

## Unit 1

### Team Up! 1 Who's got ... ?

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

**Useful language:** *Who's got (long hair)? Maya's got long hair.*

**Materials:** one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, copy the table onto the board, using the Unit 1, lesson 1 flashcards. Then ask students to make a copy in their notebooks.

- Give each student a copy of the worksheet.
- Ask them to look at the pictures and complete the words for hair and facial features.
- Check the answers with the class.

#### ANSWERS

long hair, short hair, dark hair, fair hair, curly hair, straight hair, glasses, freckles

- Ask students to work in pairs. Tell them that they are going to ask and answer questions to find the names of two people for each thing in the table; one must be someone they know and the other must be someone on TV.
- Refer them to the conversation at the top of the worksheet and choose a student to model it with you.
- Students take turns to ask and answer questions, writing the names of the people in the table.
- When they have finished, choose students to tell you about the people in their table, for example, *Yan, who's got long hair?* (Lei's got long hair.)
- This activity can also be done in groups or as a whole class mingling activity.

### Team Up! 2 Guess who!

**Organization:** pairs or small groups

**Useful language:** *Is it a boy or a girl? It's a boy / girl. Has he / she got curly hair? Yes, he / she has. No, he / she hasn't.*

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

If you do not wish to make copies of the worksheet, use the Unit 1, lesson 1 flashcards and stick them on the board. Ask students to help you name each of the children and write the names below the photos.

- Give each pair or group a copy of the worksheet.
- Ask students to choose a child from the game board, without telling anyone who it is.
- Explain that they are going to try to work out which child their partner has chosen by asking questions. Refer them to the conversation at the top of the worksheet and choose a student to model it with you.
- Students take turns to ask and answer questions until they can identify the child.
- This game can also be played in groups.

#### Extension

- Ask students to make their own version of the game featuring their friends, by drawing a grid and writing in their names. They then play the game as above.

### Team Up! 3 Line up!

**Organization:** groups or whole class

**Useful language:** *How old are you? I'm (8). When's your birthday? It's on (the third of March). You're older / younger than me. You're the oldest / youngest.*

**Materials:** one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, ask students to write their birthdays on a piece of paper. Then copy the phrases from the conversation onto the board and model the activity with some volunteers.

- Give each student a copy of the worksheet.
- Ask students to circle the month of their birthday and write the date.
- Focus on the conversation and choose a student to model it with you.
- Divide the class into small groups to practise the conversation.
- Point to the picture in exercise 3. Ask *What are the children doing?* Establish that the children are organizing themselves into a line in age order from the oldest to the youngest.
- Ask students to order themselves in the same way, using the language from the conversation to help them. They can do this in their groups, in larger groups (by putting two groups together) or as a class.
- Walk around the class as students talk, helping with language and correcting where necessary.

#### Extension

- Ask students to use what they learned in the activity to make sentences about the people in their groups, for example, *Rosa is the oldest. Emily is the youngest. Javier is older than Daniel.*

### Team Up! 4 Puppet theatre

**Organization:** individual work and groups

**Materials:** one copy of the worksheet, pens, pencils, paper, scissors and glue for each group of three to four students

If you do not wish to make copies of the worksheet, ask students to design their own puppets. Draw examples on the board as models. Remind students to include tabs at the bottom of their puppets so that they can make the ring to put their finger through.

- Arrange the class into groups of three or four.
- Give each group a copy of the worksheet.
- Make sure that each group has access to the materials listed above. Ask students to cut out the characters from the worksheet and colour them in, sharing the materials with the others in their group.
- Students curve the tabs and stick the ends together to make their finger puppet.
- Ask students to use their puppets to act out the story on page 12 of their Student Book. There are four parts: the narrator, Owl, Monkey and Elephant. Students decide who will play each part and put the corresponding puppet on their finger. If students are working in groups of four, the narrator will not need a puppet. If they are working in groups of three, the student who plays the part of Owl can also be the narrator.
- Walk around the class as students practise the story, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

## Team Up! 5 Who is it?

**Organization:** small groups

**Useful language:** *He's / She's got (short brown hair). He / She hasn't got (straight hair).*

**Materials:** one copy of the worksheet for each group, two large sheets of paper (one coloured, one white), pens, pencils, scissors, glue and a torch for each group

The worksheet provides support for the students to write the description of their friend. If you prefer not to make copies of the worksheet, you can write the questions on the board and elicit further useful language from the class and write it on the board. The students write their descriptions onto a plain piece of paper.

- Arrange the class into groups of three to four.
- Give each group two large sheets of paper, one coloured, one white.
- Make sure that each group has access to the materials listed above.
- Ask students to decide which person in their group they are going to write about.
- Students draw the silhouette of their friend, as directed on page 16 of the Student Book.
- Once students have drawn the silhouettes, they carefully cut them out. They stick their silhouette onto a large piece of white paper.
- Give each group a copy of the worksheet.
- They read the list of words and phrases and circle the ones that apply to their friend.
- Students use the phrases they have circled to write notes about their friend under the headings.
- Students use their notes to write a description of their friend in full sentences. They can use the template on the worksheet or they can use a plain piece of paper. When they finish, they turn their piece of paper over and write their friend's name on the back, upside down.

- Students work together to make the class display. Each group sticks the silhouette of their friend onto the wall with their description below.
- Each group takes turns to present their puzzles, with students reading their description one at a time for the class to guess. If you have a large class, you may prefer to put groups of students together to do each other's puzzles.

## Unit 2

### Team Up! 1 A city map

**Organization:** pairs

**Useful language:** *Excuse me. Is there a (skate park)? Yes, there is. / No, there isn't. How do I get to the (skate park)? You can take the bus / tram.*

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

If you do not wish to make copies of the worksheet, draw the layout on the board and ask students to copy it into their notebooks. Write the list of places for students to choose which ones they want in their city and then label their map. Model the conversation with one or two students. Students can use their Student Book for extra support, if necessary.

- Give each pair a copy of the worksheet.
- Ask students to look at the list of words and choose the places they want on their maps. They write the names of the places in the blank squares.
- Tell students that they are going to ask and answer questions about the places on their maps. Ask them to look at the conversation at the bottom of the worksheet. Choose a student to model it with you.
- Students take turns to ask and answer questions about the places using the language from the conversation. Go around the class as students talk, helping and correcting where necessary.

### Extension

- If you wish, ask students to work with another partner and ask and answer questions again.

### Team Up! 2 Where are they going?

**Organization:** pairs

**Useful language:** *Where's Katy going? She's going to (the cinema). No, she isn't going to (the cinema). She's going to (the museum). Yes, she is.*

**Materials:** one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, draw the map on the board. Give each student an A4 sheet of paper and ask them to copy the map. They then choose two names and write them in the places on the map without showing their partner.

