

Unit 1

Team Up! 1 Guess the job!

Organisation: pairs

Useful language: job words

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

- Students cut out all the cards on the worksheet and place them face down.
- Ask two students to model the dialogue for the class.
- Students take turns to choose a card. They mime and give a clue for their partner to guess the job. If the student guesses correctly, they keep the card. The first student to get five cards wins the game.

Team Up! 2 Race to match!

Organisation: groups of 3 or 4

Useful language: phrases for decisions and offers

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

If you do not wish to make copies of the worksheet, write the sentences on the board. Then ask groups to cut out 16 squares from a sheet of paper and copy one sentence onto each square.

- Students cut out all the cards on the worksheet.
- Model how to play the game by reading the example sentence aloud.
- Students place the cards face up. They take turns to find the matching pairs of sentences.
- The student to find the most matching pairs of sentences wins the game.

Team Up! 3 What are you doing at the weekend?

Organisation: individual work and pairs

Useful language: *be going to* for future with present continuous and present simple plans

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

If you do not wish to make copies of the worksheet, write the tables on the board and ask students to copy them onto a sheet of paper.

- Ask two students to model the dialogue for the class.
- Students first complete their diary individually and then work in pairs to ask about their partner's plans. They write their partner's plans in the second table.
- Ask students to look at their diaries and choose an activity to do together.

Team Up! 4 Test your instincts!

Organisation: pairs

Useful language: story value

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheets, you can write the questionnaire on the board for students to copy onto a sheet of paper or in their notebooks.

- Tell students to read the questionnaire and ask if there are any words they don't understand. They then complete the questionnaire.
- Ask two students to model the dialogue for the class.
- Students take turns to ask and answer the questions using the model dialogue.
- Ask students to think of a time when they had to trust their instincts and discuss with their partner.

Team Up! 5 Careers fair

Organisation: pairs

Useful language: jobs and skills

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

- Ask one student in each pair to raise their hands and nominate them as Student A and the other student as Student B. Ask students to cut the worksheet along the dotted line.
- Tell students to read their adverts and then ask and answer the questions with their partner.

Team Up! 6 (Project) My dream job

Organisation: small groups

Useful language: vocabulary and grammar from the unit

Materials: one copy of the worksheet for each group, coloured pens and pencils, glue, a computer and printer, scissors

If you do not wish to make copies of the worksheet, give each group a blank sheet of paper. Write the questions from the worksheet on the board and ask students to copy them onto the paper.

- If students are watching the video, they follow the instructions in the *Project* video to do their presentation.
- In groups, students brainstorm their dream jobs. They then choose one dream job and research it online.
- Students draw or glue a picture of their dream job on the worksheet and then answer the questions.
- Each group decides what they will say for the presentation. Students then practise their presentation before performing it for the class.

- Walk around the classroom as students practise, helping with language where necessary and ensuring that each student contributes to the presentation.

Unit 2

Team Up! 1 What's the matter?

Organisation: pairs

Useful language: *allergy, ankle, heart, neck, painful, rash, shoulder, sprain, wound, wrist*

Materials: one copy of the worksheet for each pair, scissors, a counter for each student (this could be an eraser or any other small object)

- Ask students to cut out all the picture cards and game board on the worksheet.
- Students place the cards face down in the middle of the game board. They can use erasers or any other small items as counters.
- Ask two students to model the dialogue for the class.
- Students take turns to pick up a card and say what's the matter. If a student guesses correctly, they move forward one space on the game board. If they can't answer, or they answer incorrectly, then they don't move.

Team Up! 2 At the doctor's

Organisation: pairs

Useful language: *ought to / ought not to* and question tags

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

If you do not wish to make copies of the worksheet, copy the table onto the board and ask a member from each group to copy it onto a sheet of paper.

- Students read the information in the chart.
- Ask two students to model the dialogue for the class.
- Students take turns to ask and answer the questions about health problems.

Team Up! 3 Matching game

Organisation: pairs

Useful language: health and safety; the causative

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

- Ask students to cut out all the cards.
- Ask two students to model the dialogue for the class.
- Students take turns to talk about and match the pictures to the sentences.

