

Find the words

Find the words in the word search and write them in the correct category.

- 1 four people: _____ , _____ , _____ , _____
- 2 four things you can read: _____ , _____ , _____ , _____
- 3 four types of film: _____ , _____ , _____ , _____
- 4 a place you can go to see films: _____
- 5 two types of music: _____ , _____
- 6 two types of dance: _____ , _____
- 7 something you can see in a theatre: _____
- 8 one type of television programme: _____
- 9 one thing you can find on the internet: _____



Instructions and Answer key

1.1 Vocabulary – Find the words

Materials: One word search for each student or pair of students

Language: Culture

- Hand out the worksheet to individual students or to pairs of students.
- Tell them to look at the word categories and to try to guess what the words might be before they look for them in the word search.
- When students have finished, check the answers and students' pronunciation.

Answers:

1 artist, director, photographer, writer

2 comic, novel, magazine, poem

3 action film, animated film, fantasy film, romantic comedy

4 cinema

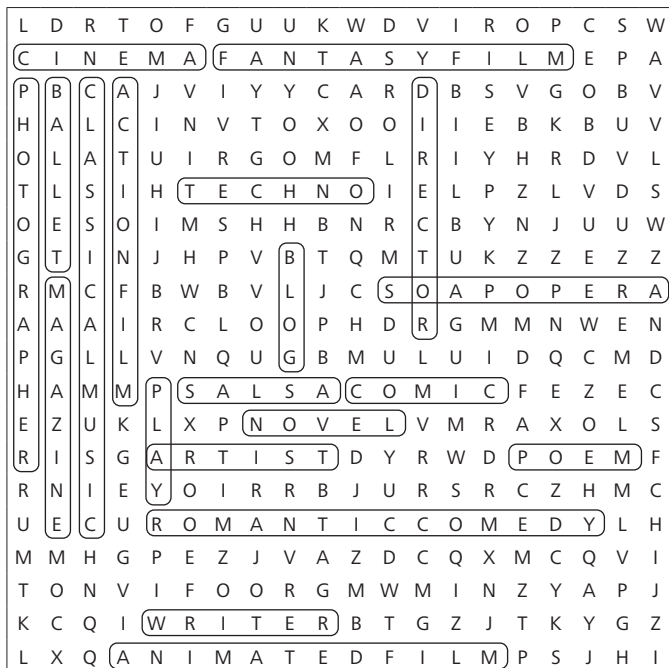
5 classical music, techno

6 ballet, salsa

7 play

8 soap opera

9 blog



Truth or lie?



often / read	sometimes / go	never / write	usually / do
always / have	never / listen to	often / watch	sometimes / read
sometimes / play	often / drink	usually / meet	always / use
usually / walk	always / do	sometimes / make	never / go
never / watch	usually / eat	always / talk	often / play

Instructions and Answer key

1.2 Grammar – Truth or lie?

Materials: One set of cards for each group of four students

Language: Adverbs of frequency

- Put students into groups of four and give each group a set of cards, face-down in a pile. Tell them not to look at the cards yet.
- Tell students that you are going to say a sentence about yourself and that they should guess if it is the truth or a lie. Write on the board: *sometimes / eat* and say: *I sometimes eat burgers for breakfast*. Ask the class if they think the sentence is the truth or a lie and then tell them.
- One student in each group starts by selecting a card from the pile and making a true or false statement using the adverb of frequency and the verb on the card. The other students in the group work together to decide if the statement is the truth or a lie.
- If the group's guess is correct, the card is removed from the game. If the group's guess is incorrect, the student who made the sentence keeps the card.
- Students take turns to select cards and make true or false statements. The winner is the student with the most cards at the end of the activity.

A quiz

draw give go media perform play films read watch

Culture lover, creator or promoter?

	Rarely or never	Sometimes	Often
1 Do you paint, _____ pictures or write short stories?	♥	♥♥	♥♥♥
2 Do you _____ music videos or online concerts?	♦	♦♦	♦♦♦
3 Do you _____ books or poems?	♦	♦♦	♦♦♦
4 Do you share your cultural interests on social _____ ?	♣	♣♣	♣♣♣
5 Do you make short _____ or animations?	♥	♥♥	♥♥♥
6 Do you _____ to the cinema or concerts?	♦	♦♦	♦♦♦
7 Do you _____ books, DVDs, CDs or games to your friends?	♣	♣♣	♣♣♣
8 Do you _____ on stage?	♥	♥♥	♥♥♥
9 When someone asks you what video game to _____ , do you know what to say?	♣	♣♣	♣♣♣

How many? ♥ _____ ♦ _____ ♣ _____

Answers:

5 or more ♥: You are a culture creator. You love creating art. You are very creative and talented. You like different kinds of art. Culture is really important for you and you like creating songs, poems, drawings and music.

5 or more ♦: You are a culture lover. You like going to the cinema, watching concerts and listening to music. However, you prefer to look at paintings than draw, or to listen to music than play it.

5 or more ♣: You are a culture promoter. You like culture and you like sharing your cultural interests with others. People often ask you what book to read or what film to see.

Fewer than 5 ♥♦♣: Culture is not very important for you. You probably prefer different things, like sport or science, but maybe it is a good idea to read more books or go to the cinema more often?

Instructions and Answer key

1.3 Reading and Vocabulary – A quiz

Materials: One worksheet for each pair of students
Language: Present Simple; Word Friends: Cultural activities

- Put students into pairs and give each pair a worksheet.
- Discuss, as a class, the title of the quiz. Explain the word *promoter*. Ask students what they think the difference is between a culture lover (somebody who loves culture, e.g. goes to the cinema, concerts, listens to music), culture creator (creates culture, e.g. writes, performs on stage) and culture promoter (somebody who e.g. shares information about culture on social media). Elicit some more examples.
- The pairs should work together to complete the questions in the quiz with the words in the box. After they have finished, check as a class.
- Students take turns to interview their partners and read solutions.
- After they have finished, check as a class how many culture lovers, creators and promoters there are, asking questions, e.g. *Who is a culture creator?*

Answers:

1 draw 2 watch 3 read 4 media 5 films 6 go
7 give 8 perform 9 play

Find someone who ...

Do a class survey. Ask the questions and write the names.

Find someone who:		Name:
1	often does his/her homework on Sundays.	
2	usually goes to bed before 11 p.m.	
3	likes shopping for clothes.	
4	wants to live in a different country one day.	
5	often feels tired during the day.	
6	never drinks coffee.	
7	hates running.	
8	sometimes cooks dinner for his/her family.	
9	never reads a newspaper.	
10	is interested in history.	
11	knows a few words of Chinese or Japanese.	
12	often goes to the cinema with his/her parents.	
13	wants to get a Saturday job.	
14	usually meets his/her friends on Saturdays.	
15	doesn't like tidying his/her bedroom.	
16	doesn't use social media.	

Instructions and Answer key

1.4 Grammar – Find someone who ...

Materials: One worksheet for each student

Language: Present Simple – questions and answers

- As a class, practise the kinds of questions that students will ask during the activity. If the sentence involves an adverb of frequency (e.g. *Find someone who never reads a newspaper*), the question should not use the adverb but should be phrased: *How often do you ...?*
- Give each student a worksheet and tell them to read it through and to ask if there is anything they don't understand.
- Demonstrate for the class. Ask a student the first question. Depending on their answer, either write their name on the worksheet next to the question or ask a different student the same question.
- Explain to students that they need to ask their questions to different classmates and that two is the maximum number of questions they can ask any one classmate.

Media survey

**Survey A**

Write questions about different forms of media. In groups, ask and answer your questions.

1 blogs

Have you got your own blog?

2 reality shows

Do you enjoy watching reality shows?

3 the news

Are you interested in politics?

4 documentaries

Do you prefer movies or documentaries?

5 vlogs

What makes a successful vlogger?

Survey B

Write questions about different forms of media. In groups, ask and answer your questions.

1 film reviews

Do you read film reviews before you go to see a movie?

2 talk shows

Are there any popular talk shows in your country?

3 sports pages

What sport do you like doing?

4 video clips

Is it easy to make a video?

5 weather forecasts

Do you check weather forecasts before you go out?

Instructions and Answer key

1.5 Listening and Vocabulary – Media survey

Materials: One survey for each student, either A or B

Language: News and entertainment

- Divide the class into two groups, A and B. All students in group A should have Survey A and all students in group B should have Survey B.
- Put students in each group into pairs and ask them to write their survey questions.
- When they have finished, each student should partner up with a student in the other group. They should take turns to ask and answer their partner's survey questions and to write down each other's answers.
- Students then find a second new partner from the other group and they repeat the process. This continues until students have asked their survey questions to four or five different students.
- Students then go back to their original pairs and tell each other what they found out during their survey.

Order the dialogues



How do you feel a _____ classical music?

Honestly, I don't I _____ it much. I just don't enjoy listening to Chopin or Mozart.

What's w _____ with Chopin or Mozart?

Well, my parents like them. But to me, classical music feels sad. I think it's b _____.

I don't a _____ with you. In my opinion, it's beautiful.

Well, maybe, but if you a _____ me, I prefer rap. Rap songs are cool!

What do you t _____ of fantasy books?

Hmm, I don't think m _____ of them. I like reading books, but fantasy books are not my favourite.

Why not? What's the p _____ with them? I think they are amazing!
Don't you like monsters or dragons?

Well, no, I don't. I think monsters and dragons are t _____. I prefer books that are happening here and now.

In my o _____ fantasy books are b _____! And books about the real world are boring!

I don't a _____. They aren't boring to me!

Instructions and Answer key

1.6 Speaking – Order the dialogues

Materials: One set of dialogue cards for each pair of students

Language: Asking for and giving opinions

- Put students into pairs and explain that they are going to order two dialogues about two different topics. Cut out the dialogue cards first.
- Give each pair a set of dialogue cards. Explain the words they might not know: *monsters, dragons, real world*.
- Tell students to read the dialogue cards and work together in their pairs to make two dialogues with the cards and complete the missing words. Elicit as a class which two cards will start the two dialogues and ask students to complete the words as a class. (*How do you feel about classical music?* and *What do you think of fantasy books?*) Ask students what the two dialogues are about (classical music and fantasy books).
- After students have finished ordering their dialogues, check as a class.
- Ask students to choose one of the dialogues and act it out. Ask two pairs of students to act out the dialogues in front of the class.

Answers:

Dialogue 1

How do you feel **about** classical music?

Honestly, I don't **like** it much. I just don't enjoy listening to Chopin or Mozart.

What's **wrong** with Chopin or Mozart?

Well, my parents like them. But to me, classical music feels sad. I think it's **boring**.

I don't **agree** with you. In my opinion, it's beautiful.

Well, maybe, but if you **ask** me, I prefer rap. Rap songs are cool!

Dialogue 2

What do you **think** of fantasy books?

Hmm, I don't think **much** of them. I like reading books, but fantasy books are not my favourite.

Why not? What's the **problem** with them? I think they are amazing! Don't you like monsters or dragons?

Well, no, I don't. I think monsters and dragons are **terrible**.

I prefer books that are happening here and now.

In my **opinion** fantasy books are **brilliant**! And books about the real world are boring!

I don't **agree**. They aren't boring to me!

Mixed-up profiles



1 My name is _____ and I'm _____ years old.	5 I like _____ and _____.	9 I'm not really into _____.
2 I live with _____ in _____ near _____.	6 ... but I'm really into _____.	10 ... and I'm not interested in _____.
3 I'm in class _____ at _____ School.	7 My favourite _____ is _____.	11 I _____ every day and I sometimes _____.
4 My favourite subjects are _____ and _____.	8 In my free time I _____ and _____.	12 In the future I want to be a(n) _____.

Instructions and Answer key

1.7 Writing – Mixed-up profiles

Materials: One set of cards for each pair of students

Language: Language for writing a personal profile

- Put students into pairs and explain that they are going to write an imaginary personal profile.
- Hand out a set of cards to each pair.
- The pairs should complete the profile cards, writing them in order from 1 to 12. Encourage students to use their imagination, but make sure they don't write anything inappropriate.
- When the pairs have finished, ask them to keep card 1 and to give you the rest of their cards 2–12.
- Sort these cards into separate piles (i.e. all card 2s together, etc.). Then redistribute the cards randomly to the pairs, so that each pair has one each of cards 2–12, not necessarily the card they wrote themselves.
- The pairs order their cards 1–12 to create a new imaginary profile. Invite pairs to read out their new profiles and to point out anything they think doesn't work (e.g. profile cards 5 and 6 may not link coherently using *but*).

Match up

Sentence beginnings



I enjoy acting	I love dancing	I often take
I sometimes draw	My parents often watch soap	I usually check the weather
My older sister writes	I like documentaries about	I am mad about performing on
My friend writes a blog	I think playing video	In my opinion creating

Sentence endings



in plays.	salsa and rumba.	selfies and photos.
pictures with pencil.	operas and talk shows.	forecast online.
poems and short stories.	musicians' lives.	stage.
with film reviews.	games takes too much time.	art is really important.

Instructions and Answer key

1.8 Unit 1 Vocabulary – Match Up

Materials: One set of cards for each group

Language: Vocabulary of the unit

- Put students in groups of four. Explain they are going to revise the vocabulary of the unit by making sentences from beginnings and endings.
- Put the sentence-ending cards face-up on the desk, so that they can be seen by everybody in a group. Put the sentence-beginning cards face-down in a pile.
- One student in the group begins by picking up a beginning card from the pile and reading it aloud.
- The other students race to touch the correct sentence ending. The student who read the sentence decides who was first, this student claims the beginning card while the ending card remains on the desk.
- The process continues until all the beginning cards have been claimed, the student with the most beginning cards is the winner.
- After the activity is finished, students use their beginning cards to think of some true sentences they can make about themselves, for example *I love dancing street dance, I like documentaries about animals*, etc.

Answers:

I enjoy acting in plays.

I love dancing salsa and rumba.

I often take selfies and photos.

I sometimes draw pictures with pencil.

My parents often watch soap operas and talk shows.

I usually check the weather forecast online.

My older sister writes poems and short stories.

I like documentaries about musicians' lives.

I am mad about performing on stage.

My friend writes a blog with film reviews.

I think playing video games takes too much time.

In my opinion creating art is really important.

Questions, questions

**Student A**

Order the words to write questions.
In pairs, ask and answer the questions
and write your partner's answers.

- 1 kinds / like / what / films / do / of / you / ?

Q: _____

A: _____

- 2 you / do / how / fast food / eat / often / ?

Q: _____

A: _____

- 3 you / do / on Saturdays / do / what / ?

Q: _____

A: _____

- 4 you / languages / many / how /
do / speak / ?

Q: _____

A: _____

- 5 how / parents / the / cinema / go / to /
often / your / do / ?

Q: _____

A: _____

- 6 like / you / dancing / do / ?

Q: _____

A: _____

Student B

Order the words to write questions.
In pairs, ask and answer the questions
and write your partner's answers.

- 1 you / what / music / do / kinds / like / of / ?

Q: _____

A: _____

- 2 like / you / selfies / taking / do / ?

Q: _____

A: _____

- 3 often / how / soap operas / you /
do / watch / ?

Q: _____

A: _____

- 4 your / do / read / parents /
newspapers / ?

Q: _____

A: _____

- 5 on Fridays / you / after school / what /
do / do / ?

Q: _____

A: _____

- 6 you / do / to / in your bedroom /
music / listen / ?

Q: _____

A: _____

Instructions and Answer key

1.9 Unit 1 Grammar – Questions, questions

Materials: One set of questions for each student, either A or B

Language: Present Simple – questions and answers

- Put students into pairs and give each pair two copies of either Section A or Section B.
- Tell the pairs to work together to order the words and write the questions.
- Then change the pairs, so that a section A student is working with a section B student. Students should take turns to ask each other their questions and to write down their partner's answers.
- When they have finished, put students back into their original pairs. They should tell each other what they found out from the student they interviewed.

Answers:

A

- 1 What kinds of films do you like?
- 2 How often do you eat fast food?
- 3 What do you do on Saturdays?
- 4 How many languages do you speak?
- 5 How often do your parents go to the cinema?
- 6 Do you like dancing?

B

- 1 What kinds of music do you like?
- 2 Do you like taking selfies?
- 3 How often do you watch soap operas?
- 4 Do your parents read a newspaper?
- 5 What do you do after school on Fridays?
- 6 Do you listen to music in your bedroom?

