful / most beautiful / least beautiful.
- Ask a pair of students to model the dialogue.

Team Up! 3 Animal actions

Organization: pairs

Useful language: comparative and superlative adverbs

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

If you do not wish to make copies of the worksheet, supply each pair of students with 21 identical pieces of paper. Write the animals and actions on the board and ask students to copy each one onto a separate piece of paper.

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Ask students to cut out the cards and make three piles: one pile with seven animal cards, one with the seven actions and one with the other seven animal cards.
- Students take turns to turn over one card from each of the three piles.
- They say the sentence. The group listens and says if the sentence is true, false or don't know. They can ask you or another group if they are not sure if a sentence is true or false.
- Tell students to leave the cards on the table in sentence order.
- Students then read the sentences again and write the true sentences.

Team Up! 4 Helping hands

Organization: pairs

Useful language: *I see you are good at Could you help me with that? Sure. Let's ...*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheets, students can draw around their own hands. On the board write the activities and the headings for the hands.

- Ask students to work in pairs.
- Give each student a copy of the worksheet.
- Tell students to circle the things they're good at and things they'd like help with. Tell students they can include their own ideas too.
- Explain that they choose five activities they are good at and write one in each finger of the left hand. Then they choose five activities they'd like help with and write one in each finger of the right hand.
- Ask two students to model the dialogue.
- Tell students to compare their hands with their partner and find things that one is good at and the other wants help with.
- Students take turns to ask each other for help using the model dialogue.

Team Up! 5 Fur, feathers, scales

Organization: pairs

Useful language: *bird, feathers, fur, mammal, reptile, scales*

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

If you do not wish to make copies of the worksheet, draw the chart on the board with the words for the animals instead of pictures. Students copy the table and either draw or write the animals.

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Ask students to draw or write three animals from their country in the empty squares in the left-hand column.
- Ask a pair to model the dialogue.
- Tell students to discuss each animal and complete the chart.
- Students then tell their partner about the animals from their own country.

ANSWERS

lizard: scales, reptile
giraffe: fur, mammal
toucan: feathers, bird
snake: scales, reptile
zebra: fur, mammal

penguin: feathers, bird
alligator / crocodile: scales, reptile
cheetah: fur, mammal
eagle: feathers, bird

Team Up! 6 (Project): Which animal wins?

Organization: groups of three

Useful language: language from the unit

Materials: one copy of both worksheets for each group, coloured pens / pencils, scissors

If you do not wish to make copies of the worksheet, give each group 18 identical blank pieces of paper. Write the 15 names of the animals on the board and tell students to draw an animal and write the name on each piece of paper. Tell them to choose three more animals to write on the last three pieces of paper. Give them another nine pieces of paper. Write the nine adjectives on the board and tell them to write one on each piece of paper.

- Ask students to work in groups of three. Hand out a copy of the two worksheets.
- If your students are watching the video, they follow the instructions in the project video to make and play their game.
- Students start with worksheet 2. They choose three more animals and draw pictures and write the animals' names.
- They then cut out the 18 animal cards and the nine adjective cards.
- They place the adjective cards face down in front of them. Then they shuffle the animal cards and take six each.
- Students hold their six animal cards so the other students can't see them.

- Player 1 picks up an adjective card, says the adjective, for example, big and places it on the desk.
- Players 2 and 3 look at their cards and each put down an animal they think is big.
- Player 1 looks at the two animal cards and decides which one is bigger. The student who has the biggest animal wins both the animal cards and keeps them.
- Then player 2 picks up a card and the game continues until all the adjective cards have been used.
- The student with the most cards at the end wins.

Unit 2

Team Up! 1 Favourite TV programmes

Organization: whole class / pairs

Useful language: TV programmes, *What's your favourite TV programme? I really like ... How about you?*

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

If you do not wish to make copies of the worksheet, draw the table on the board without pictures for students to copy. Students can make their own bar chart.

- Give each student a copy of the worksheet.
- Ask two students to model the dialogue.
- Explain to students that they are going to stand up and speak to all their classmates to find out about their favourite TV programmes.
- Students complete the table with tally marks to show their classmates' favourite TV programmes.
- Arrange the class into pairs. They discuss their results and add the totals.
- Students then use coloured pencils to complete the bar chart to show which TV programmes are the most popular.

Extension

- If you wish, you could ask students to write a short paragraph to summarize their results.

Team Up! 2 What's in the scene?

Organization: pairs

Useful language: relative pronouns

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

- Ask students to work in pairs and assign them A or B.
- Give each student a copy of the worksheet. Tell A students to cut out the Student A picture cards and scene A. B students cut out the Student B picture cards and scene B.
- Ask two students to model the dialogue.
- Student A looks at their three small pictures and asks student B who or what it is. Student B looks at their scene and uses the prompts in the box to explain.
- Students change roles and repeat the activity.