Team Up! 4 Jenny's blog

Organisation: pairs

Useful language: story value

Materials: one copy of the worksheet for each pair

- Students read the notes and use them to complete Jenny's blog.

ANSWERS

Jenny, vet, jaguars, rainforest, wildlife centre
big cat, swimming, biggest, spots, animal

Team Up! 5 World Health quiz

Organisation: pairs

Useful language: illnesses and injuries

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, copy the quiz and answers onto the board and ask students to copy these onto a sheet of paper.

- Students read and complete the quiz. They then discuss traditional medicine in their country.

ANSWERS

1 a 2 b 3 c 4 b 5 a 6 a 7 c

Team Up! 6 (Project) A first aid guide

Organisation: small groups

Useful language: vocabulary and grammar from the unit

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

If you do not wish to make copies of the worksheet, copy the template onto the board and ask a student from each group to copy it onto a sheet of paper.

- If students are watching the video, they follow the instructions in the *Project* video to make their first aid guide.
- Explain to students they are going to work together to make a first aid guide and present it to the class.
- Ask each group to use the worksheet to prepare their first aid guide. They cut out the worksheet and fold along the fold lines to create the guide.
- In groups, students think of different injuries and illnesses and decide which to put in their first aid guide.
- Students write what they think they ought to do to treat each illness / injury.
- Students then present their first aid guide to the class.

Unit 3

Team Up! 1 What's different?

Organisation: pairs

Useful language: at the airport

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

- Ask students to cut the worksheet in half and each student in the pair takes one half.
- Ask two students to model the dialogue for the class.
- Students look at their worksheets and take turns to describe the airport to their partner. They then try to find six differences between the two pictures.

SUGGESTED ANSWERS

Student / Picture A

Gate 8, departing to London, people arriving, a woman is putting her bag through security, the man is in the metal detector, a family is standing at a check-in desk, the airline is called Go Air

Student / Picture B

Gate 22, departing to Lisbon, plane departing, the man is not in the metal detector he is in the queue, a man and a woman are standing at a check-in desk, the airline is called Fly Me

Team Up! 2 What's been happening?

Organisation: pairs

Useful language: present perfect continuous with time expressions

Materials: one copy of the worksheet for each pair, scissors, a counter for each student (this could be an eraser or any other small object)

- Ask students to cut out all the cards and place them face down in the middle of the game board. They can use erasers or any other small items as counters.
- Ask two students to model the dialogue for the class.
- Students then take turns to choose a card, look at the picture and say what's been happening.
- If they answer correctly, they move forward one space.
- If they can't answer or get the answer wrong, they stay where they are on the board.

Team Up! 3 Holiday Time!

Organisation: pairs

Useful language: holiday activities; present perfect continuous questions

Materials: one copy of the worksheet for each pair

If you do not wish to make copies the worksheet, ask students to refer back to their Student Books for the song. They can sing the song again and then write two new verses.

- Ask students to sing the *Holiday Time!* song again.
- Students then write two new verses for the song.
- When they have finished, invite different pairs to sing the new verses for the class.

Team Up! 4 Problem maze

Organisation: pairs

Useful language: story value

Materials: one copy of the worksheet for each pair

- Ask students to take turns to read the problems and suggest solutions to move through the maze.

Team Up! 5 National Parks factfile

Organisation: groups of 4

Useful language: national parks, animals and activities

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

- Ask students to cut out the information cards. Each student in the pair takes a card.
- Ask two students to model the dialogue for the class.
- Students read the information on their cards. They take turns to ask and answer the questions for their factfile.

Team Up! 6 (Project) Travel game

Organisation: groups of 4

Useful language: vocabulary and grammar from the unit

Materials: one copy of the worksheet for each group, scissors, a counter for each student (this could be an eraser or any other small object)

- If students are watching the video, they follow the instructions in the *Project* video to make and play their game.
- Explain to students that are going to make and play a board game about travel.
- Ask students to cut out all the cards and make their spinner. They can use erasers or any other small items to use as counters.
- Go through the instructions as a class. Explain that *W* means *word* and *G* means *grammar*.
- Once the game is assembled, students can play their game.