Project worksheet: a video podcast

Step 1

1 Match the pictures with the types of dances. Rank each dance 1–6 (1 = least interesting, 6 = most interesting). Think about the clothes, music and dance moves.

ballet breakdance flamenco salsa tango Zumba

A ☐B ☐C ☐D ☐E ☐F ☐

2 In groups, choose the dance style for your video podcast. Use the phrases below.



Let's make a video podcast about breakdance. It's an interesting dance for young people. Dancers wear cool clothes.



Good idea ... / I don't know.
I want to make a podcast about ... because ...

Project worksheet: a video podcast

Step 2

3 Research the answer to your question. Take notes and write your part of the script. Use the phrases below to help you.

- | | |
|---|---|
| 1 | (name of dance) is popular in (name of country) / around the world. It is popular with young people / people of all ages. |
| 2 | It's a very / quite modern / traditional dance style. People dance it to jazz / classical music. The music is fast / slow / energetic / great / cool. |
| 3 | Women wear long / short / colourful dresses and high-heeled shoes. Men wear suits / trousers / shirts. Dancers wear T-shirts and trainers. |
| 4 | You dance it on your own / with a partner / in groups. The moves are slow / very quick / difficult. |

4 Research music, photos and videos. Which of the things below would you like to include?

- ☐ Music
- ☐ A video showing people dancing
- ☐ A photo / map of a country / countries where it is popular
- ☐ A picture showing the clothes / shoes

Step 3

5 Create your podcast. Use the checklist below to check your podcast.

- ☐ Does the presenter speak slowly and clearly?
- ☐ Is the grammar in the script / captions correct?
- ☐ Is the spelling correct?
- ☐ Is there a title page or an introduction?
- ☐ Does the podcast include some interesting facts?
- ☐ Are the images attractive?
- ☐ Does the music match the topic? Are there some videos?

Tips

- Add a title to your podcast.
- Add captions to the pictures, music and videos.

Step 4

6 Watch the podcasts. Ask and answer questions.



Are the dancers usually strong?
Do you need a lot of training?
Are there any difficult positions / moves?



Yes, the dancers are very strong.
Yes, you need a lot of training.
Yes, for example when you stand on your head.

Instructions and Answer key

1.10 **BBC** Culture – Project worksheet: a video podcast

Before the lesson: A video podcast is a podcast with a video element. It can contain the following: an audio or video recording, images, videos, music.

You will need: a device with a video recording function; video editing tool; access to the internet; a projector / screen to show the podcasts.

(Free video editing apps are available to download with functions that allow you to upload recordings to a timeline and add videos, images, music, etc.)

A non-digital option / semi-digital option:

Without access to a computer or the internet, or if you only have limited access, students can prepare an oral presentation or an oral presentation supported with a digital presentation. Students work in groups and do exercises 1, 2 and 3. They create their scripts. In the semi-digital option, they could use a presentation tool (e.g. Microsoft PowerPoint) to display maps and photos to accompany their presentation and play music and show videos. In a non-digital option students can decide to show dance moves or clothes typical for the dance style.

You will need: print out texts, photos, maps, etc. about the dances in Exercise 1 (tango, Zumba, ballet, breakdance, flamenco, salsa). If you work in class, you can decide to put these materials on different desks for each dance, with names of dances on big pieces of paper, and ask students to go to the desks of their choice.

Step 1 **Class work**

Warm up:

- Ask students if they watch video podcasts. Do they have any favourite ones? (e.g. video games tutorials)
- If possible, show students an example of a podcast.
- Ask students what elements podcasts usually contain. Elicit the answers (videos, images, audio, music).

Task:

- Give each student a worksheet. Put students into groups of four.
- Explain to students they will have to create a video podcast in their groups. Each group has to choose one dance style.
- Students do Exercises 1 and 2 and choose one dance style for their group. They can choose from the list on the worksheet or any other dance style they are familiar with. Monitor the groups and encourage students to give reasons to support their opinions, using the phrases in Exercise 2. Point out that they may have to compromise to find a dance style that every one in their group agrees on.

Answers:

Exercise 1

A tango B ballet C breakdance D salsa E flamenco
F Zumba

- Students decide who will do each part of the podcast.
- Before students do their individual and group work, point out the useful phrases and the checklists on the worksheet. Go through the useful phrases in Exercise 3 and encourage students to use them when they are preparing their podcast.

- Discuss which materials students might like to use in Exercise 4. Students look at the list in Exercise 4 and tick the materials that would be most appropriate for their part of the podcast.
- Remind them to save the photos/videos/music they find to use in their podcast.
- Point out students should always give the source of the material, e.g. the website address or the name of the photographer if it is known. There are websites available which publish photos and music which are free to download and use.
- Ask students what, in their opinion, makes a good video podcast. Go through the checklist in Exercise 5 and the tips. Ask students if they could add anything else to the checklist.

Step 2 **Individual work**

- Students work individually at home or in class doing the research on the internet.
- They research their chosen question from Student's Book p. 23 and take notes.
- They write their parts of the script using the useful phrases from Exercise 3.
- They research suitable music, videos, images and maps using the checklist in Exercise 4.

Step 3 **Group work**

- In their groups, students decide if there will be one presenter for the whole podcast or if each student will read his/her particular section. If the presenter is going to be seen on the podcast, students should learn their scripts by heart. However, if the presenter isn't going to be seen, they could read out their script without having to memorise it.
- They should record the script, then use a video editing tool to combine it with the photos, maps, music, etc. that they have found to create their video podcast. Tutorials are available online to help them do this if necessary.
- Advise students to use the checklist in Exercise 5 to review their podcast and decide if there are any parts which can be improved.

Step 4 **Class work**

- Each group shares their podcast (or podcast link) with the teacher before class. Advise students they can put their podcasts on YouTube and not make them public (then send a link), or send them using WeTransfer or similar platforms, as large files are difficult to send via email.
- Before students watch the podcasts / presentations, go through the sample questions and answers in Exercise 6 and ask students if there are any other questions they can think of that they might like to ask about the podcasts.
- Each group presents their podcast to the other students (or gives an oral presentation in the non-digital/semi-digital option).
- After the class have watched, give students some time to discuss the podcast and ask and answer additional questions.
- Give feedback to each group praising them for their efforts and highlighting any areas for improvement.
- After all the groups have given their presentations, students discuss in class which dance they found the most interesting and might like to try and why.

2.1

Vocabulary

Crossword

Look at the pictures and complete the crossword.

1



2



3



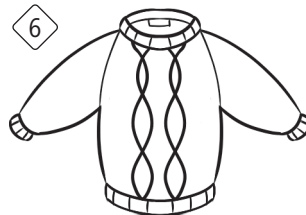
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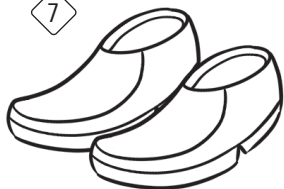
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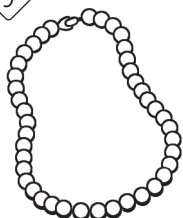
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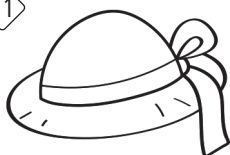
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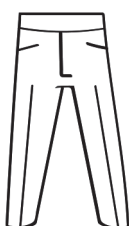
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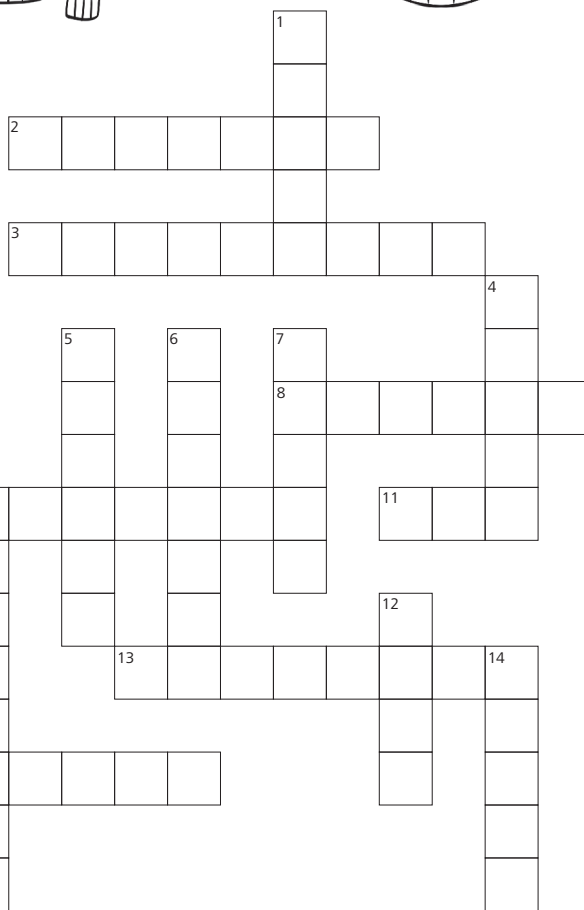
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14



15



Instructions and Answer key

2.1 Vocabulary – Crossword

Materials: One worksheet for each student or pair of students

Language: Clothes and accessories

- Put students into pairs and give each pair a worksheet.
- Tell students to look at the pictures and to try to name the item of clothing or accessory in each picture.
- Students then complete the crossword.
- When students have finished, check the words and the spelling.

Answers:

1 dress 2 glasses 3 tracksuit 4 shirt 5 jacket
6 sweater 7 shoes 8 hoodie 9 necklace
10 earrings 11 hat 12 belt 13 trousers 14 scarf
15 handbag

Where am I?



1

I'm at a party.

_____ (I / stand) in the kitchen.

_____ (my friend / dance) in the living room.

5

I'm at the shopping centre.

_____ (I / carry) two bags of new clothes.

_____ (a woman / show) me some shirts.

2

I'm on the beach.

_____ (I / wear) shorts.

_____ (my mum / read) a book.

6

I'm in an English test.

_____ (I / sit) quietly.

_____ (my friend / write) very fast.

3

I'm at a home.

_____ (I / tidy) my room.

_____ (my brother / play) loud music.

7

I'm at the cinema.

_____ (I / sit) in the dark.

_____ (my friend / eat) popcorn.

4

I'm in the library.

_____ (I / read) a book.

_____ (the librarian / tell) a lady to be quiet.

8

I'm at the sports centre.

_____ (I / do) an exercise class.

_____ (the instructor / show) us what to do.

Instructions and Answer key

2.2 Grammar – Where am I?

Materials: One card for each student

Language: Present Continuous

- Put students into groups of eight and give each student a different card, telling them not to show it to anyone. If the total number of the class isn't divisible by eight, the groups can be smaller.
- Explain that the card shows a particular context (answering the question *Where am I?*). Tell them to work individually to complete the two sentences on their card and then write a third sentence of their own, relating to the same context and using the Present Continuous.
- Students should take turns to read their completed sentences to their group, for them to guess where they are.
- When they have finished, elicit some of students' own sentences.

Answers:

- 1 I am standing; My friend is dancing (Possible: A boy is eating crisps.)
- 2 I am wearing; My mum is reading (Possible: Some people are swimming.)
- 3 I am tidying; My brother is playing (Possible: My dad is cooking.)
- 4 I am reading; The librarian is telling (Possible: A woman is using a computer.)
- 5 I am carrying; A woman is showing (Possible: A boy is buying a shirt.)
- 6 I am sitting; My friend is writing (Possible: Our teacher is watching us.)
- 7 I am sitting; My friend is eating (Possible: Someone is using a mobile phone.)
- 8 I am doing; The instructor is showing (Possible: Someone is drinking some water.)

It's annoying and I'm annoyed!

**Student A**

What makes you feel like this? Describe the situation. In groups, take turns to read your situations. Your partners guess the adjectives.

I'm annoyed.

I'm trying to watch my favourite television programme and my brother keeps talking to me and making noises.

1 I'm annoyed!

2 I'm bored!

3 I'm embarrassed!

4 I'm frightened!

5 I'm interested!

6 I'm excited!

7 I'm tired!

8 I'm relaxed!

Student B

What makes you feel like this? Describe the situation. In groups, take turns to read your situations. Your partners guess the adjectives.

It's annoying.

I go to school by bus. The bus to my house leaves at 3.25 and our lessons finish at 3.30. The next bus is at 4.25.

It's

1 exciting.

2 tiring.

3 embarrassing.

4 frightening.

5 relaxing.

6 annoying.

7 interesting.

8 boring.

Instructions and Answer key

2.3 Reading and Vocabulary – It's annoying and I'm annoyed!

Materials: One card for each pair of students, either A or B
Language: *-ing / -ed* adjectives

- Put students into pairs. Give each pair of students either Section A or Section B.
- Tell students to look at the example and explain that they have to use their imagination to think of similar descriptions for each situation.
- When they are ready, join an A pair with a B pair to make groups of four. The pairs take turns to read one of their situations without saying the adjective, while the other pair tries to guess the adjective that matches the situation or the feeling that it caused.

Usually and today



1

It's midnight.

Nicola / usually /
go / to bed / 11 o'clock /
today / she ...

4

Alice is at a party.

she / usually / wear /
jeans and a T-shirt /
today / she ...

7

It's Saturday morning.

Paul / usually /
play / football /
on Saturday mornings /
today / he ...

2

It's Monday morning.

Jack / usually / go /
to school / on Mondays /
today / he ...

5

It's lunchtime.

Bob / usually / eat /
sandwiches / for lunch /
today / he ...

8

Hannah is on the beach.

she / usually / swim /
today / she ...

3

It's Saturday afternoon.

Maggie / usually /
meet / her friends /
on Saturday afternoons /
today / she ...

6

Ben is going to school.

he / usually / walk /
to school / today /
he ...

9

It's 4 p.m.

Nick / usually / do /
his homework /
at 4 p.m. / today /
he ...

Instructions and Answer key

2.4 Grammar – Usually and today

Materials: One set of cards for each group of four students

Language: Present Simple and Present Continuous

- Write an example on the board (e.g. *It's Friday evening. Meg / usually / go / to the cinema / on Friday evenings / today / she / visit / a friend*). Elicit the full sentence (e.g. *Meg usually goes to the cinema on Friday evenings but today she is visiting a friend*).
- Give each group the cards, face-down in a pile. One student in each group starts by turning over the top card, looking at it and making a sentence using the prompts on the card. The sentence must use the Present Simple and the Present Continuous linked with *but*.
- The other students take turns to think of a different Present Continuous ending for the same card.
- A different student picks up the next card and repeats the process.
- When they have finished, elicit sentences from the class.

Possible answers:

- 1 Nicola usually goes to bed at 11 o'clock but today she is watching a film.
- 2 Jack usually goes to school on Mondays but today he is feeling ill.
- 3 Maggie usually meets her friends on Saturday afternoons but today she is visiting her grandmother.
- 4 Alice usually wears jeans and a T-shirt but today she is wearing a dress.
- 5 Bob usually eats sandwiches for lunch but today he is eating a banana and a yoghurt.
- 6 Ben usually walks to school but today he is cycling.
- 7 Paul usually plays football on Saturday mornings but today he is sleeping.
- 8 Hannah usually swims but today she is sunbathing.
- 9 Nick usually does his homework at 4 p.m. but today he is chatting with friends online.

Perfect Peter



1

Bossy Brian

My name's Brian.

I like telling people what to do.

I often _____.

I sometimes _____.

5

Tidy Tony

My name's Tony.

I love using a vacuum cleaner.

I always _____.

I sometimes _____.

2

Confident Connor

My name's Connor.

I love chatting to people.

I sometimes _____.

I'm never _____.

6

Lazy Luke

My name's Luke.

I don't like doing hard work.

I usually _____.

I never _____.

3

Cheerful Charlie

My name's Charlie.

I'm always happy.

I usually _____.

I'm never _____.

7

Shy Sharon

My name's Sharon.

I don't like meeting new people.

I don't often _____.

I'm never _____.

4

Helpful Harry

My name's Harry.

I like doing things for other people.

I often _____.

I never _____.

8

Polite Pauline

My name's Pauline.

I hate rude people.

I always _____.

I sometimes _____.

