

Unit 1

Team Up! 1 What's different in the city?

Organization: pairs

Useful language: *In my city, there are (traffic lights) in (B1). That's different / the same in my city. The (traffic lights) are in (B5).*

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 student has City A and the other has City B. Give each student their part of the worksheet and give each pair the instructions.
- Ask students to look at the maps of their cities. Ask them to think about the vocabulary they will need to use.
- Explain that students must talk about their city with their partner to find the six differences in their pictures. While students do the speaking task, they mustn't look at each other's pictures. Refer them to the conversation in the instructions and choose a student to model it with you for the class, pointing to the circled traffic lights in both cities. Explain that students must find six more differences.
- If necessary, remind the students how to form a grid coordinate: say the letter first (A/B/C), then say the number (1/2/3/4/5/6), for example, *B1*. Practise this by drawing a simple grid on the board and asking for the correct coordinates each time.
- Students take turns to talk about their cities, circling the differences they find.
- When they have finished, they compare their papers and check that the information is correct.

ANSWERS

The six extra differences are:

- 1 **City A:** one petrol station in A2; **City B:** two petrol stations in A2
- 2 **City A:** an airport in C1; **City B:** an airport in A1
- 3 **City A:** a fire station in C4; **City B:** a fire station in A4
- 4 **City A:** two platforms in C6; **City B:** one platform in C6
- 5 **City A:** a cycle path in A4; **City B:** a cycle path in C4
- 6 **City A:** a motorway in A5; **City B:** a motorway in A6

Team Up! 2 Match and say!

Organization: pairs or groups

Useful language: *I've lived in the city centre for five years. The fire station has been open since last month.*

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

- Ask students to work in pairs. Give each pair a copy of the worksheet. If you wish, you can give each pair two copies of the worksheet as this will increase the number of matches and make the activity more fun. Students cut out the cards and place them face down.

- Explain the rules. Students take turns to pick up a card. They look at the picture and tell their partner the place in the city. They then pick up another card. If the pictures on the cards match, they make a present perfect sentence about the place in the picture using the language prompts on the matching card with *for* or *since*.
- Students work in pairs, taking turns to pick up the cards. If the cards match, they keep them. If they don't, they turn the cards face down and put them back where they found them.
- 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 as two groups with the students forming the correct sentence together each time.

Extension

- Students set out the pairs of cards they have collected and tell their partner about them, for example, *I've lived in the city centre for five years*.

Team Up! 3 Have you ever ...? bingo

Organization: groups or whole class

Useful language: *Have you ever (had a passport)? Yes, I have. / No, I've never (had a passport).*

Materials: a copy of the worksheet for each student

If you do not wish to make copies of the worksheet, draw the bingo card on the board for students to copy into their notebooks. Write the ideas from the box on the board. Then play the game following the procedure below.

- Tell students they are going to play a game of bingo.
- Give each student a copy of the worksheet and explain how to play.
- Focus on the first bingo card and the middle bingo card, and read the questions on each (*Have you ever had a passport?* and *Have you ever played bingo?*). Explain that they will need to populate their card with seven more *Have you ever ...?* questions. They can use the ideas in the box or their own ideas. Elicit some model questions on the board before giving students time to complete their cards.
- Once students are ready, refer them to the questions and answers in speech bubbles. Explain that they will take turns to ask their classmates the questions on their card. The players listen carefully to their classmates' answers. If somebody answers *Yes, I have*, they write the student's name at the bottom of the square. If they answer *No, I've never ...*, they can ask a different question from their card or move on to ask another student.
- Students work in large groups or as a whole class.
- The first player to have a name in three squares (diagonally, vertically or horizontally) shouts *Bingo!* He / She is the winner.

Extension

- Ask students to use what they learned in the activity to make sentences about the people they spoke to, for example, *Rosa has had a passport. Emily has packed a suitcase.*

Team Up! 4 Helping other people

Organization: pairs or small groups

Useful language: *We can / could (look for the suitcase). Why don't we (help him)?*

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

- Arrange the class into pairs or small groups and give each pair or group a copy of the worksheet.
- Ask them to read the five situations to themselves. Circulate as they read, helping with any questions they may have.
- When they have finished, explain that with their partner or group, they will need to make suggestions for how to help the people in the five situations.
- Read aloud situation 1 and model the speech bubbles at the top of the page with a volunteer. Elicit other suggestions from the class. If you wish, write some extra sentence starters on the board that are helpful for giving suggestions, for example, *We can ...*, *We could ...*, *Why don't we ...?*
- Students discuss the situations with their partner or group and write their ideas in the table. You may wish to set a time limit for each discussing each situation.
- When the pupils have completed the task, hold a whole-class discussion. Invite the students to share their ideas and vote on their favourite ways to help the people.

Extension

- If you wish, ask students to write a new situation about another person who needs help. They swap their situation with another pair or group and discuss how to help the people.

Team Up! 5 Countryside or city?

Organization: small groups

Useful language: *There are / aren't (big crowds) in the countryside / city.*

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 and ask students to copy it into their notebooks. Write the list of features and places 1–12 on the board for them to complete the diagram, asking them to also discuss and add their own ideas for life in the countryside and the city in their own country. Model the conversation with one or two students.

- Arrange the class into pairs and give them a copy of the worksheet.
- Focus on the Venn diagram and explain they are going to compare life in the countryside to life in the city, and think about the differences and similarities. If the class

aren't familiar with Venn diagrams and how they work, explain that a Venn diagram is a type of diagram we use to sort information into groups. Point out that the diagram is made up of two circles, each with their own topic heading. We write information in these circles that's relevant only to that topic. We write information that fits into both circles into the overlapping section of the diagram in the middle.

- Refer them to the conversation at the top of the worksheet and choose a student to model it with you. Discuss number 2 (*busy roads*) as a class and encourage students to give reasons for their choices.
- Ask students to continue in pairs, completing the Venn diagram with the ideas 1–12. When they have finished, encourage them to think about life in the countryside and the city in their own country. They write four more ideas and then add them to the diagram.
- When they have finished, they compare their diagrams with another pair. Do they have the same answers? If not, ask them to explain their reasoning.

Extension

- Ask students to use the information in the diagram to tell their partner where they would prefer to live in the future and why: in the countryside, in the city or both.

Team Up! 6 (Project) Travel through the city board game

Organization: groups

Useful language: *Have you ever (travelled on a motorway)? Yes, I have. / No, I've never (travelled on a motorway).*

Materials: a copy of the worksheet (two pages), scissors, rubbers / counters, pens and pencils for each group

- Tell students that they are going to make and play their own board game.
- Arrange the class into groups of four and 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 read and cut out the cards from the board game worksheet.
- Students then each write two more *Have you ever ...?* questions about travel on the remaining cards.
- Students mix and place the whole set of question cards face down on the game board page of the worksheet.
- Ask students to each choose a rubber or game counter and place this on square 1 on the game board.
- Model how to play the game by picking up and asking the question on a card. Explain that if your answer is *yes*, you move forward three squares; if the answer is *no*, you move back one square (if on square 1, they move back to the children before the board starts). Point to the key below where the cards are on the game board and demonstrate moving your game piece accordingly before placing the card back at the bottom of the pile. Check students' understanding and answer any questions.
- Students play the game in their groups. If they use all the game cards before someone wins, they shuffle them and put them down on the board again. The first player to travel to the city centre is the winner.

Unit 2

Team Up! 1 Seasons mind maps

Organization: pairs or small groups

Useful language: *What's the weather like in (spring)? It's (rainy). What do you like doing in (spring)? I like (sowing seeds).*

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

- Ask students to work in pairs or small groups. Give each pair or group a copy of the worksheet.
- Ask students to look at the mind maps. They work together to complete the mind map for each season, using the ideas in the boxes and their own ideas. Explain that some of the ideas in the boxes can be used with more than one season.
- If students live in a country with only two seasons (or in areas where the weather doesn't change much), they can refer to the image on Student Book page 18 for ideas about the weather and activities in the four seasons.

ANSWERS

Students' own answers

- Tell students that they are going to tell their partner or group about the things you like doing in each season. Refer students to the conversation and model it for the class.
- Students take turns to talk to their partner or group. They use the language from the conversation and the ideas from the mind map.
- Go around in the class as students talk, helping where necessary.

Extension

- Ask pupils to extend the mind maps by adding another category for clothes. They brainstorm suitable clothing items for each season.

Team Up! 2 An amazing holiday!

Organization: pairs and groups

Useful language: *Where would you like to go on holiday? I'd like to go to (Spain). We're going to (go to Spain). I can see (a sun). You're going to (go in spring)!*

Materials: one copy of the worksheet for each pair

- Give each pair a copy of the worksheet.
- Ask them to work with their partner to choose and agree on a country or city they would both like to go to on an amazing holiday. Write some places in English on the board, if necessary, to prompt students. When they have chosen, ask them to write the name of the place at the top of the table on the worksheet.
- Pairs then work together to plan their amazing holiday to this place. They read the questions in the table (1–6) and discuss the answers with their partner. Focus on question 1 and model the speech bubbles above the table with a volunteer. Explain that they can use the ideas in the boxes below each question or their own ideas, but they must explain their choices and agree on their plans together.