Unit 4

Team Up! 1 Art exhibition

Organisation: pairs

Useful language: *collage, exhibition, frame, installation, landscape, mobile, mural, portrait, sculpture, sketch*

Materials: one copy of the worksheet for each pair

- Ask two students to model the dialogue for the class.
- Students take turns to look and describe the type of art they see in the exhibition.

Team Up! 2 What would you do?

Organisation: pairs

Useful language: second conditional

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, write the sentence starters from the worksheet on the board. Then ask one student from each pair to write them on a sheet of paper.

- Ask two students to model the dialogue for the class.
- Students read the questionnaire and take turns to ask and answer the questions.

Team Up! 3 Copy cat art

Organisation: pairs

Useful language: second conditional questions

Materials: two copies of the worksheet for each pair, coloured pens and pencils

If you do not wish to make copies of the worksheet, copy the prompts from the worksheet on the board. Then ask students to copy the prompts in their notebooks. Students can draw the art on a sheet of paper.

- Ask two students to model the dialogue for the class.
- Students think about a piece of art and make notes about it.
- Students then write second conditional questions to ask their partner to find out what art their partner is thinking about.
- Students take turns to ask and answer the questions.
- Students draw their partner's piece of art to check their answers.

Team Up! 4 The feelings wheel

Organisation: pairs

Useful language: story value

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

If you do not wish to make copies of the worksheet, draw the wheel and write the text on the board and ask students to copy this on a sheet of paper.

- Ask two students to model the dialogue for the class.
- Students take turns to read the situations and say how they think the people feel. They choose a colour to match the feeling and colour the feelings wheel accordingly.

Team Up! 5 Art factfile

Organisation: groups of 3

Useful language: types of art and descriptions

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, copy the table for the factfile on the board and ask a member from each group to copy it onto a sheet of paper.

- Ask two students to model the dialogue for the class.
- In groups, students make a list of art from their country. They have a vote to choose a work of art and they then complete the factfile.
- Invite groups to present their art to another group.

Team Up! 6 (Project) Art exhibition brochure

Organisation: groups of 4

Useful language: vocabulary and grammar from the unit

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

- If students are watching the video, they follow the instructions in the *Project* video to make their brochure.
- Explain to students that they are going to work together to make a brochure for an art exhibition.
- Students use the internet to research different art gallery brochures. Each group notes the layout, features and information used in the brochures.
- In groups, students decide what kind of art they would like to have in their exhibition. They then research the artists and their work.
- Students use the internet to find pictures of the artwork they will include in their exhibition, or they can draw their own pictures. They then write a description of each artwork.
- Ask each group to use the worksheet to prepare their brochures. They cut and fold the brochure as shown on the worksheet.
- Invite groups to present their brochure to the class.

Unit 5

Team Up! 1 Our favourite music survey

Organisation: whole class

Useful language: *classical, country, folk, jazz, pop, rock*

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, copy the table for the survey on the board and ask students to copy it onto a sheet of paper. Students can draw their bar charts under their table.

- Students ask and answer the questions in the survey with their classmates. They then record the results in the chart.
- Students use the results to draw a bar chart.

Team Up! 2 Change of plan!

Organisation: pairs

Useful language: *was / were going to*

Materials: one copy of the worksheet for each pair, a counter for each student (this could be an eraser or any other small object)

- Students cut out all the cards and place them face down in the middle of the game board. They can use erasers or any other small items as counters.
- Ask a student to read the example sentence aloud.
- Students take turns to choose a card and make a sentence with *was / were going to*, using the ideas in the box. If they make a correct sentence, they move forward one space on the game board. If they can't make a sentence, or they make an incorrect sentence, they do not move on the board.

Team Up! 3 Star interview

Organisation: groups of 4

Useful language: *was / were going to*

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, write the prompts on the board for groups to copy onto a sheet of paper. Students then cut out each sentence to make the cards.