Instructions and Answer key

2.5 Listening and Vocabulary – Perfect Peter

Materials: One card for each student

Language: Personality adjectives, adverbs of frequency

- Write a name on the board (e.g. *Freya*). Elicit a personality adjective beginning with the same letter (e.g. *friendly*) and write it next to the name (e.g. *Friendly Freya*).
- Ask students what they think friendly people do or don't do or what they are like (e.g. *They are often kind. They are never rude*).
- Tell students that they are going to get a card with a character's name and a personality adjective and that they should complete the description about that character's personality. Explain that they shouldn't show their card to anyone.
- When they have finished writing, explain that they should mingle with their classmates and take turns to say their character's name and describe their personality in three sentences. They shouldn't say the personality adjective. The student listening should note down the character's name and try to guess the personality adjective based on the description and knowing that it starts with the same letter as the character's name.
- Then they repeat the process with another student. Allow enough time for students to talk to several classmates about their characters.
- Write the characters' names on the board and elicit the personality adjectives that students think match the names. Tell students to keep quiet when discussing the personality adjective for their own character.

Possible answers:

- 1 I often tell my brother to be quiet. I sometimes tell my teacher what he/she should write on the board.
- 2 I sometimes talk to people I don't know. I'm never shy at parties.
- 3 I usually smile when I see people. I'm never sad.
- 4 I often go shopping for my parents. I never say 'no' when my friends ask me to do something for them.
- 5 I always put my clothes in the wardrobe. I sometimes clean the kitchen while my parents are asleep.
- 6 I usually forget to tidy my room. I never offer to help with the housework.
- 7 I don't often talk to people I don't know. I'm never loud at parties.
- 8 I always say 'please' when I ask for something. I sometimes say 'thank you' to my teacher at the end of the lesson.

The right response

Situation cards



1 I'm doing really well at school.	5 I can't come to the concert with you.
2 I've got lots of nice comments on my blog.	6 Our teacher gives us homework every day.
3 Mum and dad say I can have a party next week.	7 Switch on the TV. Our teacher is on <i>Britain's Got Talent</i> !
4 My tooth hurts really badly.	8 My parents have got a new Ferrari.

Response cards



Well done!	Good for you!	Awesome!	Poor you!
What a shame!	That's terrible!	No way!	You're kidding!

Instructions and Answer key

2.6 Speaking – The right response

Materials: One set of cards for each pair of students

Language: Giving and responding to news

- Put students into pairs. Put the situation cards face-down in a pile in front of them and give each student four response cards.
- Students take turns to pick up a card and read out the situation while their partner says a suitable response chosen from one of his/her cards.

Alternative procedure:

This activity could also be done 'blind'.

- Put the situation cards in one pile face-down and the response cards in another pile face-down.
- Students take turns to pick up a situation card and read it out, while their partner picks up a response card and reads it out. If it is a suitable response, the student who read the response takes the matching situation and response cards. If it isn't a suitable response, both cards are placed back randomly in their pile.
- The winner is the student who finishes with the most matching situation and response cards.

Possible answers:

1 Well done! / Good for you! / Awesome!

2 Well done! / Good for you! / Awesome!

3 Awesome! / No way! / You're kidding!

4 Poor you!

5 That's terrible! / What a pity! / You're kidding!

6 Poor you! / That's terrible! / No way! / You're kidding!

7 No way! / You're kidding!

8 No way! / You're kidding!



Tuesday	at	ten past three	in	July	at
night	in	the evening	on	Monday afternoon	in
the morning	at	New Year	on	your birthday	on
Friday morning	in	2015	at	midday	at
7.45	in	November	on	New Year's Eve	on
Valentine's Day	on	school days	at	the weekend	in
2005	on	24 June	at	six o'clock	on

Instructions and Answer key

2.7 Writing – Dominoes

Materials: One set of cards for each group of three students

Language: Prepositions, time expressions

- Explain that in this activity students match prepositions and time expressions by placing cards together.
- Write on the board: *Monday / in*. Elicit which preposition could go before Monday (on) and which time expressions can go after in (a year, a month, a season or a time of day).
- Put students into groups of three. Give each student five cards and put the rest of the cards face-down in a pile.
- One student starts, taking the card at the top of the pile and placing it face-up. Students take turns to join one of their cards to the card(s) on the table, so that they follow the rules discussed at the start of the activity. If they can't use any of their own cards, they should take the next card from the pile.
- The winner is the first student to get rid of all their cards.

Matches:

on: Tuesday, Monday afternoon, your birthday, Friday morning, Christmas Day, school days, 24 June

at: ten past three, night, Easter, midday, 7.45, the weekend, six o'clock

in: the summer, the evening, the morning, 2012, November, the spring, 1999

Categories



CHANGE CATEGORY	belt	necklace	handbag	earrings	glasses
CHANGE CATEGORY	dress	jacket	shirt	sweater	trousers
CHANGE CATEGORY	bored	interested	annoyed	relaxed	embarrassed
CHANGE CATEGORY	cotton	leather	woolly	striped	checked
CHANGE CATEGORY	cheerful	helpful	friendly	polite	confident
CHANGE CATEGORY	bossy	lazy	rude	selfish	untidy

Instructions and Answer key

2.8 Unit 2 Writing – Categories

Materials: One set of cards for each group of five students

Language: Vocabulary from Unit 2

- Write these six categories on the board: *Clothes, Accessories, Materials and patterns, Emotions, Positive personality adjectives, Negative personality adjectives*. Elicit examples for each category.
- Put students into groups of five. Give each group a set of cards and tell them to share them out so that each student has six cards.
- Explain that the student who starts should put down one card and state the category of that card. Students should then take turns to put down a card of the same category. If they haven't got a card of the same category, they can either put down a 'change category' card and state which category they want to change to or miss a turn.
- The winner is the first student to put down all their cards. At the end of the activity, elicit which card belongs to each category.

Answers:

Clothes: dress, jacket, shirt, sweater, trousers

Accessories: belt, earrings, glasses, handbag, necklace

Materials and patterns: checked, cotton, leather, striped, woolly

Emotions: annoyed, bored, interested, relaxed, embarrassed

Positive personality adjectives: cheerful, friendly, helpful, confident, polite

Negative personality adjectives: lazy, bossy, rude, selfish, untidy

Correct or not?

	Do you think it's correct?	✓/✗	Write OK or rewrite the sentence.	Points
1	Today Elaine wears a long red dress.			
2	My friends and I are often meeting on Saturdays.			
3	Why is Peter wearing a tie today?			
4	What does your brother do in his free time?			
5	My mum is not often listening to the radio.			
6	This week we're learning about New Zealand in Geography.			
7	What do you want to do when you leave school?			
8	Hey, what's that song you listen to? It sounds great.			
9	My dad often get home from work late.			
10	I'm always wearing trainers to school.			
11	Our English teacher doesn't give us homework on Fridays.			
12	I don't play a musical instrument but I can sing.			
13	Leo doesn't wants to get a tattoo.			
14	My parents don't often eat meat.			
15	What you usually do at the weekend?			
16	I'm reading a really interesting book at the moment.			
17	At the moment, my sister learns French.			
18	What you are learning in English this week?			
19	My mum is wearing her favourite jeans today.			
20	I can't talk now. I'm eating my dinner.			
TOTAL				

Instructions and Answer key

2.9 Unit 2 Grammar – Correct or not?

Materials: One worksheet for each pair of students

Language: Present Simple and Present Continuous

- Explain to students that the worksheet contains twenty sentences and that ten of the sentences contain errors.
- Students should work in pairs to decide which sentences are grammatically correct and which are not, and to correct those sentences they think are incorrect.
- Students should also choose how many points (from 1–10) they want to use for each sentence. The more confident they are that they know the answer, the more points they should use. Tell students that if they are correct, they will win this number of points but if they are incorrect, they will lose the points, so they should be careful.
- When the pairs have finished, they should swap worksheets with another pair.
- Go through the answers. If the answer is correct, the pairs add the number of points written. If the answer is incorrect, they subtract the number of points written. They should then add up all the points to see which pair of students got the most. (e.g. $+10 - 7 + 5 - 1 - 1 + 10 - 10 = +6$).

Answers:

- 1 ✗ Today, Elaine is wearing a long red dress.
- 2 ✗ My friends and I often meet on Saturdays.
- 3 ✓
- 4 ✓
- 5 ✗ My mum doesn't often listen to the radio.
- 6 ✓
- 7 ✓
- 8 ✗ Hey, what's that song you are/you're listening to?
- 9 ✗ My dad often gets home from work late.
- 10 ✗ I always wear trainers to school.
- 11 ✓
- 12 ✓
- 13 ✗ Leo doesn't want to get a tattoo.
- 14 ✓
- 15 ✗ What do you usually do at the weekend?
- 16 ✓
- 17 ✗ At the moment my sister is learning French.
- 18 ✗ What are you learning in English this week?
- 19 ✓
- 20 ✓

How are they feeling?

1 Look at the pictures. What do you think is happening? Discuss.



2 Label the pictures using the body language expressions in the box.

bites his/her nails crosses his/her arms looks away looks down moves his/her arms shakes shouts smiles
has his/her head on one side touches his/her chin yawns

3 How are the characters feeling? Discuss.

- How is the boy who's giving a talk feeling?
- Are the boys in class interested in the talk? Why/Why not?
- How is the younger/older sister feeling? What about their mum? Why are they feeling like that?



I think the boy who is giving a talk is nervous.

Yes, I agree. He's shaking and biting his nails. I think he's really stressed.



4 Look at the following situations. How do you behave? How do you feel? How does your body language show this? Take notes.

- 1 You start a new club at school and you don't know anyone.
- 2 You are in class. You are looking out of the window when the teacher says your name and asks you a question.
- 3 You are acting on stage and suddenly you can't remember what to say. You can see some people laughing at you.
- 4 Your brother/sister is using your laptop without asking you first.
- 5 Your friend has lost their phone.

5 Discuss the situations in pairs. Are your reactions, feelings and body language similar?



I feel embarrassed and stressed. When I feel stressed, I usually bite my nails.

I feel nervous. When I feel nervous, I usually look down.



Instructions and Answer key

2.10 Set for life – How are they feeling?

Materials: One worksheet for each student

Language: body language, emotions



Communication: Understanding messages

The activities are aimed to help students develop empathy and sensitivity towards another speaker through using their body language and to make inferences about how a speaker is feeling through their body language.

- Give each student a worksheet. Ask students if they can remember some of the emotions from the lesson and to tell you a time when they felt that particular emotion.
- Do Exercise 1. Ask the class what they think is happening in the pictures. Elicit their answers and ideas, e.g. *It's in class. A boy is talking about his project / giving a presentation; the other students are listening. / We can see two sisters. One of them is wearing a big hoodie; it's probably her sister's hoodie.*
- Before students do Exercise 2, go through the expressions in the box and explain the new vocabulary (*bites his/her nails, crosses his/her arms, touches his/her chin, has his/her head on one side, shakes, yawns*) and check if they remember the expressions they learned in the lesson. Quickly check if they have understood the phrases by showing the body language and asking students to say the words.
- In pairs, students complete Exercise 2, matching the expressions in the box to the characters in the pictures.

Answers:

Exercise 2

- 1 bites his nails, shakes
- 2 has his head on one side, smiles
- 3 looks away, yawns
- 4 moves her arms, shouts
- 5 looks down, crosses her arms
- 6 strokes her chin

- Check the answers, eliciting full sentences, e.g. *The boy is shaking and biting his nails.*
- Ask students in Exercise 3 to discuss in pairs how the characters are feeling, using the emotion words from the lesson. Do the first example together. When they have finished, invite the pairs to share their ideas with the class.

Suggested answers:

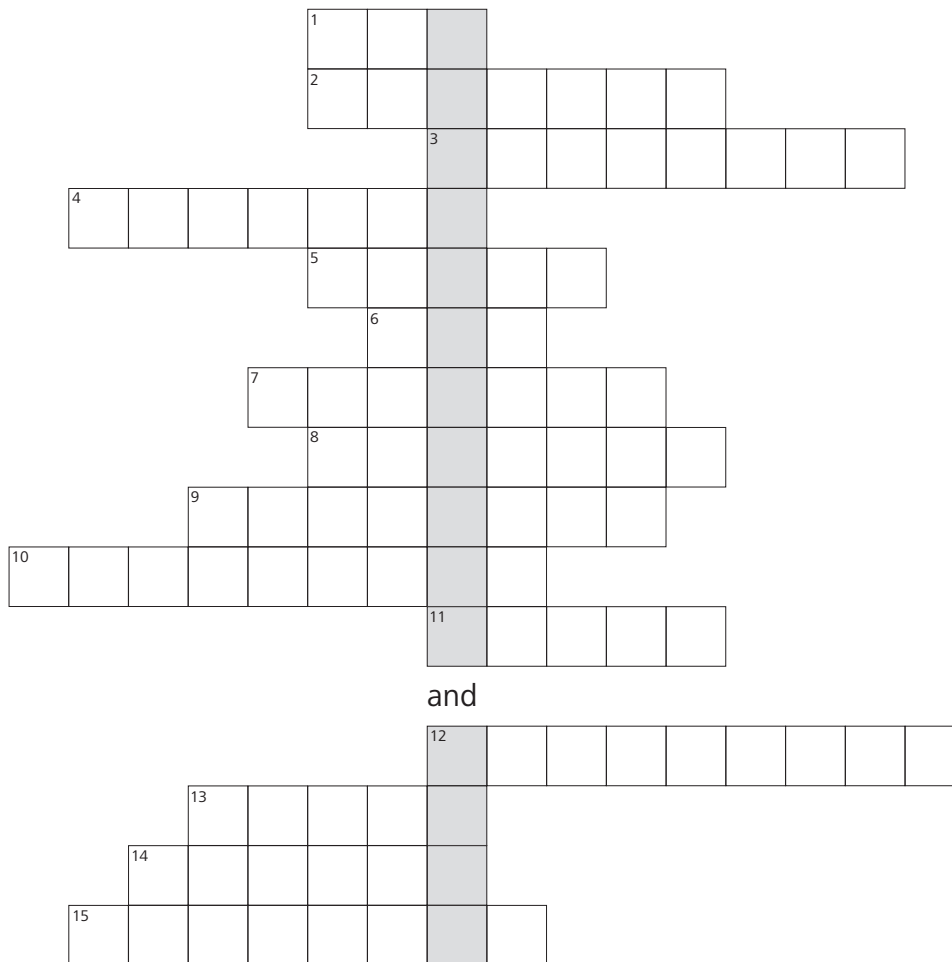
Exercise 3

- 1 The boy is stressed and nervous.
- 2 The boy is interested.
- 3 The boy is bored.
- 4 The girl is very angry.
- 5 The girl is scared and stressed.
- 6 The woman is thoughtful and worried.

- Write the word 'empathy' on the board and explain its meaning (understanding other people's feelings, experiences, etc.). Ask students additional questions about the two situations: *Which of the two boys are showing more empathy to their classmate? (2) How can we show we are interested in what somebody is saying? (Look at the person, smile, have our head on one side.) What do you think the sisters' mum is thinking? (Maybe she thinks the older sister should show more empathy / be nice.) How can the older sister show more empathy? (Talk calmly and not shout.)*
- Go through the situations in Exercise 4 to check understanding. Ask students to complete the exercise individually. They should note down how they feel in similar situations and how their body language shows it. Then ask students to discuss the situations in pairs.
- Summarise the activity discussing each situation briefly and inviting different pairs to share their opinions and asking additional questions and commenting, e.g. 1: *Lots of you feel nervous. Is there anyone who feels excited because you can meet new people?* 2: *I understand you are stressed. Is there anybody who feels calm in this situation?* 3: *You feel embarrassed. Do you think the people who are laughing should show more empathy? How?* 4: *Lots of you feel angry. You shout, you move your arms. What can you do to get calm?* 5: *What can you do to show empathy in this situation?* Include some comments about what we can do to be calmer if we feel angry or nervous, but without suggesting students' body language is 'wrong', e.g. *A lot of people bite their nails if they feel stressed, but if you breathe in and out slowly (show the action) you will feel calmer.*
- If there is time, students can act out some of the situations, trying to show empathy and stay calm.