- Give each student a copy of the worksheet.
- Ask them to cut out the cards for each character.

- Ask students to work in pairs. They each choose two of the characters. Their characters must be different from their partner's.
- Ask students to sit with their backs to each other. They put their characters on the map wherever they like.
- Tell students they must find out where their partner's characters are going by asking and answering questions. Refer them to the conversation at the top of the worksheet and go through the language they will need.
- Students decide who is going to go first. They ask their partner *Where is (Kim) going?* Their partner makes guesses until he / she finds out where the character is going. He / She puts the character in the correct place on the map.
- Students swap roles and repeat. They continue in this way until they have placed all the characters on the map.
- When students have finished, they compare maps and see if they are the same.

### Extension

- If you wish, ask students to work with another partner and ask and answer questions again.

## Team Up! 3 Matching game

**Organization:** pairs or groups

**Useful language:** *I'm at the train station. Are you catching a train? No, I'm not! Look. Your turn.*

**Materials:** one or two copies of the worksheet for each pair

- Ask students to work in pairs.
- Give each pair one or two copies of the worksheet. More copies will increase the number of matches and make the activity more fun.
- Students cut out the cards and place them face down in two piles. They put the *Places* pile on the left and the *Things to do* pile on the right.
- Explain the rules. Students take turns to pick up a card from the *Places* pile. They look at the picture and tell their partner where they are. They then pick up a card from the *Things to do* pile. Their partner asks a question to see if the cards match. Refer students to the conversation at the top of the worksheet and go through the language they will need.
- Students work in pairs, taking turns to pick up the cards. If the cards match, they keep them. If they don't, they put the cards to the bottom of the pile.
- The game continues until students have picked up all the cards. The student with the most cards is the winner.
- To increase collaboration, this game can also be played in groups. Students take turns to pick up cards as above, with the student to the right of them asking a question to see if the cards match. This student then picks up cards and the player to his / her right asks a question.

### Extension

- Students set out the pairs of cards they have collected and tell their partner about them, for example, *I'm going to the restaurant. I'm having lunch.*

## Team Up! 4 Serena's photos

**Organization:** pairs or individual work

**Useful language:** *They're in (the park). They're (eating ice cream).*

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

- Give each pair a copy of the worksheet.
- Explain that the worksheet shows the photos that Serena took on her day out in New York with her family.
- Ask students to look at the example. Explain that they must write two sentences about each photo. They use the words in the first box to say where the family is and the words in the second box to say what the family is doing. Point out that for photo 2, the sentence will be about Danny, and for photo 3, the sentence will be about Dad, rather than the whole family as Danny and Dad are the only ones in the photos.
- Students write the story, crossing off the words in the boxes as they use them.
- When students have finished, they compare answers with another pair and correct each other's work if necessary.
- As an alternative, you could choose to assign this worksheet as individual work or for homework.

### ANSWERS

- 1 They're in the park. They're eating ice cream!
- 2 Danny's in the museum. He's looking at a dinosaur.
- 3 Dad is in a café. He's wearing a new cap.
- 4 They're at a shopping centre. They're going shopping.
- 5 They're at the library. They're reading a book.
- 6 They're at the station. They're catching a train.

## Team Up! 5 A city tour leaflet

**Organization:** groups

**Useful language:** *Welcome to London! Let's take a tour! At the museum, you can meet friends and take photos.*

**Materials:** one copy (two pages) of the worksheet for each group, some sheets of plain paper, photos from magazines of capital cities, scissors, glue, pens and pencils for each group

The worksheet provides a template for the students to create their leaflet, if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students can design their own leaflet.

- Arrange the class into groups of four.
- Give each group a copy of the worksheet.
- Make sure that each group has access to the materials listed above.
- Ask students to choose a capital city and then choose four places in the capital city to write about. They find photos of the places and cut them out.
- Students work together to make a list of things they can do in each place. Students each choose a place and use their notes to write sentences about what you can do there on plain paper in their notebooks.
- Ask students to check each other's work and correct it if necessary.

- Students copy out their text neatly onto their leaflet below the corresponding picture.
- Students finish their leaflet by writing the name of their capital city on the front and back and writing the names of the people in their group where indicated.
- Each group takes a turn to present their city tour leaflet. If you have a large class, you may prefer to put groups of students together to present their leaflets to each other.

## Unit 3

### Team Up! 1 Memory game

**Organization:** pairs or small groups

**Useful language:** *She's a (doctor). She doesn't work at (the shopping centre). Never mind. Your turn. He's a (train driver). He works at (the station)!*

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

- Give each pair a copy of the worksheet.
- Students cut out the cards and place them face down in two grid patterns (two cards across and three cards down). They put the *Jobs* cards on the left and the *Places to work* cards on the right. They retain the conversation at the top of the worksheet.
- Explain the rules. Students take turns to pick up a card from each grid. They look at the *Jobs* card and say what the person does. They then look at the *Places to work* card and say if he / she works in the correct place. Refer students to the conversation and choose a student to model it with you.
- Students take turns to pick up the cards and tell their partners about them. If the cards match, they keep them. If they don't, they put the cards back, face down, in the correct places in the grids.
- The game continues until students have picked up all the cards. The student with the most cards is the winner.
- This game can also be played in small groups.

#### Extension

- Students set out the pairs of cards they have collected and tell their partner about them, for example, *He's a pilot. He works on a plane.*

### Team Up! 2 Job fact files

**Organization:** pairs

**Useful language:** *What does the (pilot) wear? He / She wears (a white shirt) and (a black jacket). He / She works (on a plane). He / She goes to work in the day / at night. They wear (jackets). The pilot doesn't wear (a white jacket). She wears (a blue jacket).*

**Materials:** one copy of the worksheet for each pair, cut in half

- Cut the worksheet in half, along the dotted line.
- Ask students to work in pairs. One is student A and the other is student B. Give each student their half of the worksheet and give each pair the instructions.
- Ask students to look at the pictures of people. They write the names of their jobs.

- Explain that students must ask and answer questions with their partner to complete the missing information about each person. Refer them to the question and answer in the instructions and choose a student to model it with you. Ask students what other questions they need to ask their partner.
- Students take turns to ask and answer the questions and complete the information.
- When they have finished, they compare their papers and check that the information is correct.
- Ask students to use the information to make comparisons between the people's jobs. Refer them to the second conversation in the instructions and choose a different student to model it with you.
- Students take turns to tell their partner what's the same and what's different.