- When they have decided, they should **draw** their answers in the table, for example, they could draw a large sun for *summer*. Reinforce that they mustn't write any text in the table, and that their drawings should be quick sketches.
- When pairs have finished planning their holiday, put them in a group with another pair. Tell students they must first tell the other pair where they are going on holiday, then they look at each other's pictures to make *be going to* predictions about their amazing holiday, based on the information they see in the table. The other pair confirms if their guesses are correct or not, telling them what their plans or predictions are using *be going to*. Refer them to the conversation at the bottom of the worksheet and go through the language they will need.
- Pairs take turns to predict each other's holiday plans, swapping after each question in the table.

Extension

- If you wish, ask students to work with another pair and make predictions for their holiday plans.

Team Up! 3 The weather forecast

Organization: pairs

Useful language: *Let's (fly a kite) on (Wednesday). It will be as (windy) as (Monday), but it won't be as (cool). I think (Monday) is the best day to (fly a kite).*

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, draw the weather forecast on the board for students to copy into their notebooks, and write down the useful language from the conversation. Write the list of the activities from activity 2 on the board. Students discuss and make plans following the procedure below.

- Give each pair a worksheet. Ask students to complete the weather forecast for Monday to Friday by looking at the pictures and using the words in the box.
- Tell students that they are going to make plans with their friends for Monday to Friday. Refer students to the conversation and choose two students to model it with you.
- Students discuss the weather forecast to make suggestions of which activity they could do on the different days using *(not) as ... as* to compare the weather for each day. They agree on plans.
- Ask students to choose the best day for each activity and write the day below the relevant picture.
- When they have made their plans, they discuss their choices with another pair. Refer students to the speech bubble at the bottom of the worksheet and model it for the class. Did the pairs choose the same day for each activity? If not, encourage them to explain the reasons for their choices.
- Ask some of the students to share their plans with the class.

Team Up! 4 We work hard!

Organization: individual work and pairs

Useful language: *When do you work hard? I work hard when I (play sports).*

Materials: one copy of the worksheet for each student

- Give each student a copy of the worksheet. Explain that they are going to think about when they work hard, like the characters in the Unit 2 story.
- Ask students to look at the first activity. Explain that they must think about when they work hard. Go through the ideas in the box with the class and check for understanding. Students use these ideas to individually complete the sentence for themselves for situations 1 and 2: *I work hard when ...*
- Then they need to think about **how** they work hard in these two situations. Go through the ideas in the box with the class and check understanding. Students can use these ideas or their own ideas and list them next to the relevant situations. Explain that there are no right or wrong answers.
- Put the students in pairs and explain that they will now interview each other about when and how they work hard. Model the dialogue in the speech bubbles with a volunteer, and then continue the interview, for questions 2 and 3. Explain that they should take turns to interview each other, making notes about their partner's answers.
- When they have finished, ask some students to share what they found out about their partner with the class.

Team Up! 5 Comparing the weather and seasons

Organization: pairs

Useful language: *How many seasons are there in (Vietnam)? In (the south of Vietnam), they don't have (winter). I think that's a good / bad thing because ...*

Materials: one copy of the worksheet for each pair, *Beehive Student Book 5*, copy of the Listening 49 audio transcript for each pair (optional)

- Arrange the class into pairs and give each pair a copy of the worksheet.
- Make sure that each pair has a Student Book available to refer to. Explain that they are going to work together to compare the weather and seasons in three places. Elicit the two countries they have just been learning about in the *Culture* lesson in their Student Book (Vietnam and Norway), and then ask the pairs to choose a third place to compare. This can be the place where they live or another place that they are familiar with. Ask them to write the name of the third place on their worksheet.
- They work together to ask and answer the questions in the chart, writing their answers as notes. They can refer to their Student Book to prompt their memories for Vietnam and Norway. (You may also find it helpful to provide pairs with a copy of the audio transcript from Listening 49.)

ANSWERS

- 1 **Vietnam:** four seasons (north of Vietnam), two seasons (south of Vietnam); **Norway:** four seasons
 - 2 **Vietnam:** hot and humid, usually about 27°C (dry season), a lot of rain, very wet (wet season); **Norway:** cool and often rainy (spring), warm, sunny, rainy (summer), cool and often rainy (autumn), snowy, icy, not as cold as Canada (winter)
 - 3 **Vietnam:** watch TV, do homework, clean my room; **Norway:** have a hot drink
 - 4 **Vietnam:** go shopping by bus or motorbike, grow vegetables and rice; **Norway:** skating on the ice, play with friends in the snow
 - 5 **Students' own answers**
- When they have finished, they discuss the answers in their chart. What do they think are the good and bad things about the weather and seasons? Model the dialogue at the top of the worksheet with a volunteer, then ask students to work with their partner.

Team Up! 6 (Project) A seasonal activities guide

Organization: groups

Useful language: *Today we're going to talk to you about (Los Angeles). What can you do in (Los Angeles) in (summer)? In (summer), you can (go to the beach). It's (warm).*

Materials: one copy of the worksheet, several A4 sheets of plain paper, a large sheet of paper, pictures of various weather conditions and seasonal activities from magazines, scissors, pens, coloured pencils and glue for each group

The worksheet provides a framework students can use to plan their seasonal activities guide. Alternatively, to increase the opportunity for creativity, the students can design their own sections for the guide.

- Arrange the class into small groups and give each group a copy of the worksheet. Make sure that each group has access to the materials listed above.
- Ask students to think of places they like and discuss their ideas in a group. They work together to decide on one place and write the name of the place and country in the spaces provided. It can be a place in their own country or in another country. Emphasize that they need to reach a decision as a group, and everyone should have their turn at speaking and suggesting ideas.
- They then need to research the weather for each season in this place, as well as finding or thinking of suitable activities they could do in each season in this place. They can look in books in the library, in their Student Book or Workbook (in the *Culture* lessons), they can talk to a friend who lives there, or you may wish to retrieve some websites that would be suitable for this activity and suggest these to the pupils.
- In their groups, students complete their research for their chosen place and make notes on the worksheet.
- Ask students to use their notes to write descriptions about the weather and activities for each season. They write this neatly on plain paper.

- Students find pictures of the weather and activities or draw their own pictures on plain paper. They make a title for their guide.
- Students stick their title, pictures and descriptions onto the large sheet of paper to make their guide. At this point, you may wish to show a suggested simple presentation for the guide (for example, demonstrate on the board splitting the A3 paper into four equal sections, leaving a small blank section at the top for the title). Students can adopt another presentation style for their guide.
- Each group takes turns to present their seasonal activities guide. If you have a large class, you may prefer to put groups of students together to present their guides to each other.

Unit 3

Team Up! 1 How green are you?

Organization: groups or whole-class mingling

Useful language: *Do you (put plastic in the recycling bin)? Have you ever (planted a tree or a flower)? Yes, always / sometimes / many times / a few times. No, never.*

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 complete. 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 questions in the left-hand column of their survey table and complete them using the words in the box.

ANSWERS

1 recycling 2 off 3 reuse 4 throw 5 planted
6 litter 7 after 8 repaired

- Tell students that they are going to do a survey to find out how *green* their class is. (Draw attention to the glossary box to describe the meaning of *green*.) Students must take turns to ask and answer questions about the activities their classmates do to help the environment with every member of their group.
- Demonstrate for the class. Copy the first question in the table onto the board. Then choose a student and ask *Do you put plastic in the recycling bin?* Encourage the student to respond using one of the phrases at the top of the table and draw a tally mark in the correct column. Ask one or two more students, and then repeat with question 5: *Have you ever planted a tree or a flower?*, highlighting that questions 5–8 all start with *Have you ever ... ?*
- Students ask and answer in their groups, drawing tally marks in their table to show the answers. Remind them how to use tally marks (they draw a short vertical line for every response. When they get a fifth response, they draw the fifth line diagonally across the other four), and then count up the total number in units of five.

- When they've finished, students compare their tables with the rest of the group to make sure that they are the same. Then they discuss what they learnt from the survey. Can they think of ways they can be greener? Model the speech bubbles at the bottom of the worksheet with a volunteer before pupils discuss the questions in their groups.
- Ask one person from each group to share the results and their ideas for how they can be greener with the class.
- The survey can also be done in large groups or as a whole-class mingling activity.

Team Up! 2 To-do lists

Organization: pairs

Useful language: *Has (John) picked up the litter yet? Yes, he has. / No, not yet.*

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 member is Student A and the other is Student B. Give each student their part of the worksheet.
- Ask students to look at their picture of John or Molly, and the to-do list on their paper. Check students' understanding of what a to-do list is and ask if any students use one themselves. If you wish, you could share your to-do list with the class as an example.
- Explain that students must ask and answer with their partner to complete the to-do lists for each person. Refer them to the question and answer in the instructions and choose a student to model it with you for the class. 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.

ANSWERS

Molly's to-do list: (from top to bottom) X, ✓, ✓, X, ✓, X
John's to-do list: (from top to bottom) ✓, X, ✓, X, X, ✓

Extension

- Ask students to turn their sections face down and tell each other from memory what John and Molly have already done or haven't done yet.

Team Up! 3 Make a sentence!