Animal puzzle

Read the clues and write the words. Find the hidden phrase.



and

- 1 We get milk from this animal.
- 2 We get eggs from this animal.
- 3 This small insect is usually red with black spots.
- 4 This big cat has spots and lives in Africa, Asia and India.
- 5 This big animal lives in the sea and can be very dangerous.
- 6 This very small insect is usually black.
- 7 A large, strong animal that lives in the forests of Africa.
- 8 A small animal with fur that is often a pet.
- 9 You can see this animal in Australia.
- 10 This insect has bright, colourful wings.
- 11 This animal can be very long. It doesn't have legs.
- 12 This animal is big, white and dangerous.
- 13 You can ride this animal.
- 14 This animal has got big ears and is very cute.
- 15 This animal is very, very slow.

Hidden phrase: _____

Instructions and Answer key

3.1 Vocabulary – Animal puzzle

Materials: One worksheet for each pair of students

Language: Animals

- Put students into pairs and tell them to work together to use clues to complete the puzzle. Explain that when the puzzle is completed, they will find a phrase in the shaded boxes.
- Give students a time limit. Tell fast finishers to create a similar puzzle using five different words and a five-letter word from the Unit 3 wordlist on page 44 of the Students' Book.

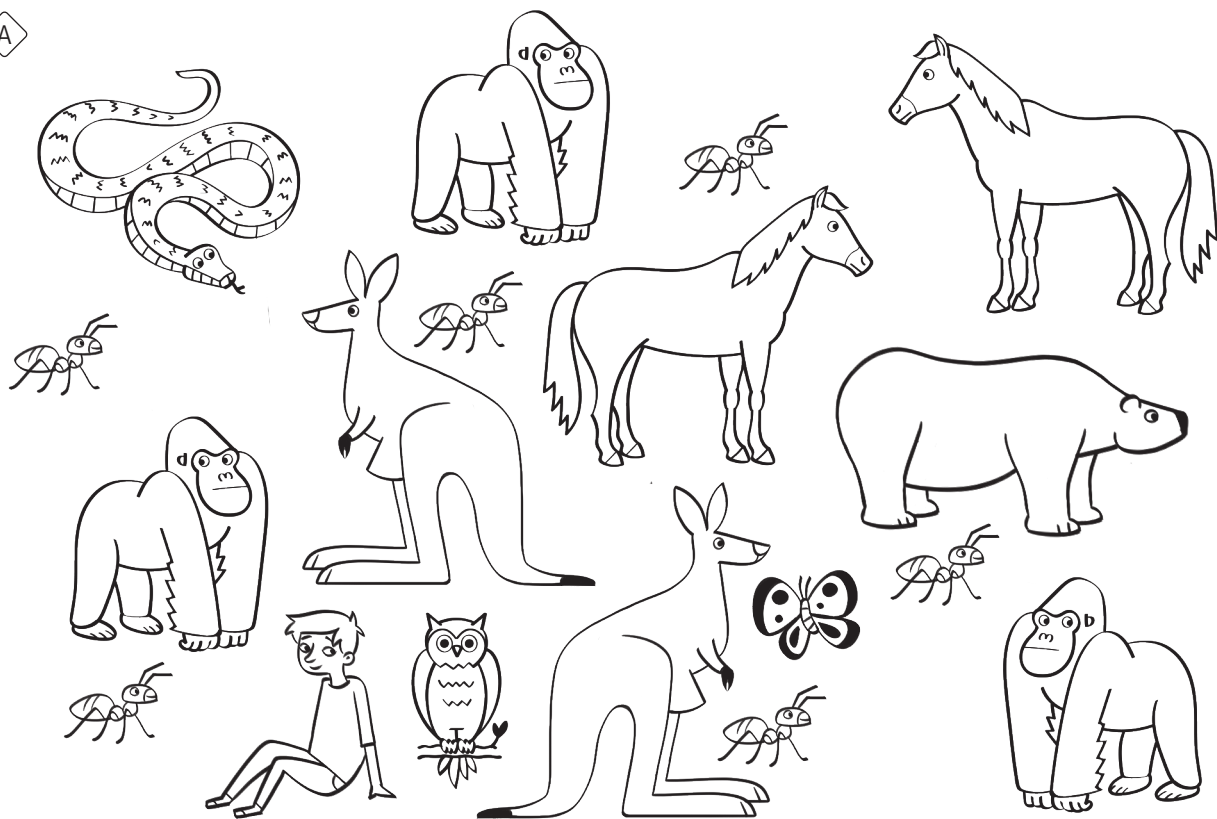
Answers:

1 cow 2 chicken 3 ladybird 4 leopard 5 shark
6 ant 7 gorilla 8 hamster 9 kangaroo 10 butterfly
11 snake 12 polar bear 13 horse 14 rabbit 15 tortoise
Hidden phrase: wild animals and pets

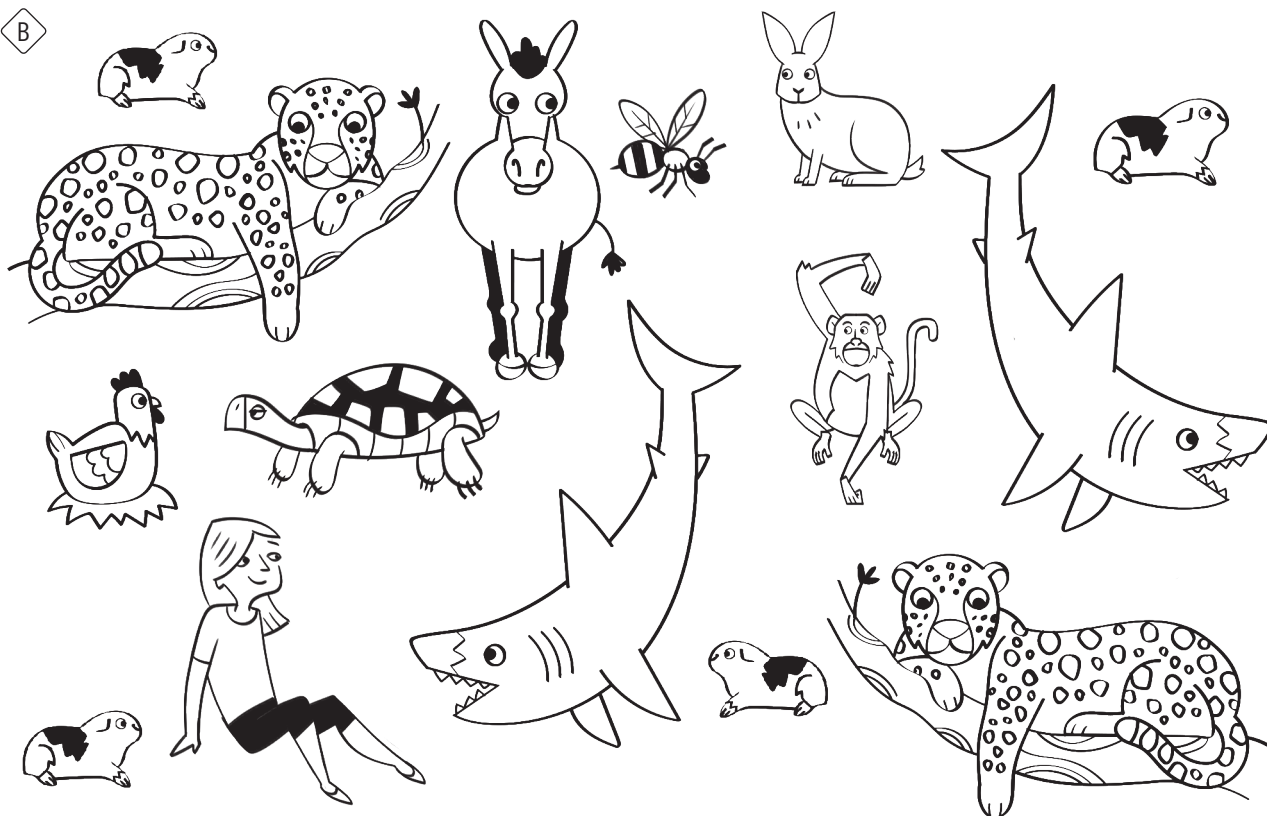
What was there?



A



B



Instructions and Answer key

3.2 Grammar – What was there?

Materials: One picture for each student, either A or B

Language: Past Simple – *was/were*

- Tell students that you are going to give them a picture and that they should examine it very closely so that they can answer questions about it.
- Elicit questions you could ask about a picture, using *was/were* (e.g. *Was there a horse? Were there any owls? How many rabbits were there?*).
- Hand out the pictures and put students into pairs, one with Picture A and one with Picture B. Tell students to examine their pictures. Give them a time limit and then tell them to swap pictures with their partner.
- Tell students to think of six questions they can ask their partner to test their memory about the picture they have now got.
- When they are ready, the pairs take turns to ask and answer questions about the picture, making sure they don't see it.
- The winner is the student who can remember the most about their picture.

Guess the animal

Description cards



• They are never lazy. They are sociable and help others. (4) • They live everywhere in the world, but not in very cold places. (3) • They eat everything. (2) • They are very small. They are black, brown or red. (1)	• They can be aggressive and dangerous. (4) • They live in the sea. (3) • They eat fish. (2) • They are grey and white and they've got sharp teeth. (1)	• They are very sociable. They live in groups. They are clever. (4) • They live in Africa. (3) • They eat leaves and fruit. (2) • They are big and they've got black fur. (1)
• Most people think they are very clever, but they aren't. (4) • They live in trees. (3) • They eat other animals. (2) • They've got big eyes, feathers and a beak. (1)	• They are not sociable and are often lazy. (4) • They live in Africa and Asia. (3) • They eat other animals. (2) • Their fur is light with dark spots. They've got sharp claws. (1)	• They are not very sociable. They are a bit lazy. (4) • They live in the Arctic. (3) • They eat meat. (2) • They look white, but their skin is black and their fur has no colour. (1)
• They aren't aggressive or noisy or adventurous! They are quite lazy. (4) • They live in many parts of the world. (3) • They eat vegetables and fruit. (2) • They are grey, brown or green and their body is hard. (1)	• They are lively, noisy and playful. (4) • In the wild they live in warm, dry places. (3) • They eat nuts, fruit and vegetables. (2) • They are small. They have soft grey, white or brown fur, small ears and a short tail. (1)	• They are playful, lively and adventurous, but sometimes lazy. (4) • They live in many parts of the world, but always close to people. (3) • They eat small animals and fish and special food. (2) • They have soft fur, small ears and a long tail. (1)

Animal cards



ANTS	SHARKS	GORILLAS	DONKEYS
OWLS	LEOPARDS	POLAR BEARS	SNAKES
TORTOISES	HAMSTERS	CATS	BEEES

Instructions and Answer key

3.3 Reading and Vocabulary – Guess the animal

Materials: One set of cards for each group

Language: Vocabulary of the lesson: Personality,
Revision of Vocabulary from lesson 3.1

- Put students in groups of three. Explain they are going to play a game about animals.
- Put the animal cards face-up on the desk, so that they can be seen by everybody in the group.
- Distribute the description cards so that each student has three cards.
- Ask students to note points on a piece of paper.
- One student (the turn leader) in the group begins. The student reads the bullet points one by one and waits until one of the other two students is ready to guess and raises their hand. If the student has guessed correctly, they get the number of points indicated in brackets. If the student doesn't guess correctly, they lose a point.
- If two students raise their hands, they can both guess. If they both guess correctly, they both get the same number of points. If nobody has guessed correctly or nobody is raising their hand, the turn leader reads the next part of the description.
- The animals cards all stay on the table. Note: there are three extra animal cards.
- The game finishes when all nine description cards have been used.
- If there is time, you can ask students to prepare similar descriptions about the remaining three animals.

No way!

Time cards



yesterday	last week	last summer	this morning
last night	an hour ago	two days ago	last Saturday
a few minutes ago	last year	when I was ten	last month

Event cards



watch / a great film	sleep / until 10 o'clock	study / for an exam	speak / to my friend
make / a cake	write / a story	live / in America	visit / Italy
not use / my phone	meet / my friend	be / tired	be / angry
shout / at my friend	leave / my jacket	not be / here	not watch / TV
decide / work hard	try / cook curry	go / on holiday	not tidy / my room

Instructions and Answer key

3.4 Grammar – No way!

Materials: One set of cards for each group of four students

Language: Time expressions (e.g. *last week, yesterday*), Past Simple

- Put students into groups of four. Give each student five event cards and tell them to work on their own to put the verbs into the correct past form.
- When they have finished, give each group a set of time cards which they lay out face-down so that all the cards are visible.
- Students take turns to turn over a time card and match it with one of their event cards. They then use the matched cards to make a sentence and the rest of the group say whether the sentence is true or false. The students who guess correctly get a point. This continues until all of the event cards have been matched. The student with the most points is the winner.
- Elicit true/false sentences from the groups.

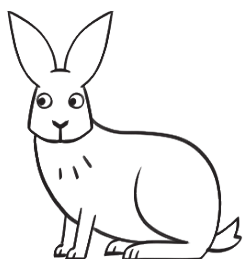
Answers:

watched a great film; slept until 10 o'clock; studied for an exam; spoke to my friend; made a cake; wrote a story; lived in America; visited Italy; didn't use my phone; met my friend; was tired; was angry; shouted at my friend; left my jacket; wasn't here; didn't watch TV; decided to work hard; tried to cook curry; went on holiday; didn't tidy my room

My pet



1

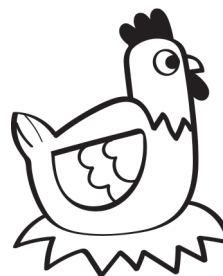
**Good**

- * don't need to take it for walks
- * can play with it
- * _____
- * _____

Bad

- * need to clean the cage
- * doesn't live long
- * _____
- * _____

2

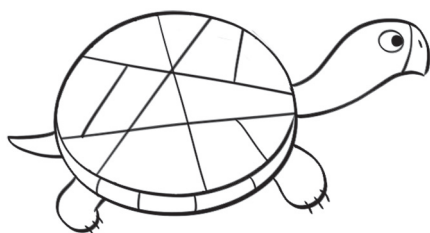
**Good**

- * can lay eggs
- * easy to feed
- * _____
- * _____

Bad

- * need to clean the cage
- * can't play with it
- * _____
- * _____

3

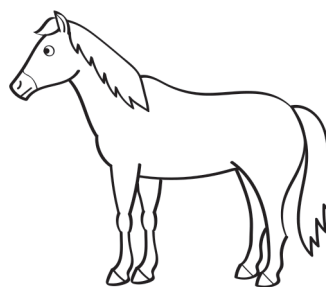
**Good**

- * don't need to take it for walks
- * don't need to wash it
- * _____
- * _____

Bad

- * boring
- * can't play with it
- * _____
- * _____

4

**Good**

- * friendly
- * can ride it
- * _____
- * _____

Bad

- * can't live at your house
- * not easy to look after
- * _____
- * _____

Instructions and Answer key

3.5 Listening and Vocabulary – My pet

Materials: One set of cards for each group of four students

Language: (*don't*) *need to*, *can/can't*, *it's*

- Tell students that you've got a new pet and they should ask questions about it. Say that you can only answer *yes* or *no*. They only have one chance to guess the animal, so they shouldn't ask *Is it a ...?* until they are sure.
- Elicit questions from students and answer them with *yes* or *no*. When students have guessed your pet, explain that they are going to ask and answer in the same way, in groups.
- Put students into groups of four and hand out a card to each student. Tell them not to show their card to anyone else in the group. They should complete the card by adding two more good things and two more bad things about their pet.
- When they have finished writing, encourage students to try to guess each other's pet by asking *yes/no* questions. If they have difficulty thinking of questions, the other student can help them by saying some of the good and bad things on their card. The winner is the student whose pet took the most questions to guess.

**CARD 1: STUDENT A****APOLOGISE**

You were half an hour late to meet your friend at the cinema.
You went for a walk with your dog and he got lost. It took you a long time to find him.

RESPOND TO APOLOGIES

You asked your friend to buy food for the fish and feed them while you were away. He/She didn't do it. You are angry.

CARD 2: STUDENT B**RESPOND TO APOLOGIES**

You waited for your friend at the cinema for half an hour.
He/She arrived late and you were late for the film.

APOLOGISE

Your friend asked you to buy food for their fish and feed them while they were away. But you lost the money, didn't buy food for the fish and didn't feed them.