ANSWERS

- 1 What is this? This is the giraffe which is eating leaves.
- 2 Who is this? This is the woman who is taking photos.
- 3 What is this? This is the grassland where the giraffe lives.
- 4 Who is this? This is the man who is cooking pasta.
- 5 What is this? This is the kitchen where the man cooks.
- 6 What is this? This is the cake which the man baked.

Team Up! 3 Match the cards!

Organization: pairs

Useful language: present simple and present continuous

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

If you do not wish to make copies of the worksheet, supply each pair of students with twelve identical pieces of paper. Write the sentence prompts on the board. Students copy a different sentence prompt onto each piece of paper.

- Ask students to work in pairs. Give each pair a copy of the worksheets.
- Students cut out all the cards from the worksheet. They shuffle the cards and place them face down on their desks, and use the cards to play Pelmanism.
- Ask a student to model the example sentences.
- When a student chooses two cards with the same character, they make two sentences: one in present simple and one in present continuous.
- How to play Pelmanism: Players take turns to play. A player turns two cards of their choice face up. If the cards match, the student takes these two cards, puts them on the desk and takes another turn. If the cards do not match, the player turns them face down, without changing their position on the desk, and it is the next player's turn.

Team Up! 4 Plan a family night

Organization: groups

Useful language: story value, family activities

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, draw the mind map on the board for students to copy.

- Arrange the class into groups of three or four. Give each student a copy of the worksheet.
- Read out the scenario and tell students to complete the mind map with different activities they can do at home.
- Students choose one activity from each category and write sentences.
- In their groups, students discuss what they're going to do for their family night. They write sentences.
- Let students model the example sentences and then discuss their own family night plans in their groups.

Team Up! 5 Make a Danish paper heart

Organization: individual

Useful language: language from the culture lesson

Materials: one copy of both worksheets for each student, scissors, glue or stapler, coloured pencils or markers

- Give each student a copy of each worksheet.
- Explain that they are going to make a Danish heart like Ella describes in her blog in the Student Book.
- They cut out the two outlines first and make the hearts by folding them and then sticking them on a handle to make a heart basket.
- When they have finished the hearts, students choose who they would like to give their heart to and write a message. They cut out the message, fold it up and put it into the heart basket.
- If you wish, you can assign the recipients of the hearts to avoid students feeling bad for not receiving any.
- Ask students to tell a partner who they're going to give their heart to, and why.

Team Up! 6 (Project): Make your own TV programme

Organization: groups

Useful language: language from the unit

Materials: one copy of the worksheet for each group, poster paper, pens and pencils

If you do not wish to make copies of the worksheet, read out the instructions stage by stage for students to follow, or play the project video for instructions.

- Ask students to work in groups of three. Give a copy of the worksheet to each group.
- Explain to students that they are going to work together to create a TV programme, make a poster and present their TV programme to the class.
- Ask each group to use the worksheet to prepare their TV programme. They circle the ideas on the worksheet or come up with their own ideas.
- Students use the box at the bottom of the worksheet to plan their poster. Give each group poster paper to make their poster for the presentation.
- The groups present their posters to the class, following the example in the video. Ask one group to model the presentation language.
- Ask students which TV programme they'd like to watch and have a class vote on the most interesting one.

Unit 3

Team Up! 1 Favourite subjects

Organization: whole class

Useful language: school subjects, *What's your favourite subject? I like ...*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, draw the table on the board for students to copy. Students can make their own bar chart.

- Give each student a copy of the worksheet.
- Ask two students to model the dialogue.
- Explain to students that they are going to stand up and speak to all their classmates to find out about their favourite school subjects.
- Students complete the table with ticks to show their classmates' favourite subjects.
- They then work individually to add up the results in the table and complete the bar chart to show which subjects are the most popular.
- Write the 10 subjects in a row on the board.
- Ask students to stand in front of the subject they like best to create a human bar chart.

Team Up! 2 Activity logs

Organization: pairs

Useful language: past simple

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, write *food, drink, activities* and *TV programmes* on the board. Ask students to make a list of things under each heading. Read out each stage of the instructions on the worksheet for students to follow.

- Give each student a copy of the worksheet.
- Ask students to look at the left-hand column. They circle the things they ate, drank, did or watched yesterday and cross out the ones they didn't do.
- Ask students to work in pairs.
- Ask a student to read out the speech bubble.
- Students take turns to tell each other about the things they did and didn't do in their activity log. They listen and circle or cross out the things their partner did and didn't do in the right-hand column.
- Ask students to write about the things they both did.
- Ask different pairs to tell the class about the things they both did.

Team Up! 3 School timetable

Organization: pairs

Useful language: past simple questions and answers

Materials: one copy of both worksheets for each pair, scissors

- Ask students to work in pairs. Hand out a copy of the two worksheets.
- Students cut out the timetables and the chess pieces and take one each. Then they cut out the number cards.
- Student A chooses a number card and moves their piece the number of squares indicated.
- Student B asks questions about the subject on the square. Student A uses their timetable to answer. Student B thinks of as many questions as possible to ask.
- Students take turns until the first student reaches the finish and wins.