Organization: pairs

Useful language: various present perfect statements

Materials: one copy of the worksheet for each pair

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Tell students that they are going to make sentences using all the different forms of the present perfect they now know.
- Students first find and circle 12 past participles in the puzzle grid and write them down. Remind them of the meaning of *past participle* and elicit a few examples on the board first by writing the base form and asking for the past participle form.

ANSWERS

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

1 borrowed 2 bought 3 done 4 eaten 5 been
6 had 7 lived 8 read 9 recycled 10 reused
11 seen 12 thrown

- Using the pictures in activity 2, students take turns to make sentences using the past participles they found in the puzzle grid above. Point to picture 1 (a T-shirt), and refer them to the conversation on the worksheet, choosing a student to model it with you for the class. Explain that they should also use the words from the box, for example, *already*, *yet*. Elicit a few more example sentences from the class for picture 1.
- Students decide who is going to go first. They make a sentence about picture 1 and then their partner makes a different sentence. They continue until they can no longer make any sensible sentences, and then move on to picture 2. Students continue in this way for all the pictures. Encourage them to make a note about how many sentences they were each able to make for each picture.
- Ask some of the students to report back to the class about how many sentences they were able to make and elicit sentences from different pairs.

Extension

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

Team Up! 4 Let's be confident!

Organization: individual work and pairs

Useful language: *Which of these things are you good at? I'm good at (trying new things).*

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 model speech bubbles for students to refer to for the second part of the task. Students can then complete the task following the procedure below.

- Give each student a copy of the worksheet.
- Ask them to look at the pictures of the children and focus on the speech bubbles from each child. Draw their attention to the second column; explain that they need to read the child's statement, and then think about how often they do the things mentioned. They circle the correct word for them.

- Circulate as the students work individually, helping with any questions they may have. Allow plenty of time for students to read and think about their choices.
- Ask students to work with a partner to ask and answer the two questions at the bottom of the worksheet. Choose a student to model the conversation with you and ask pupils to explain their answers. Give students plenty of time to discuss their answers with their partner.

Extension

- Ask students to find a new partner and discuss the two questions at the bottom of the worksheet.

Team Up! 5 Green Town

Organization: pairs

Useful language: *In the past, there was a (factory) in Green Town. There isn't a (factory) in Green Town today. How is our town similar / different to Green Town today?*

Materials: one copy of the worksheet for each pair

- Ask students to work in pairs. Give each pair a copy of the worksheet.
- Tell students that they are going to look at pictures of a town in the past and the same town today. They need to identify the ways the town has changed. Model the speech bubbles at the top of the worksheet with a volunteer, then go through the ideas in the box with students. Check understanding.
- One student talks about Green Town in the past, and the other finds the differences in Green Town today. Then they swap roles and repeat.
- Students ask each other: *How is our town similar to Green Town today?* They find and talk about the similarities, then they ask *How is our town different to Green Town today?*
- Students discuss how their city or town can be greener. (Remind them of the meaning of *green* as outlined in the glossary box on the Unit 3 *Team Up! 1* worksheet.) They can refer to the features of Green Town today or their own ideas.

Extension

- Hold a whole-class discussion. Invite the students to share their ideas and vote on their favourite ways their city or town can be greener.

Team Up! 6 (Project) A poster about the four Rs

Organization: small groups

Useful language: *This is our poster about the four Rs. This is the 'Reduce' section. We've got to 'turn off the tap', 'eat leftovers'...*

Materials: one copy of the worksheet (two pages), a large piece of paper, several pieces of A4 plain paper, sticky notes / small pieces of paper and sticky tape, 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 and give each group a copy of both pages of the worksheet. Make sure that each group has access to the materials listed above.
- Ask students work together to complete the mind map on the first page of the worksheet. They brainstorm as many ideas as possible, writing their ideas as notes on the worksheet. (Draw attention to the glossary box to describe the meaning of *brainstorm*.)
- In their groups, students think about poster design. Draw attention to the three example posters on the second page of the worksheet. As a group, they discuss the things they like on each poster.
- Once they have chosen the design ideas they like, ask them to nominate one student in their group to sketch their poster. Remind them that a sketch should be quick drawing. Encourage them to use the design ideas on their worksheet to make their posters more interesting.
- For each section of the poster, students find, or draw, pictures and write their ideas as short notes. Ask students to check their work and copy their ideas neatly onto plain paper. They stick their pictures and ideas onto a large piece of paper to make their poster.
- Each group takes turns to present their poster. If you have a large class, you may prefer to put groups of students together to present their posters to each other.

Unit 4

Team Up! 1 Yesterday at the theatre!

Organization: pairs or groups

Useful language: *What was the (play) like? It was (amazing)!*

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

- 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.
- Explain the rules. Students take turns to pick up a card. They look at the picture and tell their partner the feature of a theatre they see in the picture. They then pick up another card. If the pictures on the cards match, they ask their partner a *What was / were the ... like?* question about the picture. Their partner answers using the adjective on the matching card. Refer students to the conversation at the top of the worksheet and go through the language they will need. Point out that they need to decide whether to use *was* or *were* depending on whether the noun is singular or plural.
- Students work in pairs, taking turns to pick up the cards. If the cards match, they keep them. If they don't, they turn the cards face down and put them back where they found them.
- 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 as two groups with pairs forming the correct question and answer together each time.

Extension

- Students set out the cards without the adjective labels that they have collected and tell their partner about them from memory, for example, *The play was amazing!*

Team Up! 2 Tom's story

Organization: pairs or groups

Useful language: *While Tom and his mum were waiting, Tom's favourite actor Milly May arrived. The photographer was taking lots of photos when Tom waved at Millie.*

Materials: a copy of the worksheet for each pair or group, scissors

- Ask students to work in pairs. Give each pair a copy of the worksheet. Students look at the six pictures with their partners.
- Students take turns to read a sentence starter or ending (1–6) from the bottom of the worksheet.
- Pairs work together to complete the sentences on their worksheet. They use the prompts at the bottom of each picture in the past continuous or past simple. Refer students to the example in item 1, and go through the language they will need.
- When they have finished, ask students to compare their answers on the worksheet with another pair.

ANSWERS

- 1 While Tom and his mum were waiting outside the theatre, Tom's favourite actor Milly May arrived.
 - 2 The photographer was taking lots of photos when Tom waved at Milly May.
 - 3 The lights stopped working while Milly May was acting on stage!
 - 4 While the audience was leaving the theatre, Tom felt sad.
 - 5 Tom and his mum were walking home when Tom's mum saw Milly May buying some flowers.
 - 6 Tom's mum took a photo while Tom was talking to Milly May.
- To increase collaboration, this game can also be played as groups with the students forming the correct sentence together each time.

Extension

- Students turn over their worksheets and try to make past continuous with past simple sentences about the cards from memory.

Team Up! 3 Find somebody who ...

Organization: groups or whole-class mingling

Useful language: *Did you (take off your jacket today)? Yes, I did. When did you (take off your jacket)? I took off my jacket ten minutes ago.*

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 complete. Students can then do the task following the procedure below.

- Divide the class into small groups. Give each student a worksheet.
- Ask students to look at the activities in the left-hand column of their table and complete them using the words in the box. Then they should add one more activities to the table. Remind them to include a time phrase, too, for example, *today, this week / month*.

ANSWERS

took, turned, joined, looked, cheered, calmed, worried, tried
Students' own answers

- Tell students that they must find somebody who has done each of the things, and they must then ask two more questions: a question with *when* and an extra question to find more information. Go through some possible extra questions they could ask for each activity.
- Refer students to the conversation at the top of the worksheet. Choose a student to model it with you, and demonstrate on the board the information students will need to record in their tables.
- Students take turns to ask and answer the questions in their groups. They complete the chart by writing the names of the students who have done the activities in the second column, and add the time and more information in the third and fourth columns.
- Put students into pairs. Ask them to use the information they have collected to tell their partner about their friends, for example, *Harry took off his jacket ten minutes ago. He put it on his chair*.
- This game can also be done in larger groups or as a whole-class mingling activity.

Team Up! 4 Don't worry about it!

Organization: pairs

Useful language: *She / He should . . . That's a good idea. I'm not sure about that.*

Materials: a copy of the worksheet for each pair

- Divide the class into pairs. Give each pair a copy of the worksheet.
- Explain that the students will read about six different people's problems, and suggest ways that they can stop worrying about them.
- Ask students to read the problems and check they fully understand them. Hold a class discussion about whether students have ever faced any similar problems and how they dealt with them. Refer students to the conversation at the top of the worksheet. Choose a student to model it with you, and ask for any alternative ideas.
- Give students time to discuss possible ideas with their partner for each problem. Ask them to choose the best idea each time and write it on the worksheet. Monitor and help with ideas and vocabulary if necessary.
- When they have finished, ask students to work with another pair. Ask them to compare their ideas and then choose their favourite advice for each problem.

Extension

- Hold a whole-class discussion. Invite the students to share their ideas and choose their favourite advice for each problem.