CARD 3: STUDENT B**APOLOGISE**

You promised to help your friend on Saturday with a science project. You took your cat to the vet and waited for two hours. You didn't have time to go to your friend's house.

RESPOND TO APOLOGIES

You asked your brother/sister to take the dog for a walk after school, but he/she forgot. He/She was late home from school. You are angry.

CARD 4: STUDENT A**RESPOND TO APOLOGIES**

Your friend promised to help you with a science project on Saturday at your house. He/She didn't come.

APOLOGISE

Your brother/sister asked you to take the dog for a walk after school but you didn't. You forgot and went to your friend's house to study together for an important Maths test.

Instructions and Answer key

3.6 Speaking – Apologies

Materials: One set of cards for each pair

Language: Apologising and responding to apologies

- Put students in pairs. Explain they are going to take turns to apologise and respond to apologies using the phrases from the Speaking Box in the Student's Book p. 42. Review the phrases with students, asking them: *How do you apologise? What can you say? (I'm sorry. I'm really / so sorry. I didn't mean to do that / it. I feel terrible.) How can you respond to apologies if you are not very angry? (Never mind. No problem. Don't worry.) What about if you are angry? (Honestly! Just be more careful.)*
- First they use cards 1 and 2 (and student A begins), then they use cards 3 and 4 (and student B begins).
- After students have done their conversations in pairs, invite four pairs to act out the four conversations in class.

Order it



My memories of Kangaroo Island

Last year I went to Australia with my family. I was very excited **because** / **so** we decided to spend a day on Kangaroo Island.

We went to the island on a boat. It was early and we were hungry, **so** / **because** we had breakfast and we went to Kangaroo Island Wildlife Park to see the kangaroos.

You can see them everywhere in Australia **but** / **so** there are more than 65,000 kangaroos on the island! They've got short, brown fur, long ears and a long tail.

Their legs are very strong and their feet are big **so** / **but** they can jump very fast. They are cute, lively and playful. We took lots of photos **or** / **and** we filmed the kangaroos!

We had an amazing time **and** / **but** I think Kangaroo Island is a great place for all animal lovers!



My memories of Kangaroo Island

Last year I went to Australia with my family. I was very excited **because** / **so** we decided to spend a day on Kangaroo Island.

We went to the island on a boat. It was early and we were hungry, **so** / **because** we had breakfast and we went to Kangaroo Island Wildlife Park to see the kangaroos.

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Their legs are very strong and their feet are big **so** / **but** they can jump very fast. They are cute, lively and playful. We took lots of photos **or** / **and** we filmed the kangaroos!

We had an amazing time **and** / **but** I think Kangaroo Island is a great place for all animal lovers!

Instructions and Answer key

3.7 Writing – Order It

Materials: One set of cards for each pair

Language: Linking words: *and, so, but, or, because*

- Put students in pairs. Explain they are going to order the fragments of a blog entry about a special memory.
- Give each pair a set of cards.
- Students in each pair order the blog entry and circle the correct linking words.
- After students have finished, ask students to read the text fragment by fragment.
- If you have more time, ask students to retell the story not looking at the text.

Answers:

because, so, but, so, and, and

My memories of Kangaroo Island

Last year I went to Australia with my family. I was very excited because we decided to spend a day on Kangaroo Island.

We went to the island on a boat. It was early and we were hungry, so we had breakfast and we went to Kangaroo Island Wildlife Park to see the kangaroos.

You can see them everywhere in Australia but there are more than 65,000 kangaroos on the island! They've got short, brown fur, long ears, and a long tail.

Their legs are very strong and their feet are big so they can jump very fast. They are cute, lively and playful. We took lots of photos and we filmed the kangaroos!

We had an amazing time and I think Kangaroo Island is a great place for all animal lovers!

Find the words

**Grid A**

Find your partner's words before he/she finds yours! Guess the squares.

	1	2	3	4	5	6	7	8	9	10
A										
B	G	O	R	I	L	L	A		S	A
C									I	C
D		N	O	V	E	L		B	N	T
E								A	G	O
F				C	L	A	W	G	E	R
G	B							G	R	
H	E							Y		
I	L			S	E	L	F	I	S	H
J	T									

Grid B

Find your partner's words before he/she finds yours! Guess the squares.

	1	2	3	4	5	6	7	8	9	10
A	W								B	
B	I								O	
C	N		T	I	G	H	T		S	
D	G								S	
E							S		Y	A
F	D	O	N	K	E	Y	H			R
G							I			T
H	S	A	L	S	A		R			I
I							T			S
J		T	E	C	H	N	O			T

Instructions and Answer key

3.8 Units 1–3 Vocabulary – Find the words

Materials: One grid for each student, either A or B

Language: Vocabulary from Units 1–3

- Put students into pairs and explain that they are going to try to find eight words written on their partner's grid. Student A guesses a square on Student B's grid (e.g. B3, A7). If there is a letter there, Student B says which letter it is and Student A writes it in that square on their grid.
- Put students into pairs and give each student a grid, either A or B. They take turns to guess squares to find the words.
- The winner is the first one to find all eight words on their partner's grid.
- Note that this activity will take at least fifteen minutes to complete as students have to guess eight words in order to win – that is, forty-one guesses for each student.

Discuss it

FINISH

CORRECT IT

I wasn't like the food my dad cooked for my birthday.

28

COMPLETE THE SENTENCE

My sister (play) a computer game at the moment.

27

DISCUSS IT

Talk for thirty seconds about your favourite clothes.

26

CHANGE TO THE PAST

Neil breaks a glass.

25

24

ADD A WORD

My dog is happy to see me when I come home after school. (always)

20

DISCUSS IT

Talk for thirty seconds about what you do in the evenings after school.

21

CORRECT IT

Mike often is annoyed with his sister.

22

You are on holiday and there is no internet. MISS A TURN.

23

MAKE IT NEGATIVE

The children are playing basketball.

19

COMPLETE THE SENTENCE

Nick (not / often / do) his homework.

18

You're feeling very excited at the moment. GO FORWARD THREE PLACES.

17

ORDER THE SENTENCE

you / dog / often / feed / how / your / do / ?

16

DISCUSS IT

Talk for thirty seconds about what or who makes you annoyed.

15

ADD A WORD

You often listen to pop music? (do)

14

DISCUSS IT

Talk for thirty seconds about a TV show you love.

10

MAKE IT NEGATIVE

I was late for school yesterday.

11

CORRECT IT

Susie often wear jeans to school.

12

Your parents give you money for new clothes. GO TO 17.

13

COMPLETE THE SENTENCE

Amy (speak) to me last night.

9

Your posters are all old and you don't like the pop stars on them now. GO BACK TWO PLACES.

8

DISCUSS IT

Talk for thirty seconds about what you like doing in your free time.

7

ORDER THE SENTENCE

talk / Lee / you / to / yesterday / did / ?

6

ADD A WORD

I go out with my friends. (often)

5

You move to a small town with no cinema. GO BACK TO START.

4

MAKE IT NEGATIVE

John likes watching horror films.

1

You are a great dancer. You are a star. THROW AGAIN.

2

DISCUSS IT

Talk for thirty seconds about the last time you watched a video online.

3

CORRECT IT

Last week we was on holiday.

START

Instructions and Answer key

3.9 Units 1–3 Grammar – Discuss it

Materials: One worksheet, three counters and a dice for each group of three

Language: Grammar structures from Units 1–3

- Tell students they are going to play a board game in groups of three. They will throw a dice, move that number of places and follow the instructions on the square they land on. If they are sent to a different place, they have to follow the instructions on the square they are sent to.
- Agree with students about the rules for finishing (i.e. whether or not they need to throw exactly the right number to land on the final square or any number larger than the number of places left to move).
- The winner is the first student to arrive at the *FINISH* square. When all the groups have finished, go through the correct answers for each square.
- Ask if any students landed on a *DISCUSS IT* square and, if they did, elicit what they said.

Answers:

- 3 Last week we were on holiday.
4 John doesn't like watching horror films.
6 I often go out with my friends.
7 Did you talk to Lee yesterday? / Did Lee talk to you yesterday?
10 I wasn't late for school yesterday.
11 Susie often wears jeans to school.
13 Amy spoke to me last night.
15 Do you often listen to pop music?
17 How often do you feed your dog?
19 Nick doesn't often do his homework.
21 Mike is often annoyed with his sister.
23 The children aren't playing basketball.
24 My dog is always happy to see me when I come home after school.
25 Neil broke a glass.
27 My sister is playing a computer game at the moment.
28 I didn't like the food my dad cooked for my birthday.

Project worksheet: a digital presentation

Step 1

1 Choose three pets you find most interesting. Think about:

- what they look like
- what they can do
- their personality
- what they eat.

hamster

dog

fish

PARROT

guinea pig

cat

tortoise

Compare your answers in groups.

2 In groups, choose a pet for your digital presentation. You can choose from the list above or another animal that you think is interesting. Use the phrases below.



How about doing a presentation about dogs? They are clever and sociable and you can train them.

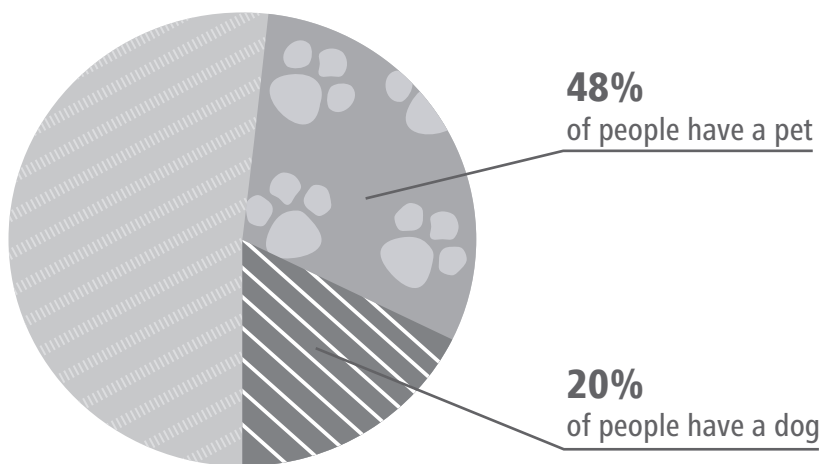


Why not? Brilliant! / I don't think it's a good idea. I'd like to choose a snake because ...

Step 2

3 Research the answer to your question. Take notes and write bullet points or short texts for each slide. Use the phrases below to help you.

Dogs in my country



Tips

- Create at least one slide for each question.
- Include a photo or a graph for each of the slides.
- Add a video if you like.

- 1 Dogs / Tortoises originally come from (name of place). They are quite big / small. They've got soft fur / a short tail / colourful feathers and wings / a big beak. They can run fast / climb trees / play with you / protect your home.
- 2 A lot of people keep them at home because they are playful / clever / fun to play with.
- 3 You need to brush their fur / clean their cage / train them. You have to feed them / put fresh water in their bowl / take them for a walk. They eat special food / vegetables / live animals. They like / enjoy playing / going for long walks.

Project worksheet: a digital presentation

Step 3

4 In groups, create your digital presentation. Use the checklist below to check it.

- ☐ Does the presentation have a title?
- ☐ Does each slide have a title?
- ☐ Is the grammar in the texts / bullet points on the slides correct?
- ☐ Is the spelling correct?
- ☐ Does the presentation include some interesting facts?
- ☐ Are there bright images on each slide?
- ☐ Do the slides contain enough / too much information?

Step 4

5 Watch and listen to the presentations. Complete the questions below. Think of two more questions. Then ask and answer in pairs.



What is good and bad about keeping a _____.



How much _____?



How often do you need to _____?

Instructions and Answer key

3.10 **BBC** Culture – Project worksheet: a digital presentation

Before the lesson: A digital presentation can be made using a presentation programme like Microsoft PowerPoint. It contains slides with titles, text and images. It can also contain other embedded elements, like videos. Many students will probably be very familiar with the technology as they are a popular way to produce school projects.

You will need: a computer / laptop; digital presentation tool; access to the internet; a projector / screen to show the presentations. If students don't already have access to a presentation tool, there are tools online that can be downloaded for free. Make sure at least one person in each group has access to a presentation tool at home.

A non-digital option: Without access to a computer or the internet, or if you only have limited access, you may prefer a non-digital option. Instead of creating a digital presentation, students can prepare a fact file about a popular pet. A fact file should have a title (e.g. Hamsters – Fact File), and each part should have a heading (e.g. Popularity, Food, etc.). Students work in groups and do Exercises 1, 2 and 3. They write texts for their parts of the fact file and look for images in magazines or use materials printed from the internet to illustrate their fact files.

You will need: printed materials (information and photos), paper (A3) – a sheet for each group and coloured pens / pencils.

Step 1 **Class work**

Warm up:

- Do a quick class poll to see how many students have pets and what pets they have. Ask students who have pets to raise their hand. Write the number on the board. Then ask who has a dog and count after they have raised their hands. Proceed with other pets (cats, fish, etc). Ask what other pets they have. After you have finished, you can use the numbers to show students how to make simple graphs showing the popularity of a pet (see the example on the worksheet).
- Ask students if they have ever made a digital presentation. What was it about? What did they find difficult? Elicit answers.
- If possible, show students an example of a digital presentation.

Task:

- Give each student a worksheet. Put students into groups of three.
- Explain to students they will have to create a digital presentation in their groups.
- Students do Exercises 1 and 2 and choose one pet for their group. They can choose an animal from the list or another animal they find interesting. Monitor the groups and encourage students to give reasons to support their opinions. Point out that they may have to compromise to find an option that everyone is happy with.
- Students decide who will do each part of the presentation.
- Go through the expressions and the tip box in Exercise 3 and encourage students to use them when they write their texts or bullet points to put on the slides.

- Point out to students at this stage that the presenters will not just read what is on the slides, but will develop the bullet points or text to give more information. The texts on the slides should be short, but students should be prepared to say more.
- Discuss what materials students might like to use in their presentations (photos, graphs, videos).
- Remind students that they should always give the source of the material, e.g. a website address or the name of the photographer if it is known. There are websites available which publish photos which are free to download and use.
- Before students prepare the presentation, go through the checklist in Exercise 4.

Note: since this is a very popular way to do many school projects, it's worth spending some time teaching students what a digital presentation should look like as it can bring them real benefits in the future.

A good digital presentation:

- has a separate slide for each topic / subtopic / piece of information; slides shouldn't contain too much information
 - each slide should have a title, a photo / image and a short text or bullet points
 - the titles should be short and catchy
 - the font size should be big enough to read it from a distance.
- Advise students to use the checklist to review their presentation and decide if there are any parts which can be improved.

Step 2 **Individual work**

- Students work individually at home or in class doing research on the internet.
- They research their chosen question from Student's Book p. 47 and take notes using the phrases from Exercise 3.
- They research images that could accompany the presentation. They save the pictures and other materials they have found that they would like to use.

Step 3 **Group work**

- Students decide if they will prepare their slides separately and then one person puts them together to create the presentation or if they will create the presentation together.
- Students rehearse to give the presentation as a group.
- Students use the checklist in Exercise 4 to check their presentations.

Step 4 **Class work**

- Each group shares their presentation with the other students.
- After the class have watched, ask students to do Exercise 5. They should complete the questions and add their own questions.
- Give students some time to discuss the presentations and ask and answer questions.
- Give feedback to each group praising them for their efforts and highlighting any areas for improvement.
- After all the groups have given their presentations, students discuss in class which pet they found the most interesting and might like to keep at home and why.

What device am I?

Gadget cards



SMARTPHONE	SMARTWATCH	WIRELESS EARBUDS	PRINTER
DIGITAL CAMERA	PHONE CHARGER	GAMES CONSOLE	LAPTOP

Question cards

**QUESTIONS:**

Can we use you to ...

- send t_____s?
- p_____e our friends?
- ch_____ the time?
- play online g_____s?
- l_____ for information?
- join an online cl_____?
- c_____ our phones?
- ch_____ social media?
- print documents or ph_____?
- l_____ to music or podcasts?
- t_____ photos?
- make video cl_____s?

Have you got ...

- a scr_____n?
- a t_____screen?
- a k_____board?
- sp_____ers?
- a mic_____ne?

QUESTIONS:

Can we use you to ...