- Students sit in a circle so there is someone to the right of each student. They then cut out all the cards from the worksheet and place them face down in the middle of the circle.
- Ask a group to model the dialogue for the class.
- Students take turns to choose a card and make an interview question with *was / were going to*. The player sitting to their right answers with *Yes, I was* or *No I wasn't*. If the student asks the question correctly, they keep the card.
- Students take turns asking and answering the questions around the circle.
- The first student to have five cards, wins the game.

Team Up! 4 Facing challenges

Organisation: pairs

Useful language: story value

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, write the challenges on the board and ask students to copy onto a sheet of paper.

- Ask two students to model the dialogue for the class.
- Students take turns to read the situations and give advice.

Team Up! 5 Music factfile

Organisation: groups of 3

Useful language: types of music and descriptions

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, copy the table for the factfile on the board and ask a member from each group to copy it onto a sheet of paper.

- Ask a group to model the dialogue for the class.
- In groups, students think about and discuss traditional music in their country. They then make notes about the music to create a factfile.
- Students compare the two types of traditional music with another group.

Team Up! 6 (Project) Our band

Organisation: groups of 4

Useful language: vocabulary and grammar from the unit

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

If you do not wish to make copies of the worksheet, copy the prompts from the worksheet on the board and ask groups to copy onto a sheet of paper.

- If students are watching the video, they follow the instructions in the *Project* video to make their factfile and poster.
- Explain to students that they are going to make a factfile and a poster about their band.
- Ask students to use the worksheet to help them make their factfile and poster. Students think about and complete the information about their band on the worksheet.
- Students draw their band and design a poster for the band.
- Invite groups to present their factfile and poster to the class.

Unit 6

Team Up! 1 How do you make ice cream?

Organisation: groups of 3

Useful language: science words

Materials: one copy of the worksheet for each group

- Ask a group to model the dialogue for the class.
- In groups, students look and write the instructions for making ice cream using the words in the box.
- Students compare their instructions with another group.

SUGGESTED ANSWER

First, add the cream to the milk.
 Next/Then, stir the cream and the milk.
 Then/Next, heat/boil the cream and the milk.
 Next/Then, crack the eggs into the bowl and stir.
 Then/Next, add the cream and milk to the eggs.
 Next/Then, mix them together.
 Then/Next, pour the mixture into the tray.
 Next/Then, freeze the mixture.
 Finally, when the ice cream is solid, serve it!

Team Up! 2 Famous scientists

Organisation: pairs

Useful language: present simple passive and past simple passive

Materials: one copy of the worksheet for each pair

- Students read the profiles and take turns to ask and answer the questions to complete the profiles.

ANSWERS

- 1956
- the first black woman to travel into space
- a place at Stanford University to study chemical engineering
- to take part in a NASA training programme
- Mae's mother

- Marie Curie
- the Sorbonne University in Paris
- Pierre Curie
- polonium and radium
- twice

Team Up! 3 Great inventions

Organisation: pairs

Useful language: present perfect passive

Materials: one copy of the worksheet for each pair

- Students cut out all the cards and place them face up. They then match the inventors with their inventions.

Team Up! 4 Take responsibility!

Organisation: pairs

Useful language: story value

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, write the situations on the board for students to copy onto a sheet of paper.

- Ask a student to read the example sentence aloud.
- Students read the situations and discuss how they would take responsibility for each one.

Team Up! 5 An amazing invention

Organisation: groups of 3

Useful language: science and inventions

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, copy the text for items 1 and 2 of the worksheets on the board and ask groups to copy it onto a sheet of paper. They then draw their invention below their notes.

- Ask a student to read the example sentence aloud.
- Students think about and design an invention. They then answer the questions about their invention.
- Ask students to draw their invention and then present it to the class.

Team Up! 6 (Project) Our volcano experiment

Organisation: groups of 4

Useful language: vocabulary and grammar from the unit

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

- If students are watching the video, they follow the instructions in the *Project* video to plan and present their experiment.
- Explain to students that they are going to plan and present an experiment.
- First, students look at the pictures and write the materials / items they need for their experiment. They then draw the items in the box.
- Students think about how to keep the experiment safe and complete the sentence.
- Students then cut out the strips and put the steps in the correct order to complete the experiment.
- Groups decide what each student will say in the presentation. Allow students time to practise their presentation.
- Invite groups to present their experiment to the class.