Team Up! 5 Compare two theatres

Organization: individual work and pairs

Useful language: *In my theatre, there are (lights). That's (the same) / (different). There aren't any (lights) in my theatre.*

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 has the Sydney Opera House and the other has the Greek Theatre in Taormina. Give each student their part of the worksheet and give each pair the instructions.
- Ask students to complete the labels for their theatres.
- Explain that students must talk about their theatre with their partner to find six differences. While students do the speaking task, they mustn't look at each other's pictures. Refer them to the conversation in the instructions and choose a student to model it with you for the class. Explain that students must find six more differences.
- Students take turns to talk about their theatres.
- When they have finished, they compare their papers and check that the information is correct.

SUGGESTED ANSWERS

Sydney Opera House: is indoors / in a building;

Greek Theatre: is outdoors

Sydney Opera House: has got a roof;

Greek Theatre: hasn't got a roof

Sydney Opera House: has got a curtain;

Greek Theatre: hasn't got a curtain

Sydney Opera House: hasn't got an audience;

Greek Theatre: has got an audience

Sydney Opera House: there isn't a volcano;

Greek Theatre: there's a volcano

Sydney Opera House: there isn't a play on the stage;

Greek Theatre: there's a play on the stage

Team Up! 6 (Project) Act out a play

Organization: groups

Useful language: *Which character would you like to be? I'd like to be (Mum). What do we need for the (costumes)? We'll need a (coat).*

Materials: a copy of the worksheet (page 1), costumes and props: coat, tickets, coat, hat, boots, shoes, umbrella, something to act as a dishwasher door (optional) for each group, a copy of the worksheet (page 2) for each student

The worksheet provides a template for the students to use to prepare for their play and a script for a play that they can act out. Alternatively, to increase the opportunity for creativity, the students can write their own short scene for a play and act it out.

- Tell students that they are going to act out a play.
- Arrange the class into groups of four and give each group a copy of page 1 of the worksheet, and each student a copy of page 2.

- Following the instructions in the Student Book, students read the script on page 2 of the worksheet and discuss the questions on page 1.
- In their groups, students choose a character from the play for each person in the group to act out. They write their names on the worksheet next to the character names and underline their lines in their version of the script.
- Students think about the costumes and props they will need for their play. Encourage them to read the script again closely to find these details. They complete the table on the worksheet with the items they need. Either provide the costumes and props they will need, or encourage the students to improvise by using items from around the classroom.
- Students practise the play, using the costumes and props they have prepared.
- Students act out the play in their groups. If you have a large class, you may prefer to put groups of students together to act out their plays for each other.

Extension

- Groups can act out the play again, but with each character showing a different feeling or emotion, for example, sad, happy, tired, angry, excited.

Unit 5

Team Up! 1 How's your food?

Organization: pairs

Useful language: *What would you like? I'd like the (pizza) and the (cake). How about you? How's your (pizza)? It smells (good), but it looks (burnt). How does it (taste)? It tastes (terrible)!*

Materials: a copy of the worksheet for each student

If you do not wish to make copies of the worksheet, copy the menu from the worksheet onto the board and go through the useful language. Students choose and talk about items on the menu following the procedure below.

- Tell students that they are going to choose dishes from a menu and discuss them.
- Ask students to work in pairs. Give each student a worksheet.
- Ask pupils to find the name of the restaurant on the menu (*The Yellow Chilli*). Remind them that the reviews they read on Student Book page 59 were about this restaurant. Now they're going to try some dishes at this restaurant and review them, too.
- Students look and complete the names of the dishes on the menu. They choose two dishes they would like to try, and then take turns to ask their partner which dishes they would like to try, following the model dialogue at the top of the worksheet. They circle the two dishes their partner has chosen.

ANSWERS

prawn curry, chicken stew, burger and chips, vegetable sushi, fish pie

- Explain that students must imagine they have now tried their two dishes. How were they? Students work individually to complete the table for their two dishes they chose in activity 2 with adjectives from the box, following the model.
- After they have made notes, students act out short role plays with their partner to ask how their food was. Refer them to the conversation at the bottom of the worksheet and choose a student to model it with you for the class.
- Students take turns to ask and answer about each other's dishes, referring to their partner's choices they circled in the menu.

Extension

- Ask students to write up a review of their dishes at *The Yellow Chilli*, following the models on Student Book page 59.

Team Up! 2 Three topics quiz

Organization: pairs or whole class

Useful language: *Which topic would you like? I'd like ('Food'), please. Are noodles eaten in China? Yes, they are. / No, they aren't.*

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

If you do not wish to make copies of the worksheet, this can be done as a whole-class activity. Read the questions aloud for students to write their answers. Reveal the answers at the end and ask students to add up their scores. Check who correctly answered the most questions.

- Ask students to work in pairs. Give each student a copy of the worksheet.
- Tell students that they are going to do a quiz about three different topics: Food, Theatre, and The environment.
- Students cut out the cards and place them face down in three separate piles for each of the topics, as illustrated by the small picture in the bottom-right corner of each card.
- Refer students to the conversation at the top of the worksheet and choose a student to model it with you for the class.
- Students decide who is going to go first. One student asks which topic the other student would like for their question. The other student chooses the topic, and their partner picks up the top card from that pile. They read out the question, using the present simple passive form of the verb in brackets.
- The student who chose the topic, gives their answer, and their partner confirms if their answer is right or wrong by turning the quiz card upside down to read the answer. If the student answering the question answers correctly, they keep the card; if they answer incorrectly, they set the card aside. (Note: the student's answer doesn't have to be exactly as it is printed on the card. The most important thing is that it's grammatically and factually correct. Students can ask you if they're unsure.)
- Students swap roles and repeat. The player who has the most cards at the end of the game wins.

Extension

- Ask students to write one more question for the quiz and the answer. They take turns to ask their question to their partner. Alternatively, pairs can use the cards they set aside (for example, the cards they didn't answer correctly) to test a different pair.

Team Up! 3 Sentence maze

Organization: pairs

Useful language: *I hope / think / know the (kebabs) are spicy.*

Materials: a copy of the worksheet, coloured pens or pencils for each pair

- Divide the class into pairs. Give each pair a worksheet and ensure the students in each pair have a different coloured pen or pencil to each other.
- Tell students that they are going to play a game to make sentences with *hope*, *think* and *know*.
- Students take turns to choose a square on the maze and draw a line from this cell to other neighbouring cells to make a sentence. They must use the words in sequence as they move from square to square, moving only **one** square in any direction. Students win a point for each square they use. They should note their score for each sentence in their notebooks or at the bottom of the worksheet. Make sure students understand that squares can be used more than once, but they only count as a point the first time they are used.
- Refer students to the conversation at the top of the page and choose a student to model it with you for the class. Do the example for the whole class. Place your finger on / in the example grid and move it along the words as you say the sentence. Elicit one more example from the class.
- As students play the game, they can challenge their partner if they think his / her sentence is grammatically incorrect. If students disagree about a challenge, they can ask you for help.
- At the end of the game, give students time to count up their scores and find who is the winner.

Extension

- Students turn over the completed maze and try to remember their sentences from memory. They tell their partner for them to check.

Team Up! 4 Good winners and good losers

Organization: pairs

Useful language: Language for congratulating somebody who wins and consoling somebody who loses, for example, *Well done! You played really well. Don't worry. Shall we play again?*

Materials: a copy of the worksheet for each pair

- Divide the class into pairs and give each pair a worksheet.
- Tell students that they are going to think and talk about what it means to be a good winner and a good loser.
- Ask them to look at the pictures without reading the text. Can they identify the winner and the loser in each picture? Encourage them to tell you how they know.
- Pairs complete the speech bubbles for the children in the speech bubbles using the phrases in the box.

ANSWERS

1 you played really well, You're very good at 2 a good race, I'd like to run 3 I can show you, I'd really like 4 You skateboarded, the best 5 Don't stop dancing!, I hope I can dance 6 getting better, we play again

- Pairs choose two situations and act them out with their partner. Encourage them to take turns to be the winner and loser, and to think about how each child would feel in that situation. Invite volunteers to act out their scene for the class.
- Pairs think about a time when they won or lost at something. They tell their partner what happened and the things they said. Refer them to the conversation at the bottom of the worksheet and choose a student to model it with you for the class.
- Students talk in pairs. Circulate as they do this.

Extension

- Elicit a list of good winning / good losing practices on the board, for example, *Good winners: say 'Well done' to the losers, help the losers to get better, don't laugh at losers. Good losers: learn from their mistakes, learn from winners, try harder next time.*

Team Up! 5 Bread factfiles

Organization: pairs

Useful language: *What is this type of bread called? It's a (baguette).*

Materials: a copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, write the questions 1–6 from activity 1 on the worksheet on the board. Students can then use these questions to write the factfiles for the different types of bread in their notebooks, following the procedure below.

- Divide the class into pairs and give each pair a copy of the worksheet.
- Tell students that they are going to write fact files for different types of bread.
- Show students the pictures of the two types of breads on the worksheet and elicit the names of these breads from the culture lesson (*baguette* and *naan*).
- Refer them to the conversation at the top of the worksheet and choose a student to model it with you for the class.
- Make sure that each pair has a Student Book available to refer to. Ask students to take turns to ask and answer about the two types of bread, writing their answers on the numbered lines inside the relevant bread outlines. They can refer to their Student Book to prompt their memories about each type of bread.