Team Up! 4 Working together

Organization: pairs

Useful language: story value

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, draw the mind map on the board for students to copy. Read the instructions on the worksheet for students to follow.

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Ask two students to model the dialogue.
- Students discuss where they want to work together and which activity they want to do.
- Students complete the mind map with their ideas.
- Join two pairs together to tell each other about their activity and how they're working together.

Team Up! 5 My calligraphy

Organization: pairs

Useful language: language from the culture lesson

Materials: one copy of the worksheet for each student, pencils, coloured pencils, pens, coloured pens, brushes, ink / paint

If you do not wish to make copies of the worksheet, read the instructions on the worksheet for students to follow.

- Give each student a copy of the worksheet.
- Tell students to choose what they want to use to write their calligraphy with.
- Ask students to practise writing the sentence first before they write it in the frame. Then they write their name in calligraphy.
- Ask students to work in pairs. Ask a pair to read out the example dialogue.
- They take turns to tell each other about their calligraphy.
- Ask students to hold up their calligraphy for the class to comment on.

Team Up! 6 (Project): The best school day ever!

Organization: groups

Useful language: language from the unit

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, read out the instructions stage by stage for students to follow, or play the project video for instructions.

- Ask students to work in groups of four. Give a copy of the worksheet to each group.
- Explain to students that they are going to work together to create their perfect school timetable.
- Ask each group to use the worksheet to prepare their timetable. They circle the ideas on the worksheet and come up with their own ideas.
- Students discuss their choices and agree on their subjects and activities and complete the timetable.
- The groups present their timetable to the class, following the example in the video. Ask one group to model the presentation language.
- Ask students which timetables sound fun. They have a class vote on the best one.

Unit 4

Team Up! 1 What can you see?

Organization: pairs

Useful language: places to visit, *This is I can't see*

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

If you do not wish to make copies of the worksheet, supply each pair of students with 20 identical pieces of paper. Write the ten places and things they can see from lesson 1 on the board. Students write one word on each piece of paper (making two sets of ten words).

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Ask students to cut out the cards and make two piles: one pile with places, and one with the things you can see.
- They shuffle each pile and place the cards face down on the desk – places on the left, and things to see on the right.
- Ask a student to model the example sentences.
- Students take turns to turn over one card from each pile.
- When a student chooses two cards that match, they make a sentence with the place and the thing to see, and then keep the cards.
- If the cards don't match, they put them back down and choose two more.

Team Up! 2 Complete a *Busy day* challenge

Organization: pairs

Useful language: infinitives of purpose

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

- Ask students to work in pairs and assign them A or B.
- Give each student a copy of the worksheet and tell students A to cut out table A and students B to cut out table B.
- Ask students to sit back to back so that they can't see each other's sentences. Student A reads out their first sentence. Student B listens and reads out the corresponding reason in their table. Then student A responds to student B's reason and reads out their corresponding reason from the table.
- Remind students to tick the sentences when they've read them.
- When they've finished, ask them to turn over their tables and number the places in the correct order.
- Ask two students to model the dialogue.
- They look at the tables to check their order and ask and answer questions about Amy and Meg's day.

ANSWERS

a 5 b 8 c 4 d 7 e 2 f 10 g 6 h 1 i 9 j 3

Team Up! 3 Who is it?

Organization: groups

Useful language: indirect objects

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

If you do not wish to make copies of the worksheet, supply each group of students with 18 identical pieces of paper. Write the people and things on the board and ask students to copy each one on to a separate piece of paper.

- Ask students to work in groups of three. Give each group a copy of the worksheet.
- Ask students to cut out the cards, shuffle them and give out six cards to each student.
- Students take turns to read out a sentence. All students in the group look at their own cards and place any of the cards that match the sentence face up on the desk.
- The student who reads the sentence then repeats the sentence as they point to each picture.
- Tell students to leave the cards on the table in sentence order.
- Students cover the sentences and use the pictures to say the sentences.

Team Up! 4 Lost and found

Organization: pairs

Useful language: story value

Materials: one copy of both worksheets for each pair, scissors

If you do not wish to make copies of the worksheet, supply each pair of students with 15 identical pieces of paper. Students write a possession on each piece of paper. They make their own wordsearch with the words. The pairs swap wordsearches and cards and play the game.

- Ask students to work in pairs. Give each pair a copy of the two worksheets.
- Ask students to cut out the cards from worksheet 2, shuffle them and place the cards face down on the desk.
- Ask a pair to model the dialogue.
- Students take turns to choose a card and say the word.
- Students race to find and circle the word in the wordsearch.
- The first student to find the word chooses the next card.