- send t_____s?
- p_____e our friends?
- ch_____ the time?
- play online g_____s?
- l_____ for information?
- join an online cl_____?
- c_____ our phones?
- ch_____ social media?
- print documents or ph_____?
- l_____ to music or podcasts?
- t_____ photos?
- make video cl_____s?

Have you got ...

- a scr_____n?
- a t_____screen?
- a k_____board?
- sp_____ers?
- a mic_____ne?

QUESTIONS:

Can we use you to ...

- send t_____s?
- p_____e our friends?
- ch_____ the time?
- play online g_____s?
- l_____ for information?
- join an online cl_____?
- c_____ our phones?
- ch_____ social media?
- print documents or ph_____?
- l_____ to music or podcasts?
- t_____ photos?
- make video cl_____s?

Have you got ...

- a scr_____n?
- a t_____screen?
- a k_____board?
- sp_____ers?
- a mic_____ne?

Instructions and Answer key

4.1 Vocabulary – What device am I?

Materials: One set of cards for each group

Language: Vocabulary: Digital devices, word friends, computer equipment

- Put students in groups of three. Explain they are going to play a game called: *What device am I?*
- Give each group a set of cards. Each student has a question card and they put the device cards in a pile face down.
- Let students work individually to complete the questions. Check the answers.
- Then students start the game. One of the students takes one device card from the pile and does not show it to the others. The other students ask questions from the list to guess what device the student is. The person who guesses takes the next card from the pile and the game continues until all the device cards have been used.
- Students do not have to ask the questions in order and they can choose to ask additional questions.
- For fast finishers, students can think of more objects for other members of the group to guess.

Answers:

send texts / phone our friends / check the time / play online games / look for information / join an online class / charge our phones / check social media / print documents or photos / listen to music or podcasts / take photos / make video clips a screen / a touchscreen / a keyboard / speakers / a microphone

Liar!



**When I was
younger, I ...**

**When my parents
were teenagers,
they ...**

**When my
grandparents
were young,
they ...**



write and draw on paper	write and draw on a computer
send postcards from holidays	send emails
go to the cinema to watch films	watch films online
play board games	play on a games console
buy clothes online	make clothes
travel by plane	travel by horse
listen to music on a smartphone	listen to the radio
meet friends in a park	meet friends online
read a lot of books	enjoy jigsaw puzzles
phone friends from a phone box	phone friends using a smartphone
send letters	send texts
cook at home	order a pizza online
wear long dresses and woolly trousers	wear hoodies and jeans
use smartwatches	use wireless earbuds
print documents at home	have online classes
LIAR	LIAR
LIAR	LIAR
LIAR	LIAR
LIAR	LIAR

Instructions and Answer key

4.2 Grammar – Liar!

Materials: One set of cards for each group

Language: *used to*

- Put students in groups of three. Explain they are going to play a game called: *Liar!*
- Give each group a set of cards. Each student gets one grey beginning card. The white cards are put on the desk face up so that everybody can see them.
- Go through the cards to explain any words students might not know: *play board games, order pizza online, travel by horse, cook at home*. Ask students if there are any other expressions they don't understand.
- In each turn students have to use their beginning card to make two sentences – one with *used to*, the other one with *didn't use to*. They choose two endings from the table. Give students an example: *When my parents were teenagers they used to read a lot of books. They didn't use to send texts*. The other students decide if the sentences are grammatically correct and if they are, the student who has made them claims the two white cards, if only one sentence is correct, they claim one card and no cards if neither of the sentences are correct.
- There are an additional eight liar cards to claim. Explain to students they can decide to tell the truth or lie in a turn (just one sentence can be a lie). If a student lies and another student correctly spots this, he/she claims one of the liar cards and makes his/her sentences (even if it isn't his/her turn), if students don't notice the lie, it's the liar who gets the liar card.
- When each student has had their turn, they pass the grey beginning cards clockwise.
- The game finishes when there are no verb cards on the table, the winner is the student with the most cards (verb cards and liar cards are counted together).



something people switch on

a reason for hanging up

something you want to find out about

a reason why a website is worth checking out

something people often try on

something you never switch on

what you can say when you need to hang up

something you would never try on

a computer game you'd like to check out soon

a place you look when you want to find out about something

something you do online

a place where you can meet your friends

a way of keeping in touch with friends

a way of listening to music

Instructions and Answer key

4.3 Reading and Vocabulary – Keep going

Materials: One set of cards for each group of four students

Language: Phrasal verbs, devices and technology

- Put students into groups of four. Explain that they are going to take turns to create lists of vocabulary items. As an example, write *clothes* on the board. Say *shirt* and ask another student to give another word. Keep asking students to add one more until a student can't think of one.
- Give each group a set of cards face-down in a pile.
- One student starts by turning over a card, reading it out and giving an example of what is written on the card. The student on his/her left gives another example and they continue until a student can't think of any more examples. That student takes the card.
- That student then picks up the next card and they repeat the process.
- The student with the fewest cards at the end is the winner.

What does he want to do?



1



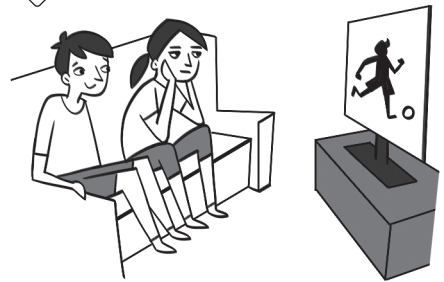
He wants _____

4



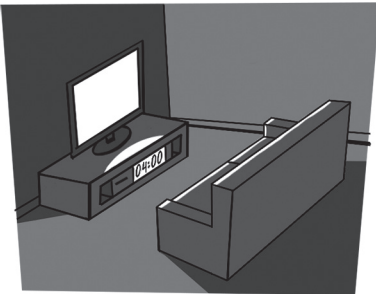
She can't stand _____

7



She hates _____

2



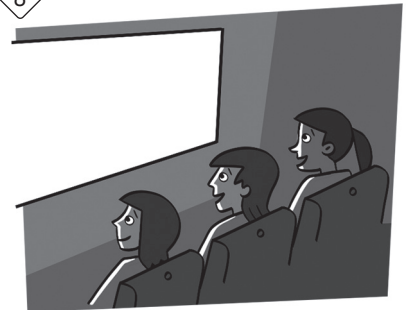
They forgot _____

5



He doesn't mind _____

8



They love _____

3



He keeps _____

6



He learned _____

9



She needs _____



(fall) over

(go) to the cinema

(cook) last year

(listen) to loud music

(do) well in his exams

(tidy) his room

(brush) her hair

(watch) football on TV

(switch) off the TV

Instructions and Answer key

4.4 Grammar – What does he want to do?

Materials: One worksheet for each pair of students

Language: Infinitives and *-ing* forms

- Put students into pairs. Explain that they are going to look at some pictures and then match sentence halves to describe the pictures. They should complete the sentence under each picture, putting the verbs in brackets in the correct form.
- When students have finished, elicit the correct sentence for each picture.

Answers:

- 1 He wants to do well in his exams.
- 2 They forgot to switch off the TV.
- 3 He keeps falling over.
- 4 She can't stand listening to loud music.
- 5 He doesn't mind tidying his room.
- 6 He learned to cook last year.
- 7 She hates watching football on TV.
- 8 They love going to the cinema.
- 9 She needs to brush her hair.

Tell your group



1

Tell your group about
the last time you viewed
a video online.

5

Tell your group about
the last time you shared
something online.

2

Tell your group about
the last time you searched for
information online.

6

Tell your group about
the last time you played
an online game.

3

Tell your group about a link you
clicked on which took you
to an interesting website.

7

Tell your group about
the last time you chatted
to someone online.

4

Tell your group about
someone you follow
on social media.

8

Tell your group about a useful
app you can download
for free.

Ask a question
starting
What ...?

Ask a question
starting
When ...?

Ask a question
starting
Why ...?

Ask a question
starting
How ...?

Ask a question
starting
What ...?

Ask a question
starting
When ...?

Ask a question
starting
Why ...?

Ask a question
starting
How ...?

Instructions and Answer key

4.5 Listening and Vocabulary – Tell your group

Materials: One set of cards for each group of four students

Language: Computers and technology

- Explain to students that they are going to discuss things they do online and take turns to ask each other questions.
- Put students into groups of four and divide a set of cards equally between them (i.e. four cards each, either the numbered discussion cards or the question cards).
- The student with the first discussion card starts by putting down their card face-up and telling the group about the last time they watched a video online. They have to speak for at least thirty seconds. The rest of the group should listen quietly until the speaker has finished.
- Then students in the group who have question cards volunteer, in turn, to put down their card face-up and ask the speaker a question. If no one in the group volunteers, the speaker nominates someone. If they have a question card, they should ask a question and if they don't, the speaker nominates someone else.
- Then the process is repeated with the student who has the second discussion card. The activity continues until all eight topics have been discussed and all eight questions have been asked.

Can you help?



1A Oh, no! Can you help? The internet c _____ is slow! I can't send this project to my science teacher. (internet connection works)	1B Hmm, shall we check the internet c _____ first? Maybe there's no internet. (project / too big / try to send it in a different way, not by email)
2A Look, the computer isn't w _____ ! The screen is black! (you charged the computer)	2B Hmm, maybe the battery d _____ ? You need to charge your computer and see if it works. (call / computer helpline)
3A Oh, no! I need to print this essay and the printer doesn't w _____ ! (you switched on the printer)	3B Let's _____ switching on the printer. (check USB cable)
4A Look, this mouse doesn't w _____ I'm moving it, but nothing happens. (Bluetooth® connection is OK)	4B Hmm ... How a _____ checking the Bluetooth® connection? Let's find your mouse ... here. (battery / old)
5A My computer c _____ ! Look, there are some symbols on the screen ... (can't switch it off)	5B Hmm ... This looks bad. L _____ try switching it off and on again. (call / computer helpline)
6A Look at my laptop! The screen's f _____ ! And I can't switch it off! (pressed Control-Alt-Delete, it didn't work)	6B Hmm ... you need to p _____ Control-Alt-Delete. (look at the FAQs / this website)
7A I need to scan this picture, but the scanner isn't w _____ . (you connected the scanner to the computer)	7B Let me t _____ something Let's c _____ if you connected the scanner to your computer. (look for a blog / online forum)

Instructions and Answer key

4.6 Speaking – Can you help?

Materials: One set of cards for the class (or more if the class is bigger than 14 students)

Language: Solving technology problems

- Cut out enough problem cards (grey) and solution cards (white) for each student in the class. If there are more than 14 students, cut out more pairs. If the number of students is uneven, two students can work with one solution card.
- Distribute the cards. Ask students to find their partners. Then they complete the missing words and act out the dialogues. Explain that on their cards there is some information in brackets – on the problem card it says what the person already tried to do, on the solution card it gives another hint to solve the problem. Elicit the sentences if necessary.
- Monitor the activity walking around and checking.
- When students have finished, they swap with a different pair, so that the student who had a problem now has a solution.
- Invite some pairs to act out their dialogues in front of the class.

Answers:

1A/B connection 2A working 2B died 3A work
3B try 4A work 4B about 5A crashed 5B Let's
6A frozen 6B press 7A working 7B try, check

Find all your pieces!



Today, I'm reviewing a really exciting app – LookCooler.	This week, I'm reviewing a new study app – ShareYourNotes.	Today, I want to share with you a review of an app called WalkTogether.
What is it? It's an app _____ make your selfies look different if you are into art.	What is it? It's an app that makes it easier _____ share notes with other school and university students.	What is it? This app is good _____ organising your walks.
How to use it? You upload a photo, then add the style of your favourite artist. You can choose Picasso, Modigliani and many others.	How to use it? It works in a similar way to some apps where you can buy and sell clothes.	How to use it? You can invite your friends _____ use this app and then when you plan a walk, share your plans with them.
You can also use it _____ change colours or put yourself in a famous painting!	You can buy notes somebody shared, but if you share yours, you get points that you use _____ exchange for other students' notes.	You can connect the app to your smartwatch. It counts kilometres and steps.
Good points It's perfect _____ looking cool and different!	Good points It's really useful _____ studying and preparing for tests.	Good points It has a great 'Where are you' function which makes it possible _____ see where your friends are.
It's fun! I spent hours changing my face. You don't need an internet connection.	You can compare different notes and choose the ones you like best before you decide _____ buy them.	It's free. When you are connected to the internet, it shows you interesting information about the places you see.
Bad points Well, it's good _____ having fun, but is it OK to upload the selfies to social media?	Bad points Sometimes there is too much to choose from and it takes a long time to find the best notes.	Bad points It's a bit complicated and it sometimes stops working. It doesn't count steps perfectly.
My face painted in the style of Picasso looks awful! The app is also quite expensive.	I think there should be two different apps: one for school students and one for university students.	You can't use the app _____ share walk maps.
Do you recommend it? I'm not sure. There are similar free apps you can use to make your selfies more interesting, so I don't really recommend spending any money on it!	Do you recommend it? I strongly recommend it! It's a great help for all students!	Do you recommend it? I recommend it to people who love walking – if you only go for a walk once a month it's not for you!

Instructions and Answer key

4.7 Writing – Find all your pieces!

Materials: One set of cards for each group of three

Language: Reviewing an app, *for* + *-ing* and *to* + infinitive to express purpose

- Put students in groups of three.
- Give each group a set of cards and ask them to put all cards face up on the table.
- Ask each of the students to pick one grey card.
- Explain each of the students has to pick eight cards that match their apps, put them in order and complete the gaps with *to* or *for*.
- The winner in each group is the person who is the quickest to have the full review.
- After students have finished, check the order of the cards.

Answers:

LookCooler: to, to, for, for

ShareYourNotes: to, to, for, to

WalkTogether: for, to, to to

Add one



1 You want:
DIGITAL DEVICES

smartphone

2 You want:
IDEAS TO SOLVE PROBLEMS

search the internet

3 You want:
COMPUTER EQUIPMENT

screen

4 You want:
PHRASAL VERBS

switch on

5 You want:
THINGS WE CAN DO WITH DEVICES

chat online

6 You want:
PROBLEMS WITH DEVICES

internet connection is slow



1 Words to remember:

surf the internet
keyboard
battery dies
hang up
call a helpline

2 Words to remember:

Bluetooth® speaker
find out
computer crashes
take photos
memory

3 Words to remember:

switch it off
waste time
try on
check social media
digital camera

4 Words to remember:

screen's frozen
wireless earbuds
scanner
online forum
play online games

5 Words to remember:

check out
printer
charge it
doesn't work
handsfree headset

6 Words to remember:

view videos
games console
stay calm
microphone
look for

Instructions and Answer key

4.8 Unit 4 Vocabulary – Add one

Materials: Two numbered cards for each student:
a category card and a vocabulary card

Language: Vocabulary from Unit 4

- Put students into groups of six and hand out the 'Words to remember' cards. Explain that they should memorise the five words on their card and they shouldn't show their card to anyone.
- Then hand out the category cards, making sure that each student's category card has the same number as their vocabulary card.
- Tell the groups to place their vocabulary cards face-down in a pile in the middle of the table so that they can't look at them again.
- The first student starts by saying his/her category and giving the example word that is on his/her category card. The other students in the group should say the word they had on their card for that category and the first student writes down these words on his/her category card.
- The group repeats the process until everyone in the group has six words on their category card.
- Then elicit the words for each category.