ANSWERS

1 baguette 2 France 3 flour, salt, yeast and water 4 in a hot oven for 20 minutes 5 for breakfast, lunch or dinner; with butter and fruit jam; sandwich for lunch; at dinnertime, with stews, soups and spaghetti 6 Students' own answers
1 naan 2 India 3 flour, salt and water 4 in an oven made of clay about 450°C, baked quickly 5 with chickpeas 6 Students' own answers

- Pairs use questions 1–6 to make a fact file about a bread from their own country. As a class, first brainstorm different types of bread from your country on the board.
- They draw the bread then answer the questions on the numbered lines.

Extension

- Students try to find two similarities and two differences between the three types of breads.

Team Up! 6 (Project) A restaurant menu

Organization: groups

Useful language: *This is our menu. The name of our restaurant is My favourite dish on our menu is*
Language for ordering / asking about food in a restaurant: *What would you like to eat / drink? I'll have ... , please. What ingredients are in the ... ? What's the ... made from? It's made from Would you like anything else?*

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

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

- Arrange the class into small groups and give each group a copy of the worksheet.
- Make sure that each group has access to the materials listed above.
- Ask students to choose eight dishes and three drinks between them. They choose a price for each dish and drink, using whichever currency they wish.
- Groups think about a name for their restaurant. Using the ideas on the worksheet or their own ideas, they write different combinations of *The* + adjective + noun until they find the name they all like the best.
- Groups then work together to make their menu. They write the restaurant name, the names of the dishes and drinks, and write the prices. They find pictures of the meals and drinks (or draw their own), cut them out and stick them on the menu.
- Each group takes turns to present their menu to the class. If you have a large class, you may prefer to put groups of students together to present their menus to each other.
- Students then complete a role play in a restaurant using their own menu. They should choose one student in their group to be the waiter, and the other three students will be customers. The waiter should take each customer's order, and the customers should ask questions about the dishes they order. You may wish to write some phrases for ordering / asking about food in a restaurant on the board to help groups during the role play.
- Circulate as the groups act out the role play, helping with any questions they may have.

Extension

- Groups could add desserts to the back of the menu, and continue the role play by ordering desserts, too.

Unit 6

Team Up! 1 Using technology

Organization: small groups, large groups or whole class

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

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 into their notebooks. 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 worksheet. Ask students to complete the ways of using technology.

ANSWERS

send, text, internet, print, video, download, upload

- Tell students that they are going to do a survey to find out how many people use technology in the different ways that are listed in the table. Refer students to the conversation and choose a student to model it with you for the class.
- Students take turns to ask and answer questions about the activities with every member of their group. They record the results by drawing tally marks in the appropriate place in the table for each person who answers positively. Check that students remember how to use tally marks in a chart, and count the total number in units of five.
- Students work together to record the results in the bar chart in activity 3.
- 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, *Five students send emails. Three students make video calls.*

Team Up! 2 Four in a row

Organization: pairs or groups

Useful language: *If my computer doesn't work, I don't play video games. If it's sunny, I meet my friends at the park!*

Materials: a copy of the worksheet for each pair, cut into sections (instructions, Game A and Game B)

- Divide the class into pairs. One is O and the other is X.
- Give each pair the Game A section of the worksheet and the instructions.
- Explain that students take it in turns to choose an *if* clause square on the board and make a zero conditional sentence by adding a suitable result clause. They can use the ideas in the box or their own ideas. Refer them to the conversation next to Game A and choose a student to model it with you for the class.

- If a student makes a zero conditional sentence successfully, they draw their O or X symbol in the square. If not, play passes to the other student. The first student to get four squares in a row either horizontally, vertically, or diagonally is the winner.
- When pairs are ready, give them the Game B section of the worksheet. Pairs then repeat the process with the second game board, but this time the squares contain result clauses. The students make a first conditional sentence by adding an appropriate *if* clause to complete the sentence.
- This game can also be done as small groups or competing pairs. Walk around in the class as students talk, helping with language and correcting where necessary.

Extension

- If you wish, ask students to work with another partner to play either Game A or Game B again.

Team Up! 3 Yesterday at school ...

Organization: small groups

Useful language: *What happened yesterday at school? A tree was planted. Yes, that's right. / No, that's wrong.*

Materials: a copy of the worksheet for each student

- Ask students to work in small groups. Give each student a copy of the worksheet. Students cut out their cards.
- Focus on the conversation in the top right-hand corner of the worksheet and choose a student to model it with you for the class.
- Tell students that they are going to choose a card and mime the action as shown by the prompts at the bottom of the card. The player who guesses the action keeps the card. They must guess by making a past simple passive sentence.
- Students take turns to choose a card and mime the action for the other players to guess.

ANSWERS

A tree was planted. A cake was baked. A book was found. A ball was kicked. A class photo was taken. The documents were printed. The homework was saved. The pies were eaten. The instruments were played. A picture was painted. A board was cleaned. The art project was finished.

Extension

- As an extension, students write as many sentences as they can remember from the game.

Team Up! 4 What is important to you?

Organization: pairs

Useful language: *How important is it to you to (have the newest technology)? It's extremely / very / quite / not important at all to me. (Holidays) are important to me because ...*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, write the score key and questions 1–8 on the board. Students can then follow the procedure below, writing their score for each question in their notebooks.

- Give each student a copy of the worksheet.
- Explain that they will think about and later discuss the things that are important to them.
- Draw students' attention to the Score box on the top-right of the worksheet. Ask students to silently read the questions and write their own score (1–4) in the box after *Me* for questions 1–8.
- Refer students to the conversation at the top of the worksheet and choose a student to model it with you for the class, pointing to question 1.
- Students take turns to ask and answer with their partner, recording their partner's score (1–4) in the box after *My partner* for questions 1–8.
- Refer students to the conversation at the bottom of the worksheet model it with a volunteer. Ask for other ideas and write them on the board, for example, *my pet, seeing my grandparents, my football team*.
- Students think of one more thing that is important to them and tell their partner.

Extension

- Ask students to give their partner reasons why the things they have marked as 1 or 2 are important to them, and why the things they have marked as 3 or 4 aren't important.

Team Up! 5 Technology for my hobby

Organization: pairs or small groups

Useful language: *I think the best technology item for (Alex) is the (drawing tablet). I agree / disagree. / I'm not sure.*

Materials: one copy of the worksheet for each pair

- Arrange the class into pairs and give each pair a copy of the worksheet.
- Explain that students will work together to choose the best technology items for different people's hobbies.
- Refer students to the conversation at the top of the worksheet and choose a student to model it with you for the class.
- Students read the speech bubbles from the children 1–5 on the left of the worksheet. Then they read the adverts for the technology items on the right of the worksheet. They find a suitable technology item for each child and give two ways they can use the technology item, drawing on the information in the advert. Ensure students understand that they need to reach an agreement with their partner on this.
- Students continue in this way until they have found a matching technology item for each child.
- When they have finished, pairs compare their choices with other pairs and justify their choices if they are different.
- Ask volunteers to share their choices and reasoning for the class.
- The task can also be done in groups to generate more discussion.

Extension

- Ask students to choose a technology item for their own or another hobby and create an advert for it, using the adverts on the worksheet as a model.

Team Up! 6 (Project) A technology presentation

Organization: small groups

Useful language: *How useful is a phone for you? I think it's very useful. If I need to talk to somebody, I call them on my phone. Today we're going to present four technology items. Our first item is a phone.*

Materials: one copy of the worksheet (2 pages), several A4 pieces of plain paper, pens and pencils for each group

The worksheet provides a framework for the students to plan their technology presentation if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students prepare for their presentation via their notebooks.

- Arrange the class into small groups and 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 brainstorm technology items and write a list as a group. They then discuss if the items are *very useful*, *useful* or *not useful* for them, giving reasons for their choices.
- Students choose one technology item from the list for each person in their group to talk about during their presentation. They write the technology items and their names on the worksheet.
- Give each group a copy of the second page of the worksheet. Students discuss the questions at the top of the table for each of the four technology items they have chosen and write notes. Refer them to the example in activity 3 on the first page of the worksheet, which they can use as a model.
- Students work together to write their presentation, referring to their notes in the table. Encourage them to prepare pictures and props to show the audience during their presentation, too. They can find pictures online or draw their own. Then they practise their presentation as a group. Draw students' attention to the presentation tips at the bottom of worksheet 2
- Each group takes turns to present their four technology items. If you have a large class, you may prefer to put groups of students together to present their technology items to each other.

Unit 7

Team Up! 1 What's different at the campsite?

Organization: pairs

Useful language: *At my campsite, there are (two black tents and a white tent). That's different! There isn't a (white tent) at my campsite.*

Materials: one copy of the worksheet for each pair

- Cut the worksheet in half, along the dotted line.
- Ask students to work in pairs. One student has Campsite A and the other has Campsite B. Give each student their part of the worksheet and give each pair the instructions.

- Ask students to look at their picture and think of the vocabulary they will need to use. Refer them to the words in the box at the top of the worksheet.
- Explain that students must describe their campsite to their partner and find six more differences between the two campsites. Students circle the differences on their own picture.