ANSWERS

m	b	a	s	k	e	t	b	a	l	l	b	w	z	p
i	l	w	m	z	c	a	s	h	s	u	v	k	j	n
x	v	g	l	a	s	s	e	s	k	n	p	r	s	y
h	u	i	t	c	x	y	r	o	a	h	l	o	j	c
c	r	a	y	o	n	s	x	s	t	q	j	l	m	k
l	d	e	b	x	g	r	w	y	e	u	f	l	w	k
j	o	v	y	f	x	a	j	e	b	m	c	e	v	a
l	l	x	b	z	b	w	p	d	o	b	q	r	j	v
t	l	d	i	c	t	i	o	n	a	r	y	b	p	p
r	c	b	i	k	e	g	l	p	r	a	p	l	h	e
m	a	o	v	y	j	u	y	u	d	c	b	a	o	n
u	m	u	y	a	p	i	j	s	l	e	h	d	n	c
g	e	g	a	q	f	t	q	k	c	l	a	e	e	i
a	r	m	o	e	h	a	m	s	t	e	r	s	g	l
j	a	n	i	q	m	r	h	s	g	t	t	j	k	v

Team Up! 5 Make a festival fact file

Organization: pairs

Useful language: language from the culture lesson

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, draw the two charts on the board for students to copy.

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Students discuss festivals in their country and complete the first chart.
- Students choose a festival for each season and write the names in the second chart.

- Students discuss the questions for each festival, make notes and then complete the second chart.
- Ask a pair to model the dialogue.
- Ask pairs to stick their chart on the wall.
- The pairs go around reading the charts and discussing which festival they'd like to go to in each season.
- Have a class vote on the best festival for each season.

Team Up! 6 (Project): Our city's best attraction

Organization: pairs

Useful language: language from the unit

Materials: one copy of the worksheet for each pair, coloured pencils, poster paper

If you do not wish to make copies of the worksheet, draw the mind map on the board for students to copy.

- Ask students to work in pairs. Give a copy of the worksheet to each group.
- Explain to students that they are going to work together to create a poster about their city's best attraction.
- Ask each pair to use the worksheet to prepare their poster. They circle the ideas on the worksheet and come up with their own ideas.
- Students discuss their choices and agree on one. They complete the mind map with the key information.
- Give each pair a piece of poster paper. Tell them to draw a scene to illustrate their attraction and add the information from the mind map.
- The pairs present their poster to the class, following the example in the video. Ask one pair to model the presentation language.
- Ask students which attractions they'd like to visit. They have a class vote on the best one.

Unit 5

Team Up! 1 What's my job?

Organization: groups

Useful language: jobs

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

If you do not wish to make copies of the worksheet, supply each student with ten identical pieces of paper. Write the jobs on the board. Students take turns to mime a job for their groups to guess.

- Ask students to work in groups of three. Give each student a copy of the worksheet.
- Ask students to cut out the cards on their worksheet and place them face down in front of them on the desk.
- Ask two students to model the dialogue.
- Students take turns to choose a card without showing the other members of the group.

- They mime the job to the group. The first student to guess the job keeps the card.
- The winner is the student with the most cards when all the cards have been used.

Team Up! 2 What were they doing?

Organization: groups

Useful language: past continuous

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

- Ask students to work in groups of three. Give each group a copy of the worksheet.
- Ask students to cut out the cards, shuffle them and give out four cards to each student.
- Students take turns to ask what each of the people in the list was doing at the specific time. Students look at their cards and see if they have the card with the person on. If they do, they answer the question. Then they complete the sentence about the person.
- Ask two students to model the dialogue.
- Students could ask and answer the questions first and then complete the sentences from memory when they finish the card game.

ANSWERS

Column 1: brushing his teeth, playing outside, baking cupcakes, flying a kite, eating lunch, playing football
Column 2: meeting friends, skateboarding, doing judo, playing chess, doing her homework, watching TV

Team Up! 3 People were working!

Organization: pairs

Useful language: past continuous with past simple

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, students can look at the song in their Student Book and write a new verse by replacing the coloured words with three different jobs and activities.

- Play the song *The People In Our Town* from the lesson.
- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Ask students to circle three jobs they'd like to include in their verse. Then they circle an activity for each job.
- Ask a pair to model the dialogue.
- Ask students to complete the verse for the song.
- Play the karaoke version of the song for pairs to sing their song quietly together.
- Ask students to create a funny verse with a job and an activity that doesn't match.
- Choose a few pairs to perform their funny song for the class.

Team Up! 4 Don't be late!

Organization: groups

Useful language: story value

Materials: one copy of both worksheets for each group, scissors

- Ask students to work in groups of four. Hand out a copy of the two worksheets.
- Students cut out the 20 game cards, shuffle them and place the cards face down next to the game board.
- Students cut out the four game pieces and put them on the start square.
- Students take turns to choose a game card, read it and move their game piece forwards or backwards according to the instructions.
- The winner is the first student to get to the finish square.