#### ANSWERS

<b>Pilot</b>	
What does she wear?	a white shirt and a black jacket
Where does she work?	a plane
When does she go to work?	She can work in the day or at night.
<b>Chef</b>	
What does he wear?	a white jacket, a white hat
Where does he work?	a restaurant
When does he go to work?	He can work in the day or at night.

#### Extension

- Ask students to choose two more jobs and take turns to ask the questions on their worksheet. They use their own knowledge to answer.

### Team Up! 3 Which job?

**Organization:** pairs

**Useful language:** *Do you want to (work outside?) Yes, I do. / No, I don't.*

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

If you do not wish to make copies of the worksheet, write the words *Do you want to ... ?* on the board, with the *Work verbs* flashcards below. Copy the conversation from the worksheet onto the board and then model it with a student. Ask students to work in pairs, taking turns to ask and answer questions about the different work verbs. When they have finished, students choose a job that they think is right for their partner and see if their partner agrees.

- Give each pair a copy of the worksheet.
- Tell students that they are going to do a quiz to find out which job they should do. Refer them to the conversation at the top of the worksheet and choose a student to model it with you.
- Students decide who is going to do the quiz first. Their partner asks questions beginning with *Do you want to ...* as in the example conversation. Students respond to the questions and follow the route on the map. They continue



until they reach the end of the quiz and find out which job they should do. Students swap roles and repeat.

- Ask students to discuss the result of the quiz with their partner. They say whether or not they agree that the job is right for them, giving reasons.
- Ask some of the students to report back to the class.

## Team Up! 4 Dreams display

**Organization:** individual work, pairs or small groups

**Useful language:** *I want to be a ... because I want to ...*

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

If you do not wish to make copies of the worksheet, give students a plain piece of A4 paper to draw their picture. Write the gapped sentence *I want to be a \_\_\_\_\_ because I want to \_\_\_\_\_* on the board and ask students to copy and complete it.

- Give each student a copy of the worksheet.
- Ask them to think about the job they would most like to do and draw a picture of themselves doing it. Allow plenty of time for students to complete their pictures.
- Ask students to complete the information at the bottom of the worksheet to say which job they want to do and why.
- Make a display of the class dreams. Ask students to work in pairs or arrange the class into small groups. Students take turns to show each other their posters and talk about their dream job.

## Team Up! 5 Plan a jobs poster

**Organization:** groups

**Useful language:** *Today we want to tell you about a fun job. What's the job? It's a sports coach.*

**Materials:** one copy of the worksheet, several A4 sheets of plain paper, a large piece of coloured paper, pictures of jobs from magazines, scissors, pens, coloured pencils and glue for each group

The worksheet provides a framework for the students to use to plan their jobs poster, if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students can design their own jobs poster.

- Arrange the class into small groups.
- Give each group a copy of the worksheet.
- Make sure that each group has access to the materials listed above.
- Ask students to make a list of jobs, writing them in the space provided.
- Together, students choose a job from the list that they all think would be fun. They read the words in the box and choose three that describe the job.
- In their groups, students ask and answer the questions about the job. They write down the answers in full sentences.
- Ask students to use their answers to write a description of the job. They write this neatly on plain paper.

- Students find pictures of the job from magazines or draw their own pictures on plain paper. They make a title for their poster.
- Students stick their title, pictures and description onto the coloured paper to make their poster.
- Each group takes a turn to present their jobs poster. If you have a large class, you may prefer to put groups of students together to present their leaflets to each other.

## Unit 4

### Team Up! 1 Match my map

**Organization:** pairs

**Useful language:** *Is there a (waterfall) near here? Yes, there is. It's next to / behind / above the bridge. It's between the (rock) and the (playground). It's in (A3).*

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

- Cut up the worksheet as directed.
- Ask students to work in pairs. One is student A and the other is student B. Give each student their part of the worksheet and give each pair the instructions with the conversation and prepositions.
- Tell students that they and their partner have two parts of the same map. Some of the places on their maps are missing, but they appear on their partner's map. They must ask and answer questions to add the missing places to their maps.
- Refer students to the conversation. Choose a student to model the conversation with you and draw attention to the other prepositions that can be used.
- Students take turns to ask and answer questions about the places and draw the places on their maps.
- When they have finished, they compare their maps to see if they are the same.

### Extension

- Ask students to write sentences about the places on their maps, for example, *The bridge is next to the car park.*

### Team Up! 2 Group blog: A day in nature

**Organization:** groups or pairs

**Useful language:** *We were / We weren't ... It was / It wasn't ... There was / There were ...*

**Materials:** a copy of the worksheet, a piece of A4 paper, scissors, glue, pencils, coloured pens and pencils for each group

- Ask students to work in groups of four.
- Give each group a copy of the worksheet.
- Students cut the worksheet into sections as directed and give one piece of paper to each person in the group.
- Ask students to imagine that they went on a day out in the countryside with their class. They look at the ideas and language on their section of the worksheet and use these to write one or two sentences about their day out.

- Students read each other's sentences and then stick them together onto a piece of A4 paper to make a group blog. They each draw a picture to illustrate what they have written and then glue it in the box to the right of their sentences.
- Students take turns to read out the sections they have written to their group.
- This activity can also be done in pairs, with students taking two sections each.

### Extension

- Ask one student from each group to go to another group to present their blog.

## Team Up! 3 What could you do?

**Organization:** groups or whole class mingling

**Useful language:** *Could you swim when you were five? Yes, I could. No, I couldn't.*

**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 into their notebooks. Write down the activities for students to choose from. Students can then do the survey following the procedure below.

- Divide the class into small groups.
- Give each student a copy of the worksheet.
- Ask students to look at the list of activities and agree on four that they want to ask about. They write the activities in the left-hand column of their survey table.
- Tell students that they are going to do a survey to find out how many people could do the activities at each age. They must take turns to ask and answer questions about the activities with every member of their group.
- Demonstrate for the class. Copy the first line of the table onto the board. Then choose a student and ask *Could you swim when you were four?* If the student responds positively, draw a line in the correct place on the table. If he / she responds negatively, ask *Could you swim when you were five?* Continue until you get a positive answer and draw a line in the correct place on the table. Repeat with one or two more students.
- Students ask and answer questions in their groups, drawing lines in their table to show the answers. Remind them that when they get five lines, they draw the fifth line across the other four, not next to them.
- When they've finished, students compare their tables with the rest of the group to make sure that they are the same.
- Ask one person from each group to share the results with the class.
- The survey can also be done in larger groups or as a whole class mingling activity.