Answers:

- 1 **Devices:** Bluetooth® speaker, digital camera, wireless earbuds, handsfree headset, games console
- 2 **Ideas to solve problems:** call a helpline, switch it off, online forum, charge it, stay calm
- 3 **Computer equipment:** keyboard, memory, scanner, printer, microphone
- 4 **Phrasal verbs:** hang up, find out, try on, check out, look for, switch it off
- 5 **Things we can do with devices:** surf the internet, take photos, check social media, play online games, view videos
- 6 **Problems with devices:** battery dies, computer crashes, waste time, screen's frozen, doesn't work

Make a sentence



_____ (used to like)
_____ (agree)
_____ (need)
_____ (can't stand)
_____ (used to play)
_____ (forget)
_____ (don't mind)
_____ (keep)
_____ (prefer)
_____ (didn't use to have)
_____ (remember)
_____ (did you use to ... ?)
_____ (enjoy)
_____ (would like)
_____ (didn't use to go)
_____ (want to)

Instructions and Answer key

4.9 Unit 4 Grammar – Make a sentence

Materials: One sentence for each student

Language: Past Simple, relative clauses, verb patterns

- Write *prefer* in the centre of the board. Ask students to think of a sentence that includes the word *prefer* plus a verb in the *-ing* form. Elicit ideas and write one of the sentences on the board. Then write the phrase *I used to play* on the board and elicit sentences that includes the phrase. Write one of the sentences on the board.
- Explain to students that you are going to hand them a piece of paper with one word or phrase on it and that they should use it to make a sentence using either *to* + the infinitive, verb + *-ing* or the correct form of *used to*.
- When they have made their sentences, give each student a blank piece of paper and dictate all these words: *used to like, agree, need, can't stand, used to play, forget, don't mind, keep, prefer, didn't use to have, remember, did you use to ... ?, enjoy, would like, didn't use to go, want*. Students should write all the words, except for the word that is on their own piece of paper.
- Then ask students to mingle and tell each other their sentences. They should write down all the sentences their classmates tell them, continuing until they have written sentences for all the words that were dictated.
- Tell students that they should decide which sentence they think is the most interesting, funny or unusual, apart from their own.
- Do a class vote to find out which sentence was the most popular.

Is this a positive comment?

- 1 Read the social media posts and the comments below. What do you think of them? Do you write similar comments?

 **Sam Jones** 5 hours
Look! My brothers Tom and James are having fun in the snow!



A Jess Davies
Wow, they are really enjoying their time together! I love winter, too.

B Leo Cooper
My brothers fight all the time and I've had a lot of problems with them. Having a sister would be nice!

C Usman Bashir
Wow! They look cool! I hope to see them next Sunday at your birthday party. Is your address 10 Mayford Road?

 **Ellie Williams** 2 hours
What's better than watching *Happy Stars* with friends?



D Aanya Patel
Happy Stars is for kids (my little brother watches it!!!)

E Ava Thompson
I also love this movie. I think it's fantastic. And the actor playing Brian is great! Here's another good movie with him – *It Never Rains*, you can see it online.

F Josh White
Well, I think sport is better than watching movies. I'm preparing for a competition next Saturday right now so I don't have time for films.

- 2 Read the comments again. Match the comments with the questions below.

Which comments ...

- 1 ☐ share positive thoughts? A, C, E
- 2 ☐ share negative thoughts? _____
- 3 ☐ give away too much personal information? _____
- 4 ☐ describe a negative experience? _____
- 5 ☐ give some good advice? _____
- 6 ☐ are not really about the topic of the post? _____

- 3 Tick the things from Exercise 2 you should do and cross the things you shouldn't do when you write a comment on a post.

- 4 How do you think the comments made Sam and Ellie feel?

I think Josh White's comment made Ellie feel bad for watching a film instead of doing sport.

- 5 Write a positive comment for each of the two posts. Think about:
- writing about the topic of the post
 - using positive language
 - sharing positive thoughts and experiences.

Instructions and Answer key

4.10 Set for life – Is this a positive comment?

Materials: One worksheet for each student
Language: Being respectful on social media



Communication: Understanding the context

The activities are aimed to help students make appropriate responses when commenting on social media and to be aware of the emotional reactions of the audience when planning their comments.

- Give each student a worksheet and put students into pairs. Ask students if they often use social media and read the comments left on people's posts.
- Do Exercise 1. Ask students if they often comment on other people's social media posts. Elicit some examples of comments they make. Give them some simple examples to comment on, e.g. *I've won a street dance competition! (Congratulations!)* or *My cat is ill (Poor you!)*. Ask students to read the posts and discuss in pairs their opinions on them. Elicit answers from different pairs.
- Students do Exercise 2 in pairs, matching the questions to the comments. Check answers when they have finished.

Answers:

Exercise 2

1 A, C, E 2 B, D, F 3 C 4 B 5 E 6 F

- Students do Exercise 3 in pairs. After they have finished, discuss each point as a class.

Suggested answers:

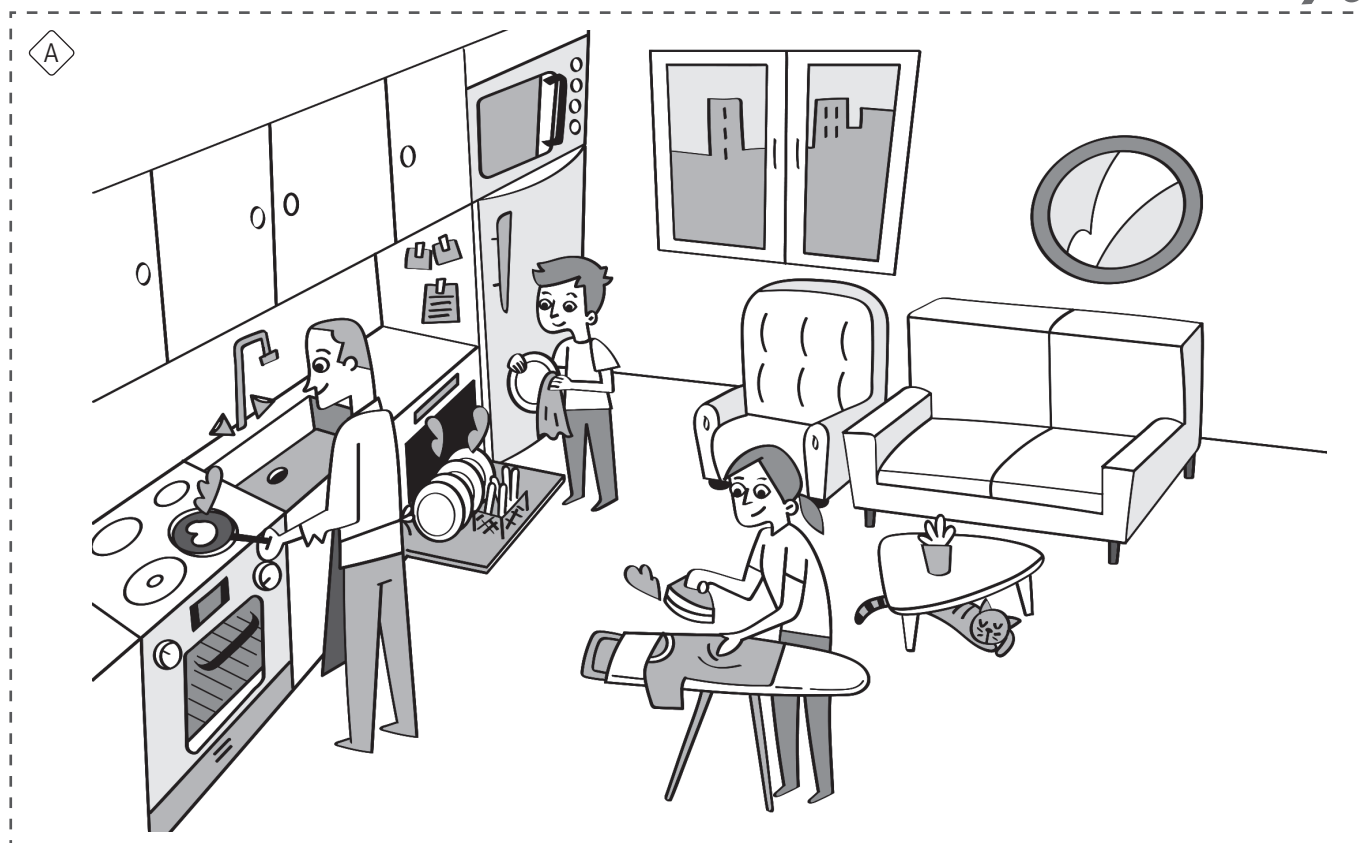
- 1 You should write positive comments and use positive language, e.g. *congratulations, she looks clever, it's fantastic.*
 - 2 You should avoid negative comments and negative or unkind language, e.g. *Happy Stars is for kids, sport is better than watching movies.*
 - 3 You shouldn't give out personal information such as the address in comment C.
 - 4 You shouldn't describe a negative experience as in comment B; it is unkind to talk about problems if someone is happy about something.
 - 5 You should give good advice, e.g. *here's another good movie.*
 - 6 You shouldn't talk about things that are not really about the topic, e.g. *in comment F the boy talks about himself too much.*
- Ask students to do Exercise 4 in pairs. After they have finished, elicit some possible answers.

Suggested answers:

Exercise 4

- A It made Sam feel happy and proud.
- B It made Sam feel a bit confused and sad. He loves his brothers and would like the person to express positive feelings too, instead of talking about himself/herself.
- C Sam probably had mixed feelings: on the one hand it is a positive comment, but it reveals too much information (that he is organising a party, when and the address). Maybe he is also worried somebody reads it and feels unhappy that Sam did not invite them to the party, etc.
- D Ellie felt unhappy about this comment because it wasn't nice, maybe she felt a bit angry.
- E Ellie felt good about this comment, also it has some good advice, so she might feel grateful for the advice.
- F Ellie might be bored or angry with Josh who always talks about himself.
- Students do Exercise 5 individually. Point out to students they can comment on different aspects of the photos that were not mentioned (e.g. the fact that the boys are playing in the snow, or that the girls are enjoying their time together).
 - If there is time, you can ask students to write their comments on separate pieces of paper and stick them under the posts on the wall. Students read all the comments and decide together as a class which comments were best.

Spot the difference!



Instructions and Answer key

5.1 Vocabulary – Spot the difference!

Materials: One picture for each student, either A or B

Language: Things in the home, prepositions of place, word friends (housework)

- Students work in pairs. Give each student a picture, either A or B. Tell students they have to examine their pictures carefully, and not show their cards to the other student.
- There are ten differences between the pictures and students have to discuss the pictures and find the differences.
- Give students some examples of questions they can ask, and answers, e.g. *Is there a cooker? Yes, there is. Where is the cooker? It's next to the sink. Are there any people in the picture? Yes, there are.* etc. (make sure you don't reveal any differences giving the examples).
- After students have found a difference, they should circle it on their picture.
- The one who finds all ten differences first wins.

Answers:

- 1 In picture A there is a dishwasher between the fridge and the sink; in picture B there is a washing machine between the fridge and the sink.
- 2 In picture A there is a microwave on the fridge; in picture B there isn't a microwave.
- 3 In picture A there isn't a bookcase; in picture B there is a bookcase.
- 4 In picture A the armchair is next to the sofa; in picture B it's opposite the sofa.
- 5 In picture A there is a small plant on the coffee table; in picture B there is a big plant behind the sofa.
- 6 In picture B there is a rug on the floor; in picture A there isn't.
- 7 In picture B there are curtains; in picture A there aren't.
- 8 In picture A the man is cooking in the kitchen; in picture B he is vacuuming the rug in the living room.
- 9 In picture A the girl is ironing in the living room; in picture B she is sorting out the rubbish.
- 10 In picture A the boy is drying the dishes; in picture B the boy is doing the washing.

What is it?



1 This is a room _____ you do the cooking.	2 This is a person _____ lives next door.	3 This is a room _____ you can see a shower and a sink.
4 This is a part of the house _____ is wet when it rains.	5 This is something _____ you can put on the floor.	6 This is the place _____ you keep your clothes.
7 This is something _____ you use when you vacuum the floor.	8 This is something _____ you use to see your face.	9 This is the place _____ you keep food.
10 This is a room _____ people often watch television.	11 This is something _____ you can find in the cupboard.	12 This is an activity _____ we do to make our clothes clean.
13 They are people _____ live together.	14 This is an activity _____ we do after we cook and eat.	15 This is an activity _____ you do when your bedroom is a mess.

Instructions and Answer key

5.2 Grammar – What is it?

Materials: One set of cards for each group of four students

Language: Relative clauses

- Put students into groups of four and give each group a set of cards face-down in a pile.
- Explain they will take turns to pick up a card and read out a sentence, adding the correct relative pronoun. The other students in the group should race to give an answer, raising their hands first. The first student who raises their hand and gives a suitable answer claims the card.
- The winner is the student with the most cards.

Answers:

- 1 where, kitchen
- 2 who (that), neighbour
- 3 where, bathroom
- 4 which (that), roof
- 5 which (that), rug (carpet)
- 6 where, wardrobe
- 7 which (that), vacuum cleaner
- 8 which (that), mirror
- 9 where, fridge (cupboard)
- 10 where, living room or bedroom
- 11 which (that), glasses, plates, food
- 12 which (that), doing the washing / washing clothes
- 13 who (that), family / friends / flatmates
- 14 which (that), washing up, putting on the dishwasher
- 15 which (that), tidying / cleaning

Do it carefully

Action cards



write	draw	walk
do the washing up	play a computer game	stand up
do the cooking	open your book	play the guitar
eat	take out the rubbish	count to ten

Adverb cards



fast	slowly	carefully
noisily	happily	badly
angrily	dangerously	sadly
quietly	nervously	annoyingly

Instructions and Answer key

5.3 Reading and Vocabulary – Do it carefully

Materials: One set of cards for each group of four students

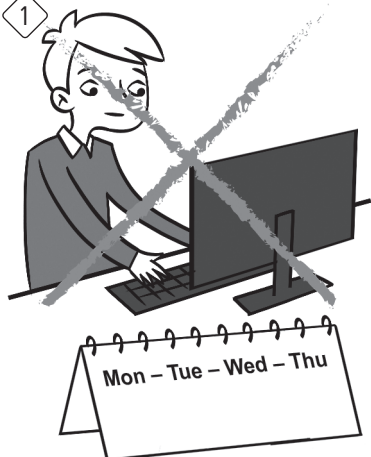
Language: Adverbs of manner

- Tell students that they are going to act or mime specific actions done in a particular manner. Give an example: Write *carefully* on the board. Start writing today's date very carefully. Elicit the action (*writing on the board*) and the adverb (*carefully*).
- Then put students into groups of four and give each group a set of cards, face-down in two piles – action cards in one pile and adverb cards in another pile.
- The first student starts by picking up an action card and an adverb card. They mime the action in the manner of the adverb. If they find this too difficult, they can choose an alternative adverb card. The rest of the group try to guess both the action and the adverb. The student who guesses both correctly claims the two cards.
- Then another student repeats the process with two different cards. Students continue until all the cards have been claimed. The winner is the student with the most cards.

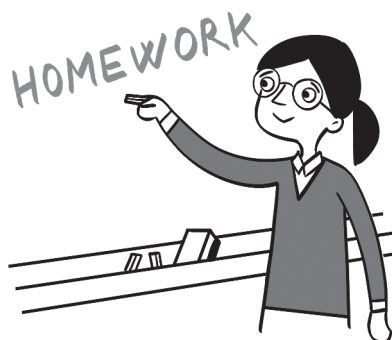
Rules and regulations



1

**can't**

4

**have to**

7

**doesn't have to**

2

**has to**

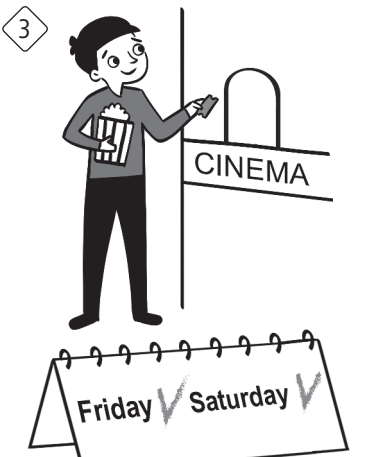
5

**mustn't**

8

**has to**

3

**can**

6

**can**

9

**doesn't have to**

Instructions and Answer key

5.4 Grammar – Rules and regulations

Materials: One set of cards for each group of four students

Language: Modal verbs – *can*, *have to* and *must*

- Put students into groups of four. Explain that they are going to look at pictures of people in different situations and make sentences about them using the words written on the cards. They will also make sentences about themselves in the same situations.
- Give an example. Tell students there is a picture of a boy using a computer, but it is crossed out and the days *Monday to Thursday* are written. On the card, it says *can't*. The sentence is: *He can't use his computer from Monday to Thursday*. Ask students if this is true for them. If not, elicit: *I can use my computer from Monday to Thursday*.
- Hand out the cards to each group and place them face-down in a pile. One student starts by picking up a card, showing it to everyone in the group and making a sentence using the prompt on the card. Then they ask the student on their left to make a true sentence about themselves in the same situation.
- Then it's the second student's turn to repeat the process by picking up the next card in the pile. When students have discussed all the pictures, ask which sentences were true for them.