ANSWERS

oil, flour, salt, water, vinegar, washing up liquid, food colouring, baking soda
 Students' own drawings
 Lab coats, eye goggles

Step 1: We mixed six cups of flour, two cups of salt, two cups of water, and four tablespoons of cooking oil in a bowl.

Step 2: We put a plastic bottle on a piece of cardboard.

Step 3: We pushed the mixture into the shape of a volcano around the bottle.

Step 4: We carefully put warm water into the bottle.

Step 5: We added some food colouring.

Step 6: We added some washing up liquid.

Step 7: Then we added two tablespoons of baking soda.

Step 8: Finally, we put the vinegar into the bottle.

Step 9: Our volcano erupted!

Unit 7

Team Up! 1 A fashion show

Organisation: pairs

Useful language: *clothes*

Materials: one copy of the worksheet for each pair

- Ask two students to model the dialogue for the class.
- Students look at the fashion show and describe what they can see.
- Students describe their own fashion show and then present it to the class.

Team Up! 2 Relative clause maze

Organisation: groups of 3

Useful language: relative clauses

Materials: one copy of the worksheet for each group

- Ask a group to model the dialogue for the class.
- Students look and find the relative clauses in the maze.
- The first group to find five correct sentences and get through the maze, wins the game.

ANSWERS

Thomas Edison – light bulb
William Bourne – submarine
Blaise Pascal – calculator
Ivan Sutherland – virtual reality
Chuck Hull – 3D printer
Alessandro Volta – battery

Team Up! 3 Smart shopping survey

Organisation: whole class

Useful language: shopping words and reflexive pronouns

Materials: one copy of the worksheet for each student

If you do not wish to make copies of the worksheet, copy the table for the survey on the board and ask students to copy it onto a sheet of paper.

- Students ask and answer the questions with their classmates. They record the names of the students who answer *Yes* to the questions.
- Ask a confident student to read the example sentence aloud.
- Students take turns to share their results with the class.

Team Up! 4 Your talents questionnaire

Organisation: Individual work and pairs

Useful language: story value

Materials: one copy of the worksheet for each student

- Students read and answer the questions on the questionnaire about themselves.
- Students then work in pairs to check and talk about their results.

Team Up! 5 A leaflet for a shopping centre

Organisation: pairs

Useful language: shopping and entertainment

Materials: one copy of the worksheet for each pair, a computer

- Students read and answer the questions in the leaflet.
- They think about, or research online, a shopping centre they would recommend in their own country and answer the questions about it.

ANSWERS

- 1 Students' own answers.
- 2 1 Manchester (in Europe)
2 The Great Hall Staircase was made to look like Titanic, the food hall looks like a big ship.
3 There is a cinema, a laser quest arena, mini golf, bowling, Legoland, and the Sea Life aquarium, where you can see thousands of sea animals.
- 3 Students' own answers.

Team Up! 6 (Project) Shopping game

Organisation: small groups of 3 or 4

Useful language: vocabulary and language from the unit

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

- If students are watching the video, they follow the instructions in the *Project* video to make and play their game.
- Explain to students that they are going to make and play a shopping game.
- Ask students to use the worksheet to help them make their shop.
- Students design clothes to put in their shop. They look at the clothes and colour them in. They cut out the clothes cards.
- Students decide on the prices for each item of clothing and make the price tags.
- Students stick the clothes, price tags and labels in the shop window.
- Students play the shopping game, taking turns to buy and sell items of clothing in the shop.

Unit 8

Team Up! Our planet crossword

Organisation: pairs

Useful language: weather and natural disaster words

Materials: one copy of the worksheet for each pair

- Students read the clues and complete the crossword puzzle.

ANSWERS

Across: 2 drought 6 volcanic eruption 7 earthquake
8 sunset 9 sunrise 10 blizzard
Down: 1 flood 3 hurricane 4 thunderstorm
5 continent

Team Up! 2 A day to remember!