## Team Up! 4 Story book

**Organization:** individual work, pairs

**Materials:** a copy of the worksheet (two pages printed double-sided) and scissors for each student, a stapler for the teacher, coloured pencils or pens (optional)

- Tell students that they are going to make and read their own story books about how the giant in the Student Book made the Giant's Causeway.
- Give each student a copy of the worksheet.
- Ask them to cut out the pages as indicated by the dotted lines. They must not cut along the vertical lines. They can colour the pictures, if they wish.
- Ask students to fold their paper along the full lines to make pages. They find the cover and put the middle pages inside. Students may wish to do this in pairs so that they can help each other.
- Check that students have assembled their books correctly and staple the pages in place for them.
- Ask students to work in pairs. They read the story together, taking turns to read each page.

### Extension

- Write two headings on the board: *MacCool could* and *MacCool couldn't*. Students copy the headings and make lists of things the giant could and couldn't do in the story.

## Team Up! 5 Explorer's map

**Organization:** group work

**Useful language:** *Welcome to (Mango Island). We want to tell you about it. There's a (big lake). There are (steep cliffs).*

**Materials:** a copy of the worksheet, an A4 and an A3 sheet of plain paper, coloured pens and pencils for each group

The worksheet provides a template for the students to design their map, if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students can design their own map. Copy the headings from the worksheet onto the board, provide students with the materials listed and ask students to make their map following the directions in the Student Book.

- Tell students that they are going to make a map of their own island. Ask them to think about what the island will be like and what will be on it.
- Arrange the class into small groups.
- Give each group a copy of the worksheet.
- Make sure that each group has access to the materials listed above.
- Ask students to work together to make a list of places in nature. These will be the places on their map.
- Students make a list of adjectives and match them to the places.
- Ask students to decide what their island will look like and where each of the places will be. Students choose a member of the group to draw the different places onto the outline of the map on the worksheet. Alternatively, to increase the opportunity for creativity, give the students a large piece of paper for them to draw their own maps.

- Students choose a name for their island and write it at the top of their worksheet. They decide when it was discovered and write down the date. Finally, they write their own names as the explorers.
- Each group takes turns to present the map of their island. If you have a large class, you may prefer to put groups of students together to present their maps to each other.

## Unit 5

### Team Up! 1 Healthy living reminder

**Organization:** pairs

**Useful language:** *Do you remember to (drink water)? Yes, I do. No. I forget to (drink water). Remember to ... . Don't forget to ... .*

**Materials:** a copy of the worksheet for each student, coloured pencils and pens for each pair

If you do not wish to make copies of the worksheet, copy the conversation from the worksheet onto the board and go through the useful language. Students ask and answer questions following the procedure below. Write the sentence starters: *Remember to ...* and *Don't forget to ...* and give each student an A4 piece of paper to write their message and draw their picture.

- Tell students that they are going to make a poster to remind their friend about an important healthy living habit.
- Ask students to work in pairs.
- Give each student a copy of the worksheet.
- Explain that students must ask and answer questions to find a healthy living habit that their friend forgets. Refer them to the conversation at the top of the worksheet and choose a student to model it with you.
- Students ask and answer questions until they find a habit that their partner forgets.
- They write a reminder on the poster using the words in the box and then draw a picture to illustrate the healthy habit.

#### Extension

- Put students in groups to present their healthy living reminders. They explain which healthy habit their partner forgets before reading their message and showing their picture.

### Team Up! 2 Healthy living quiz

**Organization:** pairs or whole class

**Useful language:** *How many As / Bs / Cs have you got?*

**Materials:** a copy of the worksheet for each student

If you do not wish to make copies of the worksheet, this can be done as a whole class activity. Read the questions and options aloud for students to write their answers. Ask them to add up their scores and then read the advice. Choose different students and ask *Do you think the advice is correct?*

- Ask students to work in pairs.
- Give each student a copy of the worksheet.
- Tell students that they are going to do a healthy living quiz. They decide who is going to go first.
- One student asks the questions and reads the list of options for the answers (A, B and C). The other student replies and makes a note of his / her answers.
- Students swap roles and repeat.
- Students ask each other *How many As / Bs / Cs have you got?* They find the corresponding advice in the answers and read it aloud. Students discuss whether or not they think the advice is correct.

#### Extension

- Ask students to write one more question for the quiz and three possible answers. They take turns to ask their question to their partner.

### Team Up! 3 Let's relax!

**Organization:** groups

**Useful language:** *What do you do to relax? Do you (go fishing)? Yes, I sometimes (go fishing). No, I never (go fishing).*

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

If you do not wish to make copies of the worksheet, draw the table on the board for students to copy. Write down the activities in the row across the top. Write the conversation from the worksheet on the board. Students do the survey following the procedure below.

- Divide the class into groups of six to eight.
- Give each student a copy of the worksheet.
- Tell students that they are going to do a survey to find out how many people do each of the activities in the table. Refer students to the conversation at the top of the page and choose a student to model it with you.
- Students take turns to ask and answer questions about the activities with every member of their group. They record the results by drawing lines in the appropriate place in the table for each person who answers positively.
- When they've finished, students compare their tables with those of the rest of the group to make sure that they are the same. They correct any mistakes.
- Ask each person to choose an activity from the table. Make sure that there is at least one student for each activity. Students complete the bar chart for their activity. They colour each section differently.
- Ask students to present their bar charts to their groups.

## Team Up! 4 Let's meet up!

**Organization:** pairs

**Useful language:** *Do you want to meet? Sure. What about (Wednesday afternoon)? I can't. I (play volleyball) on (Wednesday afternoon). OK. What about (Saturday morning)? Yes, I'm free on Saturday morning. Great! Let's meet up.*

**Materials:** a copy of the worksheet for each student

If you do not wish to make copies of the worksheet, draw the diary on the board for students to copy. Put flashcards of different activities on the board and ask students to choose ten to write in their diary. Go through the useful language and write key phrases on the board. Students find a time to meet their partner, following the procedure set out below.

- Give each student a copy of the worksheet.
- Ask them to read the activities in the box and choose ten of them. They choose when they want to do each one and write them in the diary without showing anyone.
- Tell students that they are going to ask and answer questions with a partner to find a time to meet up. Refer them to the conversation at the bottom of the worksheet and choose a student to model it with you.
- Students ask and answer questions in pairs. They look at their diary to see if they are free at the time their partner suggests. If they aren't free, they say what they are doing instead. Students continue in this way until they find a time when they are both free.
- Students write the time that they are meeting their friend in their diary.

### Extension

- Ask students to find a new partner and arrange a time to meet.

## Team Up! 5 Healthy living board game

**Organization:** groups

**Useful language:** *How often do you play basketball? I play basketball twice a week.*

**Materials:** a copy of the worksheet (two pages), a large piece of coloured card, an A4 piece of plain paper, scissors, glue, pens and pencils (including a pencil for the spinner) for each group

If you do not wish to make copies of the worksheet, show students how to fold a piece of paper into 24 squares. They write *Start*, *Finish* and *Go again* (x 2) on four of the squares, draw pictures of ten healthy habits and write time words or phrases on the rest. Students make their game board following the procedure below. They can make their own counters and spinner or use a dice instead of a spinner and small items such as coins for counters.