ANSWERS

The six extra differences are:

- 1 Campsite A: an umbrella in front of the first tent;
Campsite B: a belt in front of the first tent
 - 2 Campsite A: a sleeping bag inside the second tent;
Campsite B: no sleeping bag inside the second tent
 - 3 Campsite A: no torch in front of the second tent;
Campsite B: a torch in front of the second tent
 - 4 Campsite A: the boy is wearing sunglasses; Campsite B: the boy isn't wearing sunglasses
 - 5 Campsite A: the boy hasn't got pockets on his trousers;
Campsite B: the boy has got pockets on his trousers
 - 6 Campsite A: the girl hasn't got gloves (she's got a whistle); Campsite B: the girl has got gloves
- While students do the speaking task, they mustn't look at each other's pictures. Refer them to the conversation in the instructions and choose a student to model it with you for the class. Point to the examples circled in their campsites.
 - Students take turns to talk about their campsites.
 - When they have finished, they compare their pictures and check that they have found six more differences correctly.

Extension

- Ask students to turn their pictures face down and remember the seven differences. They can write them down and then check, or do this orally again.

Team Up! 2 Sentence match

Organization: pairs

Useful language: *If Mum sees a bear, she'll be calm and walk away slowly.*

Materials: one copy of the worksheet for each pair

- Give each pair a copy of the worksheet and ask them to cut out the 18 cards. Tell students to keep the light grey cards (the *If* clause) separate from the darker grey cards (the result clause). They shuffle the two sets of cards (still keeping them separate) and place them all face down on the table in two groups: the *If* cards on the left and the result cards on the right.
- Explain that students will take turns to take one card from each group. They read each card, and if they can make a plausible sentence, they say it to their partner and keep the cards. If they can't make a plausible sentence, they put both cards back face down on the table and turn passes to their partner.
- At the end, students count how many cards they have got – the winner is the student with the most cards. Remind students of Unit 5 *Team Up! 4* and the phrases they can use to be a good winner or a good loser and encourage them to use these phrases at the end of their game.

Extension

- Ask pairs to choose three *if* cards and three result cards. For each card, they need to work together to come up with a sentence with a new result or *if* clause.

Team Up! 3 Make a sign for the countryside

Organization: pairs or small groups

Useful language: *I'd like to ... How about ... ? Good idea. You have to / don't have to / must / mustn't / should / shouldn't ...*

Materials: one copy of the worksheet for each pair or group, several A4 pieces of plain paper, pens and pencils for each group

- Give each pair a copy of the worksheet and direct their attention to the places in the box. Explain that they are going to choose a place in the countryside and make a sign with rules and advice for this place. Encourage them to think of a place they have both been to, and to make the decision together. Refer students to the conversation at the top of the worksheet and choose a student to model it with you for the class.
- Once the students have decided on a place in their pairs, they must think about rules and advice for visitors to this place, and write notes in the tables. Remind them of the difference between *rules* and *advice* and elicit the different phrases they use for each. Circulate as they work and help with any language or ideas as necessary.
- Focus on the sign at the bottom of the worksheet. Elicit what features they can see (a title, pictures, two rules and two pieces of advice). Ask students to think about how they would like to design a sign for their place using their notes from activities 2 and 3. Explain that they might not be able to fit all the rules or advice and ask them to consider which are the most important to include. Encourage students to find pictures online or in magazines and cut them out. Alternatively, they can draw pictures from memory.
- Once students have completed their signs, ask for volunteer pairs to present their signs to the class.

Team Up! 4 What should you do?

Organization: pairs

Useful language: *I think (A) is the best advice. I agree. Can we give any better advice? How about ... ? We think you should ...*

Materials: one copy of the worksheet for each pair

- Give each pair a copy of the worksheet. Explain that students are going to read about four different challenges. For each challenge, they will consider two different pieces of advice to resolve the problem. In pairs they consider which piece of advice is best or think of an alternative idea of their own.
- Ask students to read situation 1 (*In the countryside*) and the two suggestions below. Refer students to the conversation at the top of the worksheet and choose a student to model it with you. Ask the class if they agree, and what advice they would give for this challenge. Point

out that there are no right or wrong answers and that each person deals with challenges in a different way.

- Encourage students to read the four challenges and discuss the options, giving reasons why they think one piece of advice is better than another. Students tick option A or B, or write their own advice on the lines.
- Ask pairs to join with another pair and discuss which advice they chose. Read the conversation at the bottom of the worksheet and encourage students to use similar language in their own discussions.

Extension

- Ask students to think of a different challenge. They write the situation on a piece of paper and give it to another group to write advice underneath. Display the challenge / advice papers on the wall for the rest of the class to read.

Team Up! 5 Places for hiking

Organization: groups

Useful language: *Where is (Mount Snowdon)? It's in (Wales).*

Materials: one copy of the worksheet (two pages) for each group

- Ask students to work in groups of four. Give each group a copy of both pages of the worksheet.
- Ask them to cut out the four travel guides in the second page of the worksheet. Students take one section each and read it to themselves.
- Circulate as the students are reading and help with any unknown words.
- Focus on the table on the first page of the worksheet. Point out that there are four mountains / volcanoes and a column for each. Drill the place names so students can speak confidently about each place: Snowdon /'snəʊdɒn/, Kelimutu /kelɪ'mʊtʊ/, Teide /'teɪdɛ/, Kilimanjaro /kɪlɪmən'dʒɑːrɒ/.
- Read aloud the seven questions. Students take turns to ask these questions to another student about the place on their travel guide. Encourage students to make notes in the table.
- Allow students plenty of time to complete the task and encourage them to help each other as much as necessary.
- Once the table is complete, ask students to have a group discussion about where they would like to hike. Read the speech bubbles at the bottom of the worksheet and encourage students to use similar language in their own discussion.

Extension

- Ask students to think of a mountain or volcano in their country, or one that they have read about or seen in a documentary. Encourage them to try to answer the seven questions about their mountain or volcano. If you wish, students could research any details they don't know.

Team Up! 6 (Project) An information leaflet

Organization: groups

Useful language: *How about (Snowdonia National Park)? Good idea. There is / are ... You can get there by ... You might see ... If you (go camping), you'll need to take (a tent).*

Materials: one copy of the first two pages of the worksheet and two copies of the third page for each group, some leaflets of local attractions (optional), several A4 pieces of plain paper, pens, pencils, scissors and glue for each group

The worksheet provides a framework for the students to plan their leaflet if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students prepare for their leaflet via their notebooks.

- Arrange the class into small groups and give each group a copy of the three pages of the worksheet. Make sure that each group has access to the materials listed above.
- Ask students to choose a place they know well in the countryside in your local area. This could be a national park, a waterfall, a beach, a bay, a hill or mountain, a river, a lake, a ski resort, a wood or forest, a castle. If there isn't an obvious area of countryside nearby, the students can either choose a small local park and adapt accordingly (for example, bring a football rather than a tent) or they could imagine a national park in their area and invent details for the park (including the wildlife and general weather conditions).
- If you have any leaflets of local attractions, show them to the class and discuss the features. Encourage students to look at the design of the leaflet as well as the content.
- Focus on the speech bubbles and the *Tip!* box at the top of the first worksheet. Allow them time to write ideas for a place in the box, and to discuss which one they will choose.
- Read the instructions for making and folding the leaflet aloud, and then demonstrate with a piece of A4 paper. Point to each section and say the numbers. Point out the front page (section 1) and the back page (section 6). Read the instructions for the front and back page aloud. Explain that students will choose what to put in sections 2–5 and allow them time to discuss this and make decisions. They can use the ideas on the bottom of the first worksheet, or their own ideas.
- Once they have decided on the topics they wish to include, they can now research any information and write notes for each section on worksheet 2.
- Students discuss the best order for the sections and write their plan on the bottom of worksheet 2. They can also discuss who will write each section.
- Now the students are ready to make their leaflet as a group. Ask students to fold their sheet of A4 paper as shown earlier. In order for each student to be able to write their section at the same time, students can cut out a panel from worksheet 3 and complete it. They then stick their panel on the right place on the folded leaflet.
- Each group takes turns to present their leaflet. 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 Describe the word!

Organization: pairs, groups of three

Useful language: *What does ('space') mean? It's a place where ... It's a thing which you use to ... It's a person who ...*

Materials: one copy of the worksheet for each pair

- Give each pair a copy of the worksheet. Explain that there are eight words in the box (1–8), and eight definitions (a–h) below. They have to match the definitions to each word.
- Allow students time to complete the task. Encourage them to help each other with any unknown words and to discuss their answers. Read the speech bubbles at the top of the worksheet and encourage students to use similar language in their discussions.

ANSWERS

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

- Tell students they are going to play a game. Focus on the instructions, game cards and speech bubbles on the second half of the worksheet. Read the instructions and check students understand them.
- Ask students to cut up the cards. Then put the students into groups of three. Ask them to place their own cards face down in front of them. They take turns to choose a card and describe the word (without showing the picture to their group). If someone in their groups guesses correctly, they keep the card. At the end of the game, the person with the most cards is the winner. Remind students to use the language for being a good winner and good loser previously learned.

Team Up! 2 What could it be?