Organisation: pairs

Useful language: past perfect

Materials: one copy of the worksheet for each pair

- Students cut out all the pictures. They then read the story and put the pictures in the correct order.

Team Up! 3 An email from Australia

Organisation: pairs

Useful language: places around us and past perfect questions

Materials: one copy of the worksheet for each student

- Students ask and answer questions to complete the email.

Team Up! 4 Next time you should ...

Organisation: pairs

Useful language: story value

Materials: one copy of the worksheet for each pair

- Ask a student to read the example sentence aloud.
- Students read the problems on the worksheet page and take turns to give advice.

Team Up! 5 A national park factfile

Organisation: pairs

Useful language: national parks, scenery and landscapes

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, copy items 1 and 2 and the table for the factfile on the board and ask a member from each pair to copy it onto a sheet of paper.

- Ask a student to read the example sentence aloud.
- Students think about a national park in their country and make notes about things you can see and do there. Students then complete the factfile.
- Students describe the national park to another pair.

Team Up! 6 (Project) A quiz about our country

Organisation: groups of 3 or 4

Useful language: vocabulary and grammar from the unit

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

If you do not wish to make copies of the worksheet, write the topics and question on the board and ask a member of each group to copy onto a sheet of paper. Students can then cut out the topic and question cards.

- If students are watching the video, they follow the instructions in the *Project* video to make their quiz.

- Explain that they are going to make a quiz about their country. Go through the example sheet with the class.
- In groups, students choose the topics they want include in their quiz. Students think of questions based on these topics and check that they know the answers. They can find photos or draw pictures to add to their question cards.
- Students complete the question cards, cut them out and then swap their quiz with another group.

Unit 9

Team Up! 1 Where do leopards live?

Organisation: pairs

Useful language: animal words

Materials: one copy of the worksheet for each pair

- Students cut out the cards and place them face down in two piles. They put the animals pile on the left and the habitat pile on the right.
- Ask two students to model the dialogue for the class.
- Students take turns to choose an animal card and a habitat card and see if they match. If the cards match, the student keeps the cards. If they don't match, the student puts the cards at the bottom of each pile.
- The winner is the student with the most cards at the end of the game.

Team Up! 2 Let's take a tour!

Organisation: pairs

Useful language: reported speech statements

Materials: one copy of the worksheet for each pair

- Ask one student in each pair to raise their hands and nominate them as Student A and the other student as Student B. Ask students to cut the worksheet along the dotted line.
- Students take turns to read their tours aloud for their partner to listen and complete the sentences using the words in the box.

Team Up! 3 Chain quiz

Organisation: groups of 3 or 4

Useful language: reported speech statements

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

- Each student is assigned A, B or C.
- Ask a group to model the dialogue for the class.
- Students choose a coloured pencil for their group.
- Read the instructions with students.
- Student A starts by choosing a number on the game board. Student B whispers the question in the hexagon to student C. Then student C reports the question to student A and then checks if the answer is correct. If the answer is correct, then student A colours in the hexagon.
- If the answer is incorrect, another student in the group chooses a number on the game board.

- The aim of the game is to colour in a row of hexagons in the group's chosen colour.

ANSWERS

- 1 yes
- 2 no
- 3 yes
- 4 no
- 5 yes
- 6 the Arctic
- 7 yes
- 8 squid, octopus
- 9 Seagulls live near the sea, their feathers are white, and their beaks are long and narrow. Parrots live in forests, they have colourful feathers, and their beaks are short and fat.
- 10 no
- 11 deer
- 12 yes
- 13 snakes, lizards, reptiles
- 14 China
- 15 yes

Team Up! 4 Don't give up!

Organisation: pairs

Useful language: story value

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, copy items 1, 2, and 3 on the board and ask a member from each pair to copy it onto a sheet of paper.

- Ask a student to read the example sentence aloud.
- In pairs, students think of a goal they want to achieve and make notes on how they will achieve it. They write what problems they will face. They then think and write how they will overcome any problems to achieve their goals.