- Tell students that they are going to make their own board game.
- Arrange the class into groups of two to four.

- Give each group a copy of both pages of the worksheet.
- Make sure that each group has access to the materials listed above.
- Following the instructions in their Student Book, students cut out the cards from the board game worksheet.
- In their groups, students make a list of ten things they can do to stay healthy. They draw a picture of each thing on the blank cards.
- Students write ten time words or phrases on the remaining cards.
- Students stick down their cards onto a large piece of coloured card to make their game.
- Ask students to cut out the counters and the spinner from the instruction worksheet. They colour the spinner and put a pencil through the circle in the centre.
- Read the instructions for playing the game to the class. Check students' understanding and answer any questions.
- Students play the game in their groups.

## Unit 6

### Team Up! 1 I'm going to the supermarket ...

**Organization:** pairs

**Useful language:** *You need ...*

**Materials:** a copy of the worksheet for each student

If you do not wish to make copies of the worksheet, ask students to draw the things that they need to buy from the supermarket in their notebooks and then play the game following the procedure below.

- Ask students to work in pairs.
- Give each student a copy of the worksheet.
- Ask students to draw six food items that they know the names for in English in the basket.
- Tell students that they are going to play a memory game. They must remember what their partner has in his / her basket and write a shopping list.
- Ask students to show the pictures of their shopping baskets to each other. Allow ten seconds for students to try to memorize what they see and then ask them to turn the paper over.
- Students try to remember all six items and write a shopping list for their partners.
- When they have finished, students take turns to tell their partners what they need.
- Ask students to show their baskets again for their partner to check their shopping lists.

### Extension

- Ask students to add six more items of food to the shopping lists. They show their partner, who tries to remember and add the six new items to their basket.



## Team Up! 2 Kitchen cupboard bingo

**Organization:** groups or whole class

**Useful language:** *There's some milk. There are some lemons.*

**Materials:** a copy of the worksheet (two pages) for each student, plain paper (optional)

If you do not wish to make copies of the worksheet, draw the bingo card on the board for students to copy. Stick the food flashcards on the board for students to choose items to write onto their bingo boards. Then play the game following the procedure below.

- Tell students they are going to play a game of bingo.
- Arrange the class into small groups.
- Give each student a copy of the worksheet.
- Ask students to write the food word for each picture.

### ANSWERS

sugar, flour, butter, tomatoes, chillies, onions, milk, mushrooms, soup, noodles, rice, bread, eggs, peppers, peas, salad, cereal, lemons, grapes, pizza

- Ask students to choose nine of the types of food that they think might be in the kitchen cupboard and write the words on their bingo card.
- Students decide who is going to be the game master. He / She makes sentences about which food is in the cupboard using *There's ...* and *There are ...*. Refer students to the sentences in speech bubbles and read them to the class. Explain that the game master must keep a record of each food item he / she mentions.
- The players listen carefully and mark an x in the correct square on their bingo board when they hear the word for each food item.
- The first player to have an x in all the squares shouts *Bingo!* He / She is the winner.
- Ask students to choose a new game master and play the game again.
- After the first game, ask students to copy the grid onto plain paper and play more games with other students taking the role of game master so that they can practise the language.
- This can also be done as a whole class activity with the teacher taking the part of game master.

### Extension

- Ask students to tell each other about what's in the cupboard using the items they have marked off on their cards, for example, *There's some bread. There are some mushrooms.*

## Team Up! 3 How to ... make a milkshake

**Organization:** pairs or small groups

**Useful language:** *There's some ice cream. There are some strawberries.*

**Materials:** a copy of the worksheet for each pair or small group

- Ask students to work in pairs.
- Give a copy of the worksheet to each pair.
- Focus on the speech bubble in the top right-hand corner of the worksheet and read it aloud. Ask students to take turns to talk about the ingredients in the pictures.
- Tells students that they are going to write instructions for making milkshake. Ask them to look at the jumbled sentences. They work together to put the words in the correct order.
- Students look at the pictures and match them to the sentences. They rewrite the sentences in the correct order.
- Students take turns to say how to make a milkshake.
- This activity can also be done in small groups.

### ANSWERS

1

*There's some ice cream. There's some milk. There are some strawberries. / There are six strawberries. There's some banana.*

2

1 *Chop the strawberries and the banana. / Chop the banana and the strawberries. (d)*

2 *Measure the milk and the ice cream. / Measure the ice cream and the milk. (f)*

3 *Put the ice cream in the blender. (g)*

4 *Pour in the milk slowly. / (c)*

5 *Add the banana. (e)*

6 *Add the strawberries. (h)*

7 *Mix quickly. (a)*

8 *Pour and serve. (b)*

## Team Up! 4 Grandma's advice spinner

**Organization:** small groups

**Materials:** one copy of the worksheet for each group, scissors, a pencil (for the spinner)

- Ask students to work in small groups.
- Give each group a copy of the worksheet.
- Ask them to cut out the cards and the spinner. Then help them to put a pencil through the hole in the centre of the spinner.
- Students set out the cards so that everyone can see them. They take turns to spin the spinner and read the advice to the group. They then choose a problem that matches the advice and read it to the group. If the group agrees that the match is good, the student keeps the card.
- Students continue in this way until all the cards have been used.

### Extension

- Students take turns to read the problems on the cards they have won for another student to give advice from the spinner.

## Team Up! 5 A recipe book

**Organization:** groups

**Useful language:** *This is our recipe. It's called (Singapore noodles). It's from (Singapore). It's delicious. There are (noodles and prawns).*

**Materials:** one copy of the worksheet for each group, a large piece of coloured paper, several pieces of A4 piece of plain paper, scissors, glue, pens and pencils for each group

The worksheet provides a template for the students to use to create their recipe for the class recipe book, if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students can design their own recipe.

- Arrange the class into small groups.
- Give each group a copy of the worksheet.
- Make sure that each group has access to the materials listed above.
- Ask students to choose a dish that they all like. They find pictures of the meal and its ingredients, or draw their own, and cut them out.
- On a piece of A4 paper, they make a list of the ingredients they have chosen and label them.
- Students work together to write the instructions for how to make the dish.
- Students complete the details on their worksheet. They copy down the list of the ingredients and the instructions and stick the pictures next to them.
- Collect the recipes from the groups and staple them together to make a class recipe book.
- Each group takes turns to present their recipe in the class book. If you have a large class, you may prefer to put groups of students together to present their leaflets to each other.