Possible answers:

- 1 He can't use his computer from Monday to Thursday.
- 2 She has to go to bed at 9 p.m.
- 3 He can go to the cinema on Fridays and Saturdays.
- 4 They have to do their homework.
- 5 She mustn't use her mobile phone in class.
- 6 His friends can visit him.
- 7 He doesn't have to get up early on Saturdays.
- 8 She has to tidy her room.
- 9 He doesn't have to wear his uniform on Saturdays.

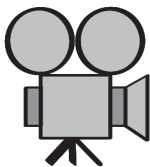
Places in town

1 Look at the symbols. Think about what they mean. Then look at the words below. Complete the words with vowels and match them with the symbols.

A □



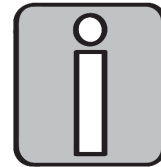
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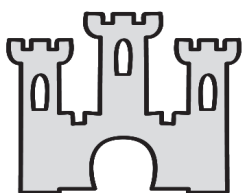
G □



J □



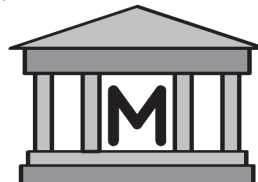
B □



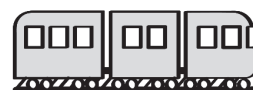
E □



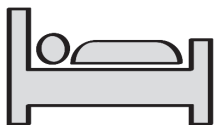
H □



K □



C □



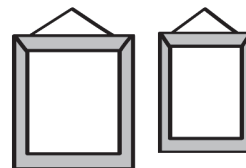
F □



I □



L □



1 st _ t _ _ n

7 c _ stl _

2 p _ st _ ff _ c _

8 l _ br _ ry

3 ch _rch

9 t _ _ r _ st _ _ nf _ rm _ t _ _ n c _ nt _ _

4 m _ s _ _ m

10 h _ t _ l

5 c _ f _

11 p _rk

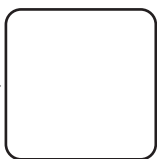
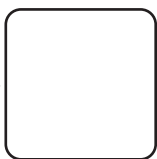
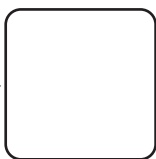
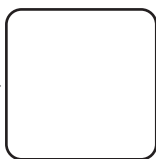
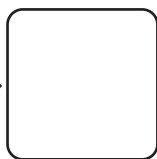
6 _rt g _ ll _ ry

12 c _ n _ m _

2 Draw five symbols to represent your journey to school. Tell your partner.

My journey to school

Home



School

Instructions and Answer key

5.5 Listening and Vocabulary – Places in town

Materials: One worksheet for each student or pair of students

Language: Places in town

- Tell students that they are going to see some symbols representing different places in a town. Elicit a possible symbol for a school (e.g. parent and child walking in the street, teacher pointing at a board).
- Students can work individually or in pairs. Hand out a worksheet to each student or pair. Tell students to think of which place in a town each symbol might represent.
- Then tell them to complete the words with the missing vowels and to match the words with the symbols.
- When they have finished, tell students to imagine their journey from their house to their school. They should draw symbols to show five places that they pass between their house and their school (e.g. a bus stop, a factory, a bank, a shop and a football stadium). When the pairs have drawn their symbols, they should take turns to describe their route to their partner.

Answers:

A 3 church B 7 castle C 10 hotel D 12 cinema
E 8 library F 11 park G 2 post office H 4 museum
I 5 café J 9 tourist information centre K 1 station
L 6 art gallery

Can you help me?



I'm new in town
and I haven't got
any friends.

I want to go
on holiday with
my friends but
I haven't got
any money.

It's my mum's
birthday next
week and I don't
know what
to buy her.

I'm going to
a wedding next
week and I don't
know what
to wear.

I've got
an important
test tomorrow
and I don't know
anything!

My computer
is really slow.

My younger
brother often
borrows
my books
and clothes
without asking.

My parents don't
like my best
friend but he/she
is really nice.

I want to go
on the school
skiing trip but
all my friends
are experts
and I don't know
how to ski at all.

My friend
borrowed £10
last month.
He/She keeps
promising to give
it back but I still
haven't got my
money!

My parents
bought me
an expensive
smartphone last
week and I don't
know where it is.

I feel tired all
the time but I go
to bed early
and sleep a lot.

I want to try
a new hobby
in my free time
but I don't
know what.

I'd like to set up
a blog but I don't
know how
to start.

I invited my
friend to dinner
but I can't cook!

I forgot my best
friend's birthday
and now he/she
doesn't want
to speak to me.

Instructions and Answer key

5.6 Speaking – Can you help me?

Materials: One card for each student

Language: Asking for, giving and receiving advice

- Tell students that you are going to give them a card that describes a problem. Explain that they are going to take turns to ask for advice about their problem as well as give advice to others about their own problems.
- Elicit how we give advice (e.g. *You should ...*, *Why don't you?*). Then hand out a card to each student and tell them not to show it to anyone else.
- Encourage students to mingle and ask for / give advice.
- When they have finished, invite different students to describe their problem and to say what the best (and worst) advice they received was.

Match and complete!



1 Our new house is nice, but not very big.	A Lots of buildings are new. There is also a shopping centre and a sports centre where I can play tennis.
2 The furniture in the house is a bit old-fashioned, but I like it.	B It's got big windows and there is a great view of the park.
3 The kitchen is really nice, but not very modern.	C There are trees and flowers and I really like cycling there.
4 My favourite room is the living room because it's really bright.	D There are only two bedrooms and one bathroom.
5 My bedroom is really big so it is easy to keep it tidy.	E For example, there isn't a dishwasher – but we can buy one.
6 It's not a big town, but it's really modern.	F There is a wardrobe for all my clothes and a shelf for all my books.
7 I like the park which is close to our house. It's really nice!	G The bookcase and coffee table in the living room are from the 19 th century.

- 1 Our new house is very big.
- 2 My bedroom is a bit dark.
- 3 My favourite room is the kitchen because it's very modern.
- 4 My bedroom is small, but not uncomfortable.
- 5 The buildings in the town centre are really beautiful.

Instructions and Answer key

5.7 Writing – Match and complete!

Materials: One set of cards for each pair

Language: Adjectives to describe a place, developing and giving examples in descriptions

- Explain to students that when they describe places and when they use adjectives, it's good to use examples and give some more information to develop and support what they write. Give an example on the board. *My flat is very small.* Ask: *What does it mean? Is it enough? What would you add?* Elicit some examples, e.g. *There is only a living room and two bedrooms. I have to share a room with my sister.* Show examples from the email on Student's Book p. 69 (... *seems nice. There's a beautiful park ...*). Show how the author of the email explains why she thinks the town is nice.
- Put students in pairs and give each pair a set of cards. Explain they have to match cards 1–7 to cards A–G. Give them some time to do the exercise, then check the answers.

Answers:

1D 2G 3E 4B 5F 6A 7C

- After they have done the exercise, explain that they have to complete the descriptions giving examples and supporting their opinions.

Sample answers:

- 1 It's got four bedrooms and three bathrooms. / There are three floors.
- 2 There are tall trees outside. / It's sunny only in the morning, but I like it because it's cool in summer.
- 3 We've got a dishwasher, a microwave and a big fridge.
- 4 There is a wardrobe, a desk and a nice bed.
- 5 They are very old and colourful.

Match and define



Section A

Match words 1–10 with words a–j to make compound nouns. Then write definitions.

1 tourist	a hall	1 e <i>This is where you go to get maps or other information about a place you are visiting.</i>
2 art	b transport	2
3 bedside	c station	3
4 washing	d centre	4
5 living	e information centre	5
6 police	f room	6
7 post	g table	7
8 public	h gallery	8
9 shopping	i office	9
10 town	j machine	10

Section B

Match words 1–8 with words a–h to make compound nouns. Then write definitions.

1 take out	a the dishes	1 e <i>You do this when the bag in the house is full and you have to put it in the bin outside.</i>
2 do	b your bed	2
3 dry	c the rubbish	3
4 vacuum	d the dishwasher	4
5 sort	e the rubbish	5
6 make	f your room	6
7 put on	g the cooking	7
8 tidy	h the floor	8

Instructions and Answer key

5.8 Unit 5 Vocabulary – Match and define

Materials: One section for each student, either A or B

Language: Places in town, housework

- Tell students they are going to look at lists of words that go together. Explain that Section A pairs have got compound nouns (e.g. *DVD player*) and Section B pairs have got activities (e.g. *empty the washing machine*). They have to decide which words match.
- Put students into pairs and hand out one section to each pair, either A or B. When they have matched their words, they have to write a definition for each one.
- When the pairs have finished, a Section A pair should join with a Section B pair.
- The Section A pair starts by reading out one of their definitions and the Section B pair should try to guess which compound noun it is. The Section A pair can give extra help if necessary. They should do this for the ten compound nouns.
- Then the pairs swap roles so that the Section B pair reads out their definitions and the Section A pair should try to guess the activities.
- When the pairs have finished, go through the answers and elicit students' definitions.

Answers and possible definitions:

A

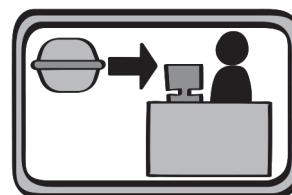
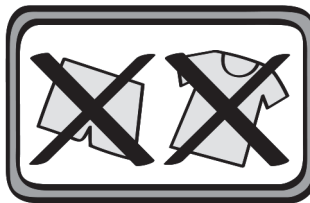
- 2 h This is a place where you can see paintings.
- 3 g You can put a lamp on this so you can read in bed.
- 4 j This is what you use to clean your clothes.
- 5 f We sit in here on the sofa and watch TV.
- 6 c This is where police officers work.
- 7 i You can buy stamps here.
- 8 b You can travel on this. Examples include buses, trains and planes.
- 9 d There are lots of shops here.
- 10 a This is where local politicians and other people work.

B

- 2 g This means making meals to eat.
- 3 a After you wash up, you do this before you put the plates, cups, etc. into the cupboard.
- 4 h This means to clean the floor with a special machine.
- 5 c You do this to separate the glass, paper, plastic, etc. for recycling.
- 6 b In the morning, you tidy the thing you were sleeping on.
- 7 d This means to switch on the machine that cleans all the plates, knives and forks after a meal.
- 8 f You take dirty cups to the kitchen, put your clothes away, vacuum the floor, etc.

Signs

1 Match the signs with the sentences below. Then complete the sentences.

A ☐D ☐G ☐B ☐E ☐H ☐C ☐F ☐I ☐

1 _____
smoke here.

4 _____
park here.

7 _____
pay – it's free!

2 _____
use the toilet if you aren't
a customer.

5 _____
book – we've got lots of
space!

8 _____
order food at the counter.

3 _____
wear long trousers
and long-sleeved shirts.

6 _____
be eighteen or older to
come in.

9 _____
come in with your
shoes on.

2 Draw three new signs. Write a sentence for each sign.







Instructions and Answer key

5.9 Unit 5 Grammar – Signs

Materials: One worksheet for each pair of students

Language: Modal verbs – *can*, *have to* and *must*

- Write two sentences on the board: *No eating in class* and *Non-uniform day today*. Ask students how they could give the same information using modals (e.g. *You can't / mustn't eat in class. You don't have to wear a uniform today*). Explain to students they are going to look at nine signs and nine gapped sentences and then draw their own signs.
- Pre-teach *long-sleeved (shirt)*.
- Put students into pairs and hand out one worksheet to each pair. They should match the signs to the sentences and then complete the sentences using the correct modal verbs.
- When they have finished, elicit the answers and then tell students to work together to write or draw three new signs at the bottom of the worksheet.
- Then the pairs should swap worksheets with another pair and for each new sign they should write a sentence, using modal verbs. The pairs should then hand the worksheet back to the original pair, saying what they have written and finding out if this is what was intended by the sign.
- Elicit some of the signs and sentences from students.

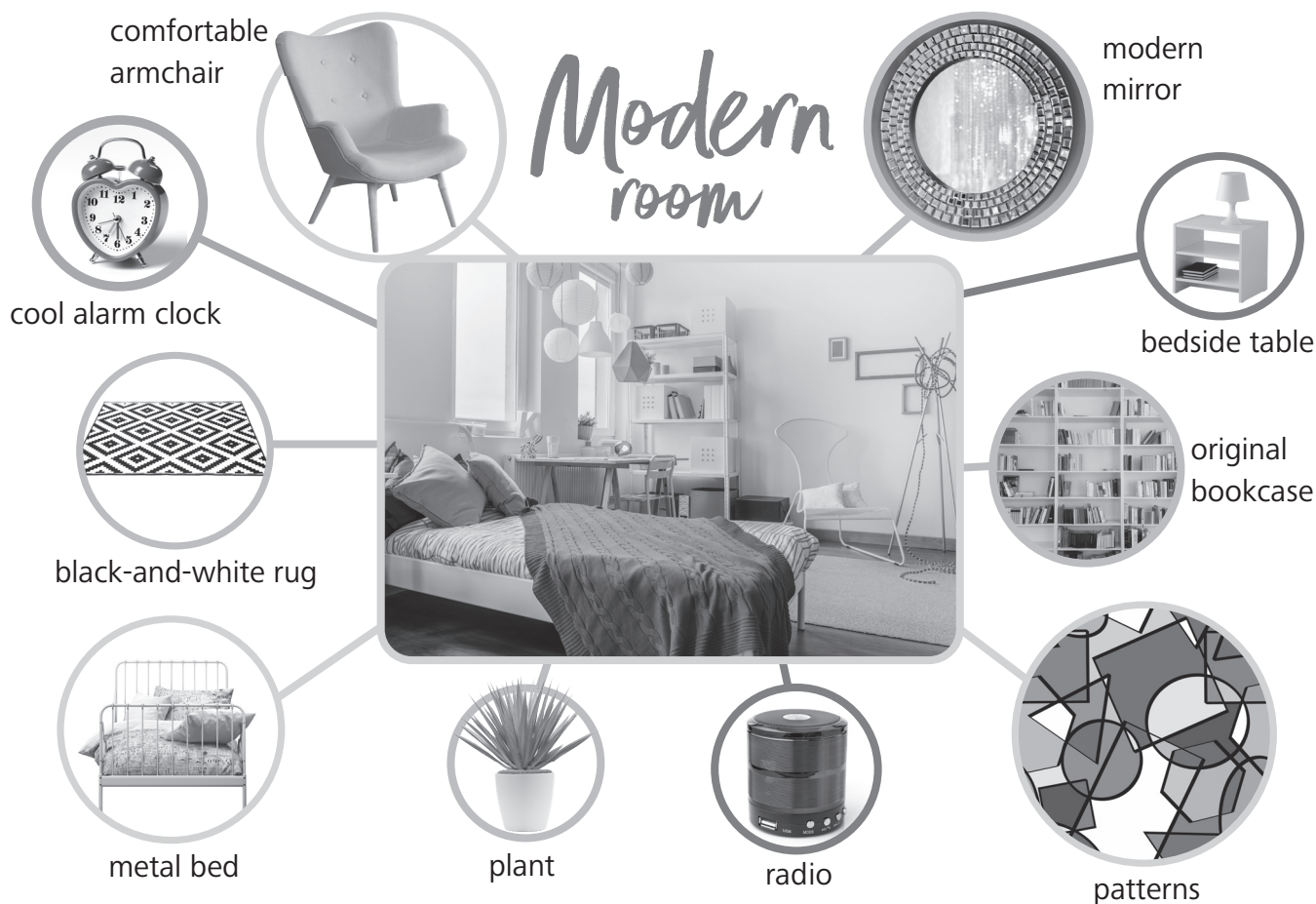
Answers:

- A 4 You can't (mustn't) park here.
B 1 You can't (mustn't) smoke here.
C 7 You don't have to pay – it's free.
D 6 You have to be 18 or older to come in.
E 5 You don't have to book – we've got lots of space.
F 3 You have to wear long trousers and long-sleeved shirts.
G 8 You have to order food at the counter.
H 2 You can't (mustn't) use the toilet if you aren't a customer.
I 9 You can't (mustn't) come in with your shoes on.

Project worksheet: a