Team Up! 5 Animal factfiles

Organisation: pairs

Useful language: animals features and behaviour

Materials: one copy of the worksheet for each pair

- Ask one student in each pair to raise their hands and nominate them as Student A and the other student as Student B. Ask students to cut the worksheet along the dotted line.
- Students read their fact files and take turns to ask and answer the questions. They write the answers to the questions on the worksheet.

Team Up! 6 (Project) Animal sanctuary poster

Organisation: groups of 3 or 4

Useful language: vocabulary and grammar from the unit

Materials: one copy of the worksheet for each group, scissors, glue, a computer, coloured pencils

If you do not wish to make copies of the worksheet, write the question prompts from the worksheet on the board and ask a member from each group to copy the prompts onto a sheet of paper.

- If students are watching the video, they follow the instructions in the *Project* video to make their poster.
- Explain to students that they are going to make a poster about an animal sanctuary.
- Ask students to use the worksheet to help them make their poster.
- Students then complete the worksheet with information about the animal in their sanctuary.
- They use the information to make a poster. Students can look for photos of the animal and their habitat or draw their own pictures to put on the poster.
- Groups decide what each student will say in the presentation. Allow students time to practise their presentation.
- Invite groups to present their posters to the class.

Unit 10

Team Up! 1 What's different?

Organisation: pairs

Useful language: celebration words

Materials: one copy of the worksheet for each pair

- Ask one student in each pair to raise their hands and nominate them as Student A and the other student as Student B. Ask students to cut the worksheet along the dotted line.
- Ask two students to model the dialogue for the class.
- Students take turns to describe their pictures to their partner. They look for six differences between the pictures.

Team Up! 2 Matching race

Organisation: groups of 4

Useful language: third conditional statements

Materials: one copy of the worksheet for each group

- Students cut out all the cards.
- Ask a group to model the dialogue for the class.
- Groups play *Matching race* to match the situations to the third conditional sentences.
- The first group of students to match all the sentences, wins the game.

SUGGESTED ANSWERS

Student / Picture A

daytime, lanterns in the sky, a circus, three women dancing, a bullseye game with prizes, no people entering the carnival

Student / Picture B

night time, fireworks in the sky, no circus, four performers/acrobats, a face painting stall, eight people entering the carnival

Team Up! 3 Personality quiz

Organisation: pairs

Useful language: adjectives and prepositions

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, copy the table for the factfile onto the board and ask a member from each pair to copy it onto a sheet of paper.

- Students cut out all the cards.
- Ask two students to model the dialogue for the class.
- In pairs, students ask and answer the questions in the personality quiz.
- Invite pairs to describe their partner's personality for the class.

Team Up! 4 Let's work together

Organisation: groups of 8 to 10

Useful language: story value

Materials: one copy of the worksheet for each group

If you do not wish to make copies of the worksheet, write the question prompts and the table on the board and ask a member from each group to copy them onto a sheet of paper.

- Ask a group to model the dialogue for the class.
- In groups, students plan an end-of-year celebration for their school. They use the questions on the worksheet to make notes.
- Students plan tasks and set deadlines. They then divide the tasks within their group.

Team Up! 5 A special festival

Organisation: pairs

Useful language: festivals, types of events and activities

Materials: one copy of the worksheet for each pair

If you do not wish to make copies of the worksheet, copy the table onto the board and ask a member from each pair to copy it onto a sheet of paper.

- Ask a student to read the example sentence aloud.
- Students think of a festival in their country and complete the factfile.
- Invite pairs to present their festival to the class.

Team Up! 6 (Project) Festivals around the world

Organisation: groups of 3 or 4

Useful language: vocabulary and grammar from the unit

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

If you do not wish to make copies of the worksheet, copy the presentation slides with prompts onto the board for a member of each group to copy onto a sheet of paper.

- If students are watching the video, they follow the instructions in the *Project* video to prepare their presentation.
- Explain to students that they are going to do a presentation about family friendly festivals.
- Students research family friendly festivals around the world and choose the ones they want to include in their presentation.
- Students complete the worksheet with the information about the festivals and find or draw pictures of the festivals to use in their presentation.
- Groups decide what each student will say in the presentation and make notes. Allow students time to practise their presentation.
- Invite groups to present their festival to the class.