## Unit 7

### Team Up! 1 Helping at home

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

**Useful language:** *How do you help at home? I have to clean my room.*

**Materials:** one copy of the worksheet for each group, coloured pens and pencils, squared paper (optional)

If you do not wish to make copies of the worksheet, draw the table on the board for students to copy. Write the gapped phrases on the left and use the flashcards in place of the pictures. Students do the survey following the procedure below. They can draw their bar charts on squared paper.

- Give each group a copy of the worksheet.
- Ask students to complete the ways to help at home.

### ANSWERS

water the plants, clean my room, cook the dinner, wash the car, wash the dishes, load the dishwasher, Hoover the floor, clear the table

- Tell students that they are going to do a survey to find out how many people do each of the different things to help at home that are listed in the table. Refer students to the conversation and choose a student to model it with you.
- Students take turns to ask and answer questions about the activities with every member of their group. They record the results by drawing lines in the appropriate place in the table for each person who answers positively.
- Students work together to record the results in the bar chart. They colour each section differently.
- Ask students to present their bar charts to the class.
- The survey can also be done in larger groups or as a whole class mingling activity.

### Extension

- Ask students to write sentences to show the result of their survey, for example, *Two students have to water the plants. Five students have to clean their room.*

### Team Up! 2 A robot to help at home

**Organization:** pairs or small groups

**Useful language:** *I have to (wash the car). Yesterday, I didn't (wash the car)! The robot (washed the car)!*

**Materials:** one copy of the worksheet for each student, coloured pencils or pens for each group

If you do not wish to make copies of the worksheet, ask students to draw their robot on a plain piece of paper. They can do the planning and writing activities in their notebooks or on a separate piece of A4 paper.

- Arrange the class in small groups.
- Give each student a copy of the worksheet.
- Ask students to discuss the things they do to help at home. They write a list.
- Ask students to imagine that they can make a robot to do all the jobs for them. They think about how it will do the jobs and what it will look like. Students design and draw their robots. They can add labels if they like.
- Ask students to think about the jobs that their robot did yesterday. They write sentences in the past tense.
- Focus on the speech bubble at the bottom of the page and read the text to the class. Students take turns to tell the group about their robot and the jobs it did for them yesterday.

## Team Up! 3 A party plan

**Organization:** pairs

**Useful language:** *Do your friends know? OK, you have to invite guests. Is your home tidy? OK, you have to tidy up.*

**Materials:** one copy of the worksheet for each pair.

If you do not wish to make copies of the worksheet, write the questions from the worksheet on the board with the flashcards below. Ask students to work in pairs, taking turns to ask and answer questions about the different actions to make a party plan.

- Ask students to work in pairs.
- Give each pair a copy of the worksheet.
- Tell students that they are going to ask and answer questions to find out what they have to do to plan their party.
- Refer students to the conversation in the top right-hand corner of their worksheet. Choose a student to model it with you. Ask the class to follow the questions and answers in the plan.
- Students decide who is going to ask the questions first. If their partner responds *Yes* to a question, they follow the arrow and ask the next question. If their partner responds *No*, they follow the arrow and give advice beginning with *You have to ...*
- Students continue in this way until they reach the end of the plan. They swap roles and repeat.

### Extension

- Students try to remember all the things they have to do for their party and tell their partner, for example, *I have to tidy up, decorate and prepare food!*

## Team Up! 4 The farmyard party 2

**Organization:** pairs

**Materials:** one copy of the worksheet for each pair, coloured pens and pencils (optional)

- Give each pair a copy of the worksheet.
- Ask students to work together to read the story and complete it with the words and phrases from the box.
- Students read the story together, taking turns to read each frame. They can colour the pictures, if they wish.

### ANSWERS

Frame 2: goats; Frame 3: decorate; Frame 4: go shopping; Frame 5: prepared food; Frame 7: dressed up; Frame 9: helped

### Extension

- Write a list of jobs on the board: *tidy up, decorate the farmyard, go shopping, prepare food*. In their pairs, students ask and answer questions about who did each job, for example, *Who tidied up? The goats tidied up!*

## Team Up! 5 Plan a family festivals poster

**Organization:** small groups

**Useful language:** *We have to (dress up). There's (a big table), and we (eat a huge meal). Last year, there was (a big parade) in my city. It was fun.*

**Materials:** one copy of the worksheet, a large piece of coloured paper, several pieces of A4 piece of plain paper, scissors, glue, pens and pencils for each group

The worksheet provides a framework for the students to plan their poster, if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students can design their own poster.

- Arrange the class into small groups.
- Give each group a copy of the worksheet.
- Make sure that each group has access to the materials listed above.
- Ask students to work together to make a list of family festivals. They decide which one they are going to write about.
- In their groups, students ask and answer the questions. They write down the answers.
- Ask students to draw pictures to illustrate each of their answers. They carefully copy out the sentences below their pictures.
- Students make their poster. They stick their pictures and sentences onto the coloured paper.
- Each group takes turns to present their family festivals poster. If you have a large class, you may prefer to put groups of students together to present their leaflets to each other.

## Unit 8

### Team Up! 1 Mix up at the museum

**Organization:** pairs or small groups

**Useful language:** *I think / don't think it's (the coin). I agree. I'm not sure.*

**Materials:** one copy of the worksheet and a pair of scissors for each pair or group

- Give each pair or group a copy of the worksheet.
- Ask students to cut out the objects and the descriptions. They put the pictures on one side of the table and the descriptions of the other.
- Tell students that they are going to play a matching game. They must take turns to read a description and say which object they think it matches. The other students in the group say whether or not they agree. Go through the language that students will need, writing it on the board.
- Students play the game. They put the objects and descriptions that have been matched next to each other.

### ANSWERS

Object 1: comb; Object 2: bowl; Object 3: phone; Object 4: lamp; Object 5: helmet; Object 6: fan; Object 7: coins; Object 8: cup

## Extension

- Ask students to turn over the descriptions. They take turns to pick up an object card and say what they remember about it, for example, *This is a fan. It's 200 years old ...*

## Team Up! 2 Yesterday, I ...

**Organization:** pairs

**Useful language:** *Yesterday, I wore (jeans and a red T-shirt.) I didn't wear (a red T-shirt). I wore (a blue hoodie).*

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

- Give each pair a copy of the worksheet.
- They work together to find the past forms of the irregular verbs in the grid and write them down.