Organization: pairs, groups

Useful language: *Picture 1 might / may / could be a ... It must / can't be a ... That's right! Sorry, that's wrong.*

Materials: one copy of the worksheet (two pages) for each pair

- Put students in groups of four and then divide each group into two pairs. Give each pair either a *Pair A* or *Pair B* worksheet.
- First, ask students to work in pairs. They look at their pictures and discuss what each one could be using the words in the boxes. Encourage them to discuss all possible options first and then make a decision. They then write two sentences using different modal verbs (*may / might / could* or *must / can't*).
- Ask students to come back together as a group of four. Explain that they have the correct answers for the other pair's pictures at the bottom of their worksheet, and that they are going to listen to their ideas and confirm if they are correct or not. Allow students time to complete the task. Circulate and help with any language as needed.

Team Up! 3 What's in space?

Organization: pairs

Useful language: *What's this? Who's this? This is the (rocket) that is (launching from Earth) in my picture.*

Materials: one copy of the worksheet (two pages) for each pair

- Give each student a copy of worksheet 1, and one copy of worksheet 2 to each pair.
- Students cut out pictures A and B on worksheet 2 and take one each. Set a time limit for students to look at their picture, for example, 1 minute or 30 seconds if you want to make it more challenging. Then ask students to turn their picture face down. Tell them not to look at their partner's picture.
- Pupils return to worksheet 1 and look at it together. Point out that there are eight small pictures, and each shows a person or thing that is from either picture A or picture B on the second worksheet. The students have to recall whether this person or thing was in the picture that they looked at.
- Explain that students take turns to ask the question *What's this?* or *Who's this?* The student who recognizes the person or thing that was in their picture responds with a full sentence containing a relative pronoun (for example, *This is the rocket that is ...*). Focus on the prompts in the box and remind them they can use these to help them make full sentences.
- After they have finished, encourage them to turn over their pictures and check their answers.

ANSWERS

Picture A:

- 2 This is the girl that is using a telescope.
- 3 This is the book that dad is reading.
- 5 This is the engine that is launching the rocket into space.
- 8 This is the rocket that is launching from Earth.

Picture B:

- 1 This is the stew that the crew are eating.
- 4 This is the astronaut that is repairing a solar panel.
- 6 This is the crew that are eating lunch.
- 7 This is the space station that is orbiting the moon.

Team Up! 4 Over the hill

Organization: pairs

Useful language: *What do you think they will see / do / say when ... ? Do they ... ? Yes, that's a good idea. I'm not sure, I think they will ... Let's draw ... Hiro is saying ...*

Materials: one copy of the worksheet for each pair, Student Book 5

If you do not wish to make copies of the worksheet, write questions 1–4 from activity 1 on the board. Students can then follow the procedure below, writing their answers to activity 1 and drawing their extra three pictures for their story in their notebooks.

- Ask students to read the story *The pink planet* on Student Book 5 page 102 again to themselves.

- Give each pair a copy of the worksheet. Pairs complete activity 1 together.
- Explain that they are going to create the next three frames of the story, and they can take the story in any direction they wish. Encourage them to use their imagination and brainstorm lots of creative ideas before deciding on the story plot together.
- Encourage students to look at the pictures in the Student Book story again for reference of how to draw the characters and the landscape. Insist that their ideas are more important than their drawing skills.
- Remind them that the speech bubbles need to be quite short (or they will take up too much room in the frame), so they will have to carefully plan what the characters will say. Allow children time to think of ideas and write notes at the top of the worksheet.
- When they have planned their story, students complete the final three frames together.

Extension

- Display students' story frames around the class. Ask pairs to walk around and look at each other's ideas.

Team Up! 5 Let's go stargazing!

Organization: pairs

Useful language: *What would you like to see? I'd like to see a ... What will the weather be like? I think it will be ...*

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, write the places in the box from activity 1 and the questions 1–6 from activity 2 on the board. Students can then follow the procedure below, planning their stargazing trip in their notebooks.

- Give each pair a copy of the worksheet. Focus students' attention on the title of the worksheet and the glossary definition of *go stargazing*.
- Ask pupils to brainstorm ideas for places to go to for a stargazing trip in your country. Focus on the places in the box and ask students to use some of these ideas in their discussion.
- As a class, discuss what would be good conditions for a stargazing trip: think about the weather (no clouds in the sky), the place (no light pollution from traffic, buildings) and the time (night-time with a dark sky).
- Students complete their plan for the stargazing trip, writing their ideas on the worksheet. Remind students to use the future tense with *will* or *going to*.
- Join pairs into a small group and ask them to tell each other about their plans.

Extension

- Ask students to write an invitation for their stargazing trip, inviting a person of their choice.

Team Up! 6 (Project) A space display

Organization: groups

Useful language: *What information do you know about space? I've learned that ... This is the ... that ...*

Materials: one copy of the worksheet for each group, a large piece of paper, Student Book 5, access to the internet (optional), books or magazines about space (optional), space for children to set up their displays (wall or table space)

The worksheet provides a framework for the students to plan their space display if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students prepare for their display and presentation via their notebooks.

- Arrange the class into groups of four and give each group a copy of the worksheet.
- Ask students to research some interesting information about space. They can use the internet, books, magazines, their Student Book or any existing knowledge they already have.
- Tell students to write notes in the first part of the worksheet. Read the *Tip!* box and remind students about note-taking strategies from Student Book 5 page 16. When they have finished, they should have a group discussion and choose four ideas to include in their display.
- Explain that they are going to plan their display and their presentation. Elicit the difference between a display and a presentation. Focus on the *Display* and *Presentation* boxes on the worksheet, read them aloud and check for understanding.
- Allow students time to prepare their display and their presentation. Circulate and provide assistance as necessary. Help children use the space provided and make their display attractive.
- Each group takes turns to present their display. 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 The Middle Ages Museum

Organization: pairs

Useful language: *My favourite object is the helmet. I'd like to ask, ...*

Materials: one copy of the worksheet for each pair

- Give each pair a copy of the worksheet. Focus on pictures 1–8 and explain that these are the eight objects in The Middle Ages Museum. Elicit words they know for the objects.
- Explain that there are eight labels for the objects, but they have been mixed up. Students should take turns to read each one aloud in their pairs. They then match the label to the correct picture. Then they look at the words in the box and complete the labels with these words. Once complete, they should read them together again and check that the label, description and object all match correctly.

ANSWERS

helmet (2), hut (4), jewellery (5), belt (3), cart (7), oven (8), shoes (6), purse (1)

- Focus on activity 2 at the bottom of the worksheet, and read the speech bubble aloud. Allow students time to discuss the questions and respond to each other in pairs.

Team Up! 2 People from the past

Organization: groups

Useful language: *I know the Vikings used to make amazing boats. Did the Vikings use to ...? Yes, they did. / No, they didn't.*

Materials: one copy of the worksheet (two pages) for each group

- Put students in groups of four and then divide each group into two pairs. Ask students to cut each worksheet in half and take either *Pair A* or *Pair B* sections. Explain that *Pair A* has a table with a picture of two Viking people and a factfile about people in Ancient China. *Pair B* has a table with a picture of two people from Ancient China and a factfile about the Vikings.
- Looking at the picture in their card, encourage students to tell each other facts they already know about these people from the past.
- Each pair then reads their factfile to themselves.
- The two pairs then sit together as a group of four. Refer them to the conversation in the instructions and choose a student to model it with you for the class. Each pair takes turns to ask a question about the people in their card. The pair with the factfile answers the question. The first pair completes that section of their table by ticking or crossing the information and adding any other interesting information.
- Students continue until both pairs have fully completed all four sections in their card.

Extension

- Ask students to discuss which facts surprised them and what they have learned about these different people from the past.

Team Up! 3 It's my life!

Organization: groups or whole-class mingling

Useful language: *How old were you when you started school? I was five years old when I started school.*

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 complete. Students can then do the task following the procedure below.

- Give each student a copy of the worksheet. Ask students to look at the sentences in the left-hand column of their table and complete them using the words in the box. Then they should add one more activity to the table.

ANSWERS

1 started 2 learning 3 studying 4 to go 5 to live
6 to get 7 to travel 8 Students' own answers

- Tell students that they are going to interview three different classmates. They write the name of each person they interview at the top of each column. They then interview each other and write notes in the correct cell in the column. Remind the students about strategies they have already learned for note taking.

Extension

- Students take their worksheet home and interview a family member, writing notes on the back of the worksheets for each question. The next day, ask volunteers to tell the class about the life events of their family members.

Team Up! 4 Brave people

Organization: groups

Useful language: *Who did you read about? I read about Jacques Cousteau. What did he do that was important? Why was he brave?*

Materials: one copy of the worksheet for each group

- Put students into groups of four and give each group a copy of the worksheet. Focus on activity 1 and ask them to read and circle the correct answers.

ANSWERS

1 difficult 2 dangerous 3 haven't 4 are 5 help
6 teach

- Ask students to cut out the four profiles and take one each. Allow time for students to read their profile quietly to themselves. Circulate and assist with any unknown words.
- In groups of four, students take turns to ask and answer the questions about their profile person.

Extension

- Ask children to discuss in their groups any things that they do or have done that were brave. Refer them back to the sentences in activity 1 as prompts.