Team Up! 5 Famous buildings

Organization: groups

Useful language: language from the culture lesson

Materials: one copy of both worksheets for each group, scissors

- Ask students to work in groups of four. Give each group a copy of both worksheets.
- Students cut out the information cards and take one each.
- Ask two students to model the dialogue.
- Student 1 chooses a building that they don't have the information card for from the fact file. They ask questions about it. The student who has the information card for that building answers the questions.
- Student 1 completes the information in the fact file for that building.
- The next student chooses another building to ask and answer about and complete the fact file.
- Ask different groups which building they'd like to visit, and why.

Team Up! 6 (Project): What is your job?

Organization: groups

Useful language: language from the unit

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, write the questions from the table on the board for students to copy and answer. Then write the team questions on the board for students to discuss. Read out the instructions stage by stage for students to follow, or play the project video for instructions.

- Ask students to work in groups of four and discuss jobs they'd like to have.
- Give a copy of the worksheet to each student and ask them to work individually to answer the questions and fill out the table.

- Ask three students to model the dialogue.
- Tell students to use their answers in the chart to discuss the questions about their jobs in their group, following the example in the video. They should use the questions in exercise 3 to help them.

Unit 6

Team Up! 1 Fast and slow

Organization: pairs

Useful language: transport of the future

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, draw the *Fast and slow* list on the board for students to copy.

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Ask students to brainstorm different ways to travel and make a list of nine ways.
- Ask a pair to model the dialogue.
- Pairs compare which ways to travel are faster and slower, and agree on a ranking from one to nine.
- Students complete the ranking list.

Team Up! 2 Funny sentences

Organization: groups

Useful language: *will*

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

If you do not wish to make copies of the worksheet, supply each pair of students with 21 identical pieces of paper. Write the places, people / animals and transport on the board and ask students to copy each one onto a separate piece of paper.

- Ask students to work in groups of three. Give each group a copy of the worksheet.
- Ask students to cut out the cards and make three piles: one pile with the seven place cards on the left, one with the seven people / animals in the middle, and one with the seven transport cards on the right.
- Ask two students to model the dialogue.
- Students take turns to turn over one card from each of the three piles.
- They say a sentence with the three words. The group listens and gives them points from 1 to 5 for how funny the sentence is.
- The student keeps the three cards they used.
- When the piles are finished, ask students to shuffle all the cards, make three piles again and repeat the game.
- Ask different groups to share their funniest sentences.

Team Up! 3 How do I get to ... ?

Organization: pairs

Useful language: directions

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

- Ask students to work in pairs and assign them A or B.
- Give each pair a copy of the worksheet. Tell them to cut out the maps and take one each.
- Point out that at the bottom of the map, each student has three people and where they want to go.
- Student A tells student B which person they are and asks how they get to the room.
- Student B finds the person on their map and gives student A directions. Student A listens to the directions, draws a line to the room and labels the room.
- Students change roles and repeat the activity.
- Ask two students to model the dialogue.
- Ask students to compare their maps when they have finished. Ask *How well did you follow the directions?*

Team Up! 4 Simon says

Organization: groups

Useful language: story value, actions

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, write the *Action List* on the board.

- Ask students to work in groups of four. Give a copy of the worksheet to each group.
- Ask students to nominate the first leader in their group.
- Ask a leader to read out the speech bubbles.
- Ask the groups to stand up.
- The leader tells the group to do different actions, sometimes saying *Simon says* and sometimes not. Any student who does an action when the leader doesn't say *Simon says* sits down.
- The groups change leaders when all the group have sat down or after a given time limit.

Team Up! 5 Comparing transport

Organization: pairs

Useful language: language from the culture lesson

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, draw the table on the board and ask students to copy it.

- Ask students to work in pairs.
- Give a copy of the worksheet to each pair and ask them to compare and discuss the different types of transport. Then they complete the chart.
- Ask a pair to model the dialogue.
- Tell students to use their answers in the chart to discuss their favourite transport in each place.

SUGGESTED ANSWERS

- 1 Thailand: tuk-tuk, motorcycle taxi, train, metro;
Morocco: camel, high-speed train, tram
- 2 Thailand: water taxi, bamboo raft; Morocco: boat
- 3 Thailand: motorcycle taxi, water taxi;
Morocco: high-speed train
- 4 Students' own answers

Team Up! 6 (Project): A new way to travel

Organization: pairs

Useful language: language from the unit

Materials: one copy of the worksheet for each pair, poster paper, coloured pencils

If you do not wish to make copies of the worksheet, read out the instructions stage by stage for students to follow, or play the project video for instructions.

- Ask students to work in pairs. Give a copy of the worksheet to each pair.
- Explain to students that they are going to work together to design a new way to travel and present their design to the class.
- Ask each pair to use the worksheet to prepare their design. They circle the ideas on the worksheet or come up with their own ideas.
- Students use the box at the bottom of the worksheet to draw a picture and write the name. Alternatively, give each pair poster paper to draw their design on.
- The pairs present their designs to the class following the example in the video. Ask one pair to model the presentation language.
- Encourage students to ask a question about each group's design.

Unit 7

Team Up! 1 Make your own band

Organization: groups

Useful language: instruments

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, read out the instructions stage by stage for students to follow and give them poster paper to create a poster for their band.

- Ask students to work in groups of four or five. Give a copy of the worksheet to each group.
- Explain to students that they are going to work together to create a band.
- Students think of a name and circle the instruments each member of their group plays.
- Students make up names for each band member and write them on the line.
- Students discuss when and where their next show is and then fill out the flyer.
- Ask groups to take turns to present their flyer and ask the class to come to their show.

Team Up! 2 Can you play ... ?

Organization: whole class

Useful language: musical instruments

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, draw the survey on the board for students to copy.

- Give each student a copy of the worksheet.
- Students choose ten instruments and complete each question with one.
- Explain to students that they are going to stand up and speak to all their classmates to find out which instruments everyone can play.
- Students complete the table with ticks to show the number of students who play each instrument.
- Ask students to make groups of four.
- They then add up the survey results in the table and discuss them.
- Ask three students to model the dialogue.

Team Up! 3 Make a materials chart

Organization: pairs

Useful language: materials

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, draw the chart on the board for students to copy.

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Ask students to look around the classroom and find objects that are made of the different materials. Explain that if an object is made of two materials, for example, a desk (metal and wood), students should write the object in both columns.
- Ask two students to model the dialogue.
- Tell the pairs to share their results with the class.
- Keep a tally and let the class know who found the most.

Team Up! 4 Give compliments

Organization: pairs

Useful language: story value

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

If you do not wish to make copies of the worksheet, dictate the *Activities we do at school* sentences for students to write the list. Then dictate the compliments and tell students to write each compliment next to the activity it matches. Give students paper to make their own certificate.

- Give each student a copy of the worksheet.
- Ask students to work in pairs to match the activities and compliments, and then practise saying them.

- Ask students to tell their partner about something good they did or said for their partner to reply with an appropriate compliment.
- Ask two students to model the dialogue.
- Students complete their friend's name on the certificate and something good they've done. They can draw a picture on the certificate of their friend and or the activity.
- Join three pairs together to tell each other why they gave their partner the certificate.

ANSWERS

I took a test. I can see that you tried your best.
 I ran a race. Great! You ran faster than last week.
 I wrote a story. I think the best part of your story is ...
 I made a poster. Your letters are colourful and strong.
 I gave a speech. You used a loud voice. I liked that.
 I played in a concert. I like how you played your clarinet.
 I helped a friend. You were kind.

Team Up! 5 Make your own instrument

Organization: individual

Useful language: language from the culture lesson

Materials: one copy of the worksheet for each student, scissors, glue, cereal boxes, cardboard tubes, rubber bands, paper plates, paints, string, bells, straws, sticky tape, ruler

- Give each student a copy of the worksheet.
- Explain that they are going to make their own instrument.
- Ask students which instrument they want to make and to come and collect the materials they need.
- Ask students to work in groups with students who are making the same instrument.
- Students follow the instructions on the worksheet to make their instrument.
- When they have finished their instruments, they draw a picture of it and label it.
- Ask two students to model the dialogue.
- Ask students to work with a partner who made a different instrument. They ask and answer about their instrument.
- Have a class concert!

Team Up! 6 (Project): What's that sound?

Organization: groups

Useful language: language from the unit

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, draw the table on the board for students to copy. Read out the instructions stage by stage for students to follow, or play the project video for instructions.

- Ask students to work in groups of four. Give each group a copy of the worksheet.
- Ask groups to choose eight instruments and write them on the lines.
- They then write a true or false sentence about each instrument and write them on the quiz sheet.

- Join two groups together to read out their sentences for the other group to say true or false, following the example in the video. Remind them to keep score.
- Students conduct the quiz, following the example in the video.
- Ask groups for their scores and find out which team did the best.

Unit 8

Team Up! 1 I love video games!

Organization: groups

Useful language: computer devices

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, write the questions from the table on the board for students to copy and answer.

- Give a copy of the worksheet to each student. Ask them to work individually to answer the questions.
- Ask two students to model the dialogue.
- Ask students to work in groups of four and take turns to ask each other the questions and complete the interview.
- Ask groups how many similar answers they had.

Team Up! 2 My week and your week

Organization: groups

Useful language: present perfect

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, draw the chart on the board for students to copy.

- Give each student a copy of the worksheet.
- Ask students to look at the Me column. Tell them to read the list of activities and tick the ones they've done and cross the ones they haven't done.
- Ask students to work in groups of four. Students write their group members' names in the chart.
- Ask a group to read the model dialogue.
- Students compare their activities for the week and tick or cross the activities for students in the group.
- Ask each group to tell the class one activity that the whole group has done this week.

Team Up! 3 Are you ready for school?

Organization: pairs

Useful language: present perfect Yes / No questions

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, write the list on the board for students to copy.

- Give each student a copy of the worksheet.
- Ask students to look at the Me column. Tell them to read the list of activities and write two more of their own ideas.
- They tick the ones they usually do before school.
- Ask students to work in pairs. Tell them to imagine it's morning and they are just about to go to school
- Ask a pair to model the dialogue.
- Students ask and answer the questions and tick the activities their partner has done.

Team Up! 4 Our strengths

Organization: pairs

Useful language: story value

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, write the questions and the interview box on the board for students to copy and answer.

- Give a copy of the worksheet to each student. Ask them to work individually to answer the questions and circle the things in the boxes.
- Ask students to work in pairs. They should write their partner's name, interview their partner and write the answers.
- Ask a few pairs to share their partner's answers.

Team Up! 5 A game for each season

Organization: groups

Useful language: language from the culture lesson

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, draw the mind map and the table on the board for students to copy.

- Ask students to work in groups of three or four. Give each group a copy of the worksheet.
- Students discuss outdoor games they like to play and complete the mind maps with the games they play in the different seasons.
- Students choose one activity from each category and complete the table.
- Let some groups share their ideas and find out which games were the most popular for each season.

Team Up! 6 (Project): Make a board game

Organization: groups

Useful language: language from the unit

Materials: one copy of both worksheets for each group, scissors, game pieces

- Ask students to work in groups of four. Hand out a copy of the two worksheets to each group.
- Play the project video to watch how the game is played.
- Students cut out the 16 game cards and each student takes two of the blank cards and writes two more

instructions using the computer and video games language and the present perfect.

- Tell students to shuffle the cards and put them in the middle of the game board.
- Tell students to put all their game pieces on the start square.
- Students take turns to choose a game card, read it and move their game piece forwards or backwards according to the instructions.
- The winner is the first student to get to the finish square.

Unit 9

Team Up! 1 Health check!

Organization: groups

Useful language: *Have you had (a backache) this school year? Yes, I have. / No, I haven't.*

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, draw the chart on the board for students to copy.

- Ask students to work in groups of three or four.
- Give each group a copy of the worksheet.
- Students write the group members' names in the chart.
- Students take turns to ask and answer the questions and record the answers with a tick or a cross in the survey.
- Ask three students to model the dialogue.
- Join two groups together to share and compare their answers, and decide which group is the healthiest.
- Ask groups to explain which group is the healthiest, and why.

Team Up! 2 What's the matter?

Organization: pairs

Useful language: *What's the matter? I've got a cold.*

Materials: one copy of a worksheet for each pair

If you do not wish to make copies of the worksheet, write the table on the board.

- Ask students to work in pairs. Give a copy of the worksheet to each pair.
- Assign students A and B. Tell students A they are the school nurses, and tell students B they are students.
- Ask two students to model the dialogue.
- Students use the ideas in their table or their own. The nurse asks what the matter is, and the student chooses an ache or pain. The nurse responds with what the student should and shouldn't do.
- Students change roles and repeat the role play.

Team Up! 3 What might happen?

Organization: pairs

Useful language: *Jack is playing near a hot oven. He might burn his finger or his hand.*

Materials: one copy of each worksheet for each pair, scissors

- Ask students to work in pairs. Give a copy of the worksheet to each pair.
- Ask students to cut out the cards with their captions.
- Students shuffle the cards and place them face down on the desk.
- Students take turns to choose a card, read the situation to their partner and show them the picture. Their partner says what might happen in the situation.
- Ask a pair to model the dialogue.
- Then pairs work together to think of their own situations and talk about what might happen.

Extension

- If you wish, ask pairs to draw their own card and write a caption for one of their situations. Then they can swap cards with another pair and talk about the new card.

Team Up! 4 Real friends

Organization: pairs

Useful language: *Your friend has got the flu. She has to stay at home for a week. We will call her every day to see how she feels.*

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, write the problems on the board for students to discuss.

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Ask students to read the problems in the chart and think about what a real friend will do to help.
- Students discuss the problems and what they think a real friend will do. They write their ideas in the chart.
- Join two pairs together to compare their ideas, then share the best ideas with the class.

Team Up! 5 Helping animals

Organization: pairs, individual

Useful language: *animals, farm animals, city animals (pets), wild animals*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, write the three headings from the chart on the board.

- Ask students to work in pairs. Give each student a copy of the worksheet.
- Ask the pairs to list animals in their country that they'd like to help. They then write the animals under the correct category in the chart.

- Students imagine they are a vet and take turns to circle the group of animals they want to help.
- Students, individually, write two reasons on their own worksheet why they want to help, and then discuss and compare their reasons with their partner.