### ANSWERS

A	W	E	N	T	O	I	U
V	O	Y	B	U	I	L	T
H	R	S	W	T	D	R	F
A	E	A	R	W	R	E	L
D	Q	W	O	M	A	D	E
G	H	J	T	K	N	L	W
A	T	E	E	C	K	S	A
F	D	B	O	U	G	H	T

1 wore 2 had 3 went 4 ate 5 drank 6 saw  
7 flew 8 built 9 bought 10 made 11 wrote

- Ask students to look at the words and phrases in the box. Tell them that they are going to use these words to tell their partner about things that happened in the past. Focus on the conversation and choose a student to model it with you for the class.
- Students take turns to make sentences about events that happened at different times in the past, using the language from the conversation and the time phrases in the box.
- Go around the class as students talk, helping and correcting where necessary.
- Ask some of the students to report back to the class.

## Extension

- Ask students to work with a different partner and make new sentences.

## Team Up! 3 Roman research

**Organization:** pairs

**Useful language:** *Did Roman wear socks? Yes, they did. / No, they didn't.*

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

- Cut up the worksheets as shown.
- Ask students to work in pairs. One student is A and the other student is B.
- Give each student their part of the worksheet.

- Explain that students must ask and answer questions with their partner to complete the missing information in each section. Write the conversation from the top of the worksheet on the board and choose a student to model it with you.
- Students take turns to ask and answer the questions about the things in each section. Once they have completed a section, they can share the fun fact with their partner.
- When students have asked and answered all the questions, they compare their papers and check their answers.

### ANSWERS

wear: socks ✓ sandals ✓  
play: ball games ✓ board games ✓  
build roads ✓ tall buildings ✓  
write: poems ✓ rules ✓  
eat: at a table X three meals a day ✓  
use: spoons ✓ knives and forks X

## Extension

- Students use the information they have collected to write three positive and three negative sentences about the Romans.

## Team Up! 4 The two brothers

**Organization:** pairs

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

- Give each pair a copy of the worksheet.
- Tell students that it shows them the end of the story from their Student Book lesson.
- Ask students to work together to read the text and match it with the pictures. They write the missing text in the speech bubbles.
- Students act out the story in their pairs.

### ANSWERS

a 3 b 4 c 1 d 2

## Extension

- Ask students to write two false sentences about their story for their partner to correct.

## Team Up! 5 Plan a museum display

**Organization:** small groups

**Useful language:** *Welcome to our museum. We want to tell you about (Ancient Egypt). Did you know ... ?*

**Materials:** one copy of the worksheet, a large piece of coloured card, several A4 pieces of plain paper, scissors, glue, pens and pencils for each group

The worksheet provides a framework for the students to plan their display, if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students can design their own display.

- Arrange the class into small groups.
- Give each group a copy of the worksheet.

- Make sure that each group has access to the materials listed above.
- Ask students to work together to label the pictures that show different parts of ancient history. They choose one to make a display about.

### ANSWERS

#### Ancient Egypt, the Vikings, Ancient China, the Romans

- Students discuss what they can remember about the topic that they have chosen. They write notes in the thought bubble.
- Students look in their books and find six facts about the period. They write them down.
- For each fact, students find or draw pictures and write a description. Encourage them to use the tips on their worksheet to make their descriptions more interesting.
- Ask students to check their work and copy their descriptions neatly onto plain paper. They stick their pictures and descriptions onto a large piece of coloured card to make their museum display.
- Each group takes turns to present their museum displays. If you have a large class, you may prefer to put groups of students together to present their displays to each other.

## Unit 9

### Team Up! 1 School map

**Organization:** pairs

**Useful language:** *I'm looking for the (library). It's over there, on the left / on the right.*

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

- Give each pair a copy of the worksheet.
- Ask students to look at the pictures and write the names of the places.

### ANSWERS

1

classroom, corridor, IT room, field, music room, art room, canteen, staff room, gym, library

2

1 music room 2 canteen 3 art room 4 staff room  
5 IT room 6 corridor 7 classroom 8 gym 9 library  
10 field

- Ask students to look at the picture on page 110 of their Student Book. Point out that the map on their worksheet shows the same school. They work together to complete the map with the words from exercise 1.
- Tell students that they are going to ask for and give directions to the different places on the map. Refer students to the conversation at the bottom of the worksheet and choose a student to model it with you.
- Students take turns to ask about the places. Their partner looks at the map and responds.

### Team Up! 2 Pronoun matching game

**Organization:** pairs or small groups

**Materials:** one copy of the worksheet for each pair and scissors for each pair or small group

- Give each pair a copy of the worksheet.
- Ask them to cut out the cards. They lay out the pronouns on one side of the table and the sentences on the other.
- Tell students that they are going to play a matching game. They must take turns to read a sentence and find the pronoun that replaces the underlined words. Their partner (or the other students in the group) checks their answer. If the student is correct, he / she puts the matching cards next to each other.
- Walk around the class as students play the game, helping and correcting where necessary.
- This game can also be played in small groups.

### ANSWERS

We're meeting Tang and Nina. Can you see Tang and Nina? **them**

This book is a library book. Please take this book to the school library. **it**

Our friends asked me and Hector to play football in the playground. **us**

What are you and Omar doing later? I can meet you and Omar at the park. **you**

Omar's got lots of books. Let's help Omar. **him**

My homework is difficult. I can't do my homework. **it**

Emma is in the canteen. I'm sitting with Emma. **her**

Our school has got computers. We use the computers in the IT room. **them**

There's May. Let's ask May to play. **her**

Where's Tang? I saw Tang in the gym five minutes ago. **him**

We can take you to the staff room. Follow May and me! **us**  
Hector and Emma are working on a project. Let's help Hector and Emma. **them**

### Team Up! 3 School rules

**Organization:** pairs

**Useful language:** *We must (be on time). We mustn't (eat in the library).*

**Materials:** one copy of the worksheet for each pair, an A4 sheet of paper (optional)

If you do not wish to make copies of the worksheet, write the words and phrases from the worksheet onto the board for students to copy. They complete the activity as below, writing their rules in their notebooks or on plain paper.

- Give each pair a copy of the worksheet.
- Ask students to look at the list. They tick ✓ the things they must do and put a cross ✗ next to the ones they mustn't do.
- Focus on the speech bubble and read the text to the class. Choose a student to make a sentence about one of the rules using *mustn't*.
- Ask students to take turns saying rules with *must* or *mustn't* for each of the things in the list.



- Ask students to think about what rules they would like to make for their school. They work with their partner to write the rules down.
- Ask some of the students to share their rules with the class.

### Extension

- Ask students to write five rules for their bedroom.

## Team Up! 4 A friendship chain

**Organization:** pairs or small groups

**Useful language:** *I remember Amir talked to me on my first day at school. That's nice. That was kind. What about you?*

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

- Ask students to work in pairs or small groups.
- Give each pair or group a copy the first page of the worksheet.
- Ask students to look at the mind map. They work together to complete the words in boxes.