Team Up! 5 A holiday with history

Organization: pairs

Useful language: *The first question is ... The castle is really old. Yes, good idea. They should ...*

Materials: one copy of the worksheet for each pair

- Give each pair a copy of the worksheet. Focus on the text and elicit what kind of text it is (an email). Ask students how they know this, and which features helped them to answer.
- Ask students to read the email, silently on their own. Students read the email again with their partner to find and underline five questions.

ANSWERS

Students underline the questions:

Where is a good place for us to visit?

How old is this place?

What can we do or see there?

Is there a car park and a café?

... when is the quietest time to visit?

- Students write the questions in the table in activity 2. They then answer the questions and write notes in the second

column in the table. They should discuss the questions in relation to a place in their own country.

- Students write an email to Luka and Zoe which answers their five questions with their own ideas. Remind students that they need to turn their notes into full sentences. If they wish, students can write a draft version in their notebook before writing a final version in the space on their worksheet. Remind them to check their work for any spelling or grammar mistakes.

Extension

- Ask pairs to swap their email with another pair and read it. Students tell the other pair what they like about their email.

Team Up! 6 (Project) A quiz about life in the past

Organization: groups

Useful language: *I enjoyed learning about life in the Middle Ages. Can we choose that topic for our quiz? Did Amelia use to be a nurse? I think the answer is 'Yes, she did.'*

Materials: one copy of the worksheet (two pages) for each group, access to the internet (optional), books about the past

The worksheet provides a framework for the students to plan their quiz if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students prepare for their quiz via their notebooks.

- Arrange the class into small groups and give each group a copy of the two pages of the worksheet.
- Focus on activity 1 and the list of historical topics from this unit. Explain that as a group they must choose two topics from the list. Encourage students to listen to each other and make the decision together.
- Then focus on activity 2 and the list of other historical topics. Explain that as a group they must choose another two topics (not from Unit 9) – they can use any from the list provided, or ideas of their own. If you wish, you can brainstorm some ideas on the board with the whole class.
- Once each group has decided on four topics, they need to think of two questions for each topic. Focus on activity 3. Read the examples and explain how to form a quiz question. Do some examples on the board as a class.
- Allow student time to complete their quiz and write it on the second worksheet. Explain that they should complete the *Topic* and *Questions* columns only and leave the *Answers* column blank. Ask students to write their answers in their notebook for use later. Circulate and help with any language issues if necessary.
- Once all groups have completed their quiz, ask them to write their names on the back of the worksheet. Collect and shuffle the quizzes, and then hand them out to a different team. They should write their names at the top of the quiz sheet and their answers in the *Answers* column.
- Once they have finished, redistribute the quiz sheet back to the original groups to mark (with a tick or cross), and then back to the second group to see what mark they got for each answer.

Extension

- Ask individual students (or pairs) to write one quiz question and the answer on a piece of paper. Collect them and conduct a whole-class quiz with the questions. Students write their answers in the notebooks. Read out the answers for students to mark their choices.

Unit 10

Team Up! 1 How do you feel when ...?

Organization: pairs

Useful language: *How do you feel when (you walk in the rain)? I feel really happy when ... I feel a bit annoyed when ...*

Materials: one copy of the worksheet for each student

- Give each student a copy of the worksheet. Focus on the table in activity 1. Ask them to decide if the words in the box are adverbs or adjectives and write them in the correct column. Encourage pairs to discuss any words they are not sure of. When they have finished, discuss which are the strongest adverbs and elicit a list from strongest to weakest.
- Students work individually to complete activities 2 and 3. Explain that there are no right or wrong answers; this is about their own feelings and all answers are valid. Remind students to use an adverb with an adjective, and not to write full sentences. Explain that they think of their own activities for 7 and 8. They draw a picture of the activity and write the adverb + adjective underneath.
- Students ask and answer questions about how they feel in the activities in the chart. Model the dialogue in the speech bubbles with a volunteer.

Team Up! 2 Phone messages

Organization: pairs

Useful language: *What did the (mayor) say? He said (he was excited ...). What did my (teacher) say? She said (the students needed to download ...).*

Materials: one copy of the worksheet (two pages) for each pair

- Give each pair a copy of the two pages of the worksheet. Explain that they should take one worksheet each and not show their worksheet to their partner.
- For activity 1, students work individually. Each student looks at the four pictures and reads the speech bubbles. They write what was said in reported speech on the lines below.

ANSWERS

Student A:

- 1 She said the students needed to download the homework.
- 2 He said he had tickets for a musical.
- 3 She said she was picking strawberries with her friend.
- 4 They said they were buying cheap hats for their party.

Student B:

- 1 He said he was excited about the street party.
- 2 He said the weather was warm in Italy.
- 3 They said they were repairing their bikes.
- 4 She said she was planting flowers in her garden.

- Students now work in pairs. Explain that a person has phoned to speak to them when they weren't available. Their family wrote down the message, but a word is missing from each message. Their partner knows the missing word for each message. Check that students understand the concept of taking a phone message for someone else, and if necessary demonstrate or explain why this might happen and how it works.
- Students read their phone messages. Each one has an ink blot that obscures one word. They take turns to ask their partner about what each caller said and write the obscured word on the line. Refer them to the conversations in the instructions and choose a student to model them with you for the class, pointing to the example answers each time.

ANSWERS

Student A:

- 1 excited
- 2 warm
- 3 repairing
- 4 flowers

Student B:

- 1 download
- 2 musical
- 3 picking
- 4 cheap

Team Up! 3 Planning an event

Organization: pairs

Useful language: *Is it a boy or a girl? What's she doing on (Monday)? It's ...*

Materials: one copy of the worksheet for each pair

- Give each pair a copy of the worksheet and allow them time to look at it. Point out that there are 12 children, and they each have an activity planned for three days. Elicit what the days are (Monday, Tuesday, Wednesday).
- Focus on the instructions and read them aloud. Model the dialogue with a volunteer and check that everyone understands how to play the game.
- Allow students time to play the game in pairs.

Extension

- Students can play a different game in groups of three, using the same worksheet. They take turns to choose a name secretly and say what they're doing. For example, Student A chooses *Fred* and says: *I'm going to a street party in the morning. I'm building a stage in the afternoon. I'm telling jokes at the party.* Students B and C rush to find the name and call it out. The first to call out the name wins a point.

Team Up! 4 Our community

Organization: pairs

Useful language: *Who is important to you? My (dad) is important to me. I sometimes make breakfast for my dad. My dad often plays games with me.*

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 read, and draw the table in activity 3 for students to copy into their notebooks. Follow the procedure outlined below.

- Give a copy of the worksheet to each pair. Focus on the mind map in activity 1. Read aloud the words in the central circle and each of the circles around it.
- Check that students understand the concept of a mind map and how it is used. Ask students to discuss in pairs who is important to them. Encourage them to use the categories to think of different people that are important to them.
- Ask students to discuss how people in the community care for them. Then ask them to think about how they care for other people. Students discuss and write notes in the table in activity 3.

Extension

- Students think of one thing each that they are going to do for someone else within the next week and share this with their partner.

Team Up! 5 Let's be volunteers!

Organization: groups

Useful language: *What will you do as a volunteer for this job? I will rescue sick animals. Which volunteering job would you like to do? I'd like to ...*

Materials: one copy of the worksheet (two pages) for each group

- Put students into groups of three. Give each group a copy of both pages of the worksheet. Ask students to cut out the volunteer adverts on page 2 of the worksheet and take two each. Each student then reads their advert and chooses the one they like best, putting aside the other advert.
- In groups, students take turns to ask each other questions about the volunteer job, using the questions in the left column of the table on page 1 of the worksheet. Read the questions with the class and check they understand them all.
- Allow students time to ask each other questions and write notes in the table.
- Finally, ask students to discuss which volunteering job they would each prefer to do. Model the speech bubbles at the bottom of the page with a volunteer.

Team Up! 6 (Project) A community event

Organization: groups

Useful language: *Let's choose How about ... ? Good idea! When will we have our event? What food will we have? What else do we need to plan?*

Materials: one copy of the worksheet (two pages) for each group

The worksheet provides a framework for the students to plan their community event if you haven't got a lot of time. Alternatively, to increase the opportunity for creativity, the students plan their event via their notebooks.

- Put students into small groups and give each group a copy of both pages of the worksheet.

- Focus on activity 1 and read aloud the dictionary definition of a *fundraiser*. Read the examples aloud and elicit any more ideas. If appropriate, remind them of any recent fundraising events in your community or at your school. Have a class discussion about why it is important to make plans for an event in advance, what could go wrong and things to be aware of.
- Explain that the students are going to plan an imaginary event and then present their ideas to the class. First, students decide on the type of event in activity 1. They then discuss what the event will consist of in their groups and make notes in the table in activity 2.
- When they have completed their notes, they then need to decide who is going to do which job. Explain that they should complete the task list on worksheet 2 by deciding who is going to do which task and when they will do it.
- When complete, students prepare their presentations about their event. Remind them of the presentation tips on the *Let's Present!* poster.
- Each group takes turns to present their event. If you have a large class, you may prefer to put groups of students together to present their events to each other.