Team Up! 6 (Project): Make a health and safety poster

Organization: groups

Useful language: language from the unit

Materials: one copy of the worksheet for each group, coloured pencils, poster paper, glue, magazines

If you do not wish to make copies of the worksheet, read out each stage of the project from the Student Book for students to do, or play the project video for instructions.

- Ask students to work in groups of four. Give a copy of the worksheet to each group. Explain that they are going to work together to create a health and safety poster.
- Students read the example titles. They discuss what they'd like their poster to be about and write the title.
- Students discuss things you should and shouldn't do to stay healthy and safe, related to their title.
- Students use their ideas about what you should and shouldn't do, and write the rules.
- Give each group a piece of poster paper. Tell them to design their poster and think about pictures or photos they want to include. Give them magazines where they can find and cut out photos.
- Students write the title and the rules. Encourage them to make the poster visually attractive with different fonts, colours and pictures or photos.
- The groups present their poster to the class, following the example in the video.
- Ask students to vote on which poster is the most useful.

Unit 10

Team Up! 1 Plan for adventure!

Organization: pairs

Useful language: things to see and do

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, draw the chart on the board for students to copy.

- Ask students to work in pairs. Give each student a copy of the worksheet.
- Explain to students that they are going to plan exciting things they want to do together.
- In their pairs, students discuss the adventures they'd like to do, using the suggestions in the chart or their own ideas. They choose and circle five of their favourite adventures. Ask students to think about what they want to see and do on the adventures.

- Ask two students to model the dialogue.
- Join three pairs together. Ask them to take turns to tell each other about their chosen adventures. Tell students to ask questions to find out more about their adventures.

Team Up! 2 Have you ever ... ?

Organization: groups

Useful language: present perfect with *ever*

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

If you do not wish to make copies of the worksheet, supply each group of students with 16 identical pieces of paper. Write the activities on the board and ask students to copy each one onto a separate piece of paper.

- Ask students to work in groups of four. Give each group a copy of the worksheet.
- Ask students to cut out the cards and write one more activity each on the blank cards *m* to *p*.
- Students shuffle the cards and put them face down in a pile.
- Tell students to write the group members' names in the chart.
- Students take turns to turn over one card and ask each group member a question with *Have you ever ... ?* If a student answers yes, they write the letter from the card under their name in the chart.

Extension

- Students can use the information in the chart to write sentences about what each person in their group has done and has never done.

Team Up! 3 My partner's trip

Organization: pairs

Useful language: past simple and present perfect

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, read out the instructions on the worksheet for students to follow.

- Give a copy of the worksheet to each student and ask them to work individually to write an interesting place they've been to. Tell them to think about the details for the trip, for example, when, who with, and things they saw and did.
- Ask students to work in pairs.
- Students take turns to say where they've been for their partner to ask them follow-up questions about the trip and make notes.
- Ask a pair to model the dialogue.
- Students work individually to write a report about their partner's trip. They then draw a picture to illustrate the trip.

- Ask students to give their report to their partner to read and check that the information is correct.
- Ask a few pairs to share their reports with the class.
- Ask the class which trip they'd like to go on.

Team Up! 4 Frightening things

Organization: groups

Useful language: story value, *Is anyone here frightened of ... ?*

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, draw the table on the board for students to copy.

- Ask students to work in groups of four. Give each group a copy of the worksheet.
- Ask students to write the group members' names in the chart.
- Ask groups to take turns to ask a question from the chart and circle *I am* or *I'm not* for each student's response.
- Ask two students to model the dialogue.
- Join two groups together to compare their answers and find out the three most frightening things.
- Have a class vote on the most frightening thing.

Team Up! 5 Skiing or surfing?

Organization: pairs

Useful language: language from the culture lesson

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, draw the Venn diagram on the board for students to copy.

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Explain to pairs that this is a Venn diagram and we use these diagrams to compare and contrast things.
- Ask a pair to model the dialogue.
- Ask the pairs to look at the list of twelve things then write the things in the correct circle in the Venn diagram.
- Join two pairs together to compare their diagrams.

ANSWERS

1 both 2 surfing 3 skiing 4 both 5 skiing
6 both 7 skiing 8 surfing 9 surfing 10 both
11 surfing 12 skiing

Extension

- Students can choose two more outdoor activities and create another Venn diagram.

Team Up! 6 (Project): Plan an adventure tour

Organization: groups

Useful language: language from the unit

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, draw the mind maps on the board for students to copy. Read out the instructions stage by stage for students to follow, or play the project video for instructions.

- Ask students to work in groups of three or four. Give each group a copy of the worksheet.
- Explain to students that they are going to plan an adventure tour.
- In their groups, students look at the headings in the mind maps and write four things for each one.
- Students discuss their adventure ideas. They choose one thing from each of the mind maps and complete the sentences.
- The groups present their adventure tour to the class, following the example in the video.
- Ask students to think about a question to ask after each presentation.
- Have a class vote on the most exciting adventure tour.