### ANSWERS

**Clockwise from top:** helped, played, invited, shared, talked

- Tell students that they are going to tell their partner about a time when someone was kind to them. Refer students to the conversation and model it.
- Students take turns to talk to their partner or group. They use the language from the conversation and the ideas from the mind map. They write a sentence about a time when someone was kind to them.
- Go around the class as students talk, helping where necessary.
- Give each pair or group a copy of the second worksheet. Ask students to copy the sentence onto the doll. They then decorate their doll and cut it out.
- Invite students to the front of the class in groups to stick their dolls on the wall. They put each doll next to another to make a friendship chain.

### Extension

- When students have finished making their friendship chain, invite them, one by one, to stand up and say the sentence on their doll.

## Team Up! 5 Our amazing school

**Organization:** small groups

**Useful language:** *This is our amazing school. This is the (canteen). The (canteen's) got (an ice cream machine).*

**Materials:** one copy of the worksheet, a large piece of coloured card, several A4 pieces of plain paper, scissors, glue, pens and pencils for each group

The worksheet provides a framework for the students to plan their design for an amazing school, if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students can make their own design.

- Arrange the class into small groups.
- Give each group a copy of the worksheet.

- Make sure that each group has access to the materials listed above.
- Ask students to work together to make a list of the places in a school.
- Students think about how they could make the places amazing and share their ideas. They write notes in the thought bubble.
- Students choose their three favourite ideas and draw pictures to illustrate them. They work together to write a description of each place.
- Students make a rule for each place in the school, using the language in the box to help them. They write down the rule and draw a picture to illustrate it in the space provided. They cut out their pictures and their rules.
- Ask students to stick their pictures, descriptions and rules onto the coloured card to make their design.
- Each group takes turns to present their designs. If you have a large class, you may prefer to put groups of students together to present their displays to each other.

## Unit 10

### Team Up! 1 Weekend plans

**Organization:** small groups

**Useful language:** *What shall we do on (Saturday afternoon)? Why don't we (have a barbecue)? I'd rather (take a boat trip). OK. That's a good idea.*

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

If you do not wish to make copies of the worksheet, write down the useful language from the conversation and draw the weather forecast on the board for students to copy. Students discuss and make plans following the procedure below. Draw the diary pages for students to copy and write in their plans.

- Give each group a copy of the worksheet.
- Ask students to write the days of the weekend in the weather forecast.
- Tell students that they are going to make plans with their friends for the weekend. Refer students to the conversation and choose two students to model it with you.
- Students discuss the weather forecast to make suggestions of what they could do at the different points of the weekend. They agree on plans.
- Ask students to write their plans in the diary.
- Ask some of the students to share their plans with the class.

## Team Up! 2 Find somebody who ...

**Organization:** groups or whole class

**Useful language:** *What are you going to do on holiday? I'm going to ...*

**Materials:** one copy of the worksheet and scissors for each pair or small group

If you do not wish to make copies of the worksheet, write the words and phrases from the worksheet onto the board for students to copy. Write the useful language in speech bubbles on the other side of the board and practise it with the phrases, choosing students to say what they are going to do. Students then ask and answer questions following the procedure below.

- Give each pair or small group a copy of the worksheet.
- Tell them that they must find somebody who is going to do each of the things.
- Refer students to the conversation at the top of the worksheet. Choose a student to model it with you. He / She selects an activity from the worksheet to complete the sentence.
- Students take turns to ask and answer the questions in their groups. They complete the chart by writing the names of the students who are going to do the activities in the second column.
- This can also be done as a whole class mingling activity.

### Extension

- Ask students to use the information they have collected to make sentences about what their friends are going to do on holiday, for example, *Chen is going to go to the beach. Kai is not going to do homework.*

## Team Up! 3 Let's pack!

**Organization:** pairs

**Useful language:** *Are you going to take sun cream? Yes, I am. / No, I'm not.*

**Materials:** one copy of the worksheet for each pair, one or two sheets of A4 paper for each pair (optional)

If you do not wish to make copies of the worksheet, ask students to write their holiday list and their friend's holiday list in their notebooks or on an A4 sheet of paper. Write the conversation in speech bubbles on the board and practise the useful language before students ask and answer the questions.

- Give each pair a copy of the worksheet.
- Ask students to think of six things they would need to pack for a holiday and write them in the list.
- Tell students they are going to find out what their partner is taking on holiday. Refer them to the conversation and choose a student to model it with you.
- Students ask and answer questions in pairs to find out what their partner is going to pack.
- Ask students to try to remember all six items that their friend is going to pack. They write their friend's holiday list.

- Ask students to compare lists with their partners and see if they remembered all the items correctly.

### Extension

- Ask students to find a new partner and play the game again. They write their partner's list in their notebooks or on a piece of A4 paper.

## Team Up! 4 Town Mouse's invitation

**Organization:** pairs

**Materials:** one copy of the worksheet for each student

- Give each student a copy of the worksheet.
- Ask them to work with their partners, taking turns to look at the pictures and say the activities.

### ANSWERS

**take photos, go shopping, watch a film, catch a bus, meet friends, go skateboarding**

- Ask students to choose four of the activities.
- Students complete the invitation from Town Mouse to Country Mouse with the activities they have chosen.
- Ask students to discuss the question *Is Country Mouse going to have fun in town?* with their partner. They give reasons for their answers.

### Extension

- Ask students to work with their partner to write Country Mouse's reply.

## Team Up! 5 Plan a class trip leaflet

**Organization:** small groups

**Useful language:** *We're going to go to (an island). We're going to (travel by helicopter). Day 1. In the morning we're going to (go to the beach).*

**Materials:** one copy of the worksheet (two pages), several A4 pieces of plain paper, scissors, glue, pens and pencils for each group

The worksheet provides a framework for the students to plan their class trip leaflet, if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students can design their own leaflets.

- Arrange the class into small groups.
- Give each group a copy of the first page of the worksheet.
- Make sure that each group has access to the materials listed above.
- Ask students to choose a place they would all like to visit on a class trip. They complete the mind map.
- Students discuss what to do for each day of the trip and make a plan. They choose three activities and write notes.
- Students work together to write a short introduction for their trip.
- Give each group a copy of the second page of the worksheet.
- Ask students to make their leaflets. They fold their A4 paper in half. They copy out their introduction and plans neatly and stick them into the leaflet. They draw a

picture for their cover of their leaflet and other pictures to illustrate their plans and then stick these in.

- Each group takes turns to present their leaflets. If you have a large class, you may prefer to put groups of students together to present their displays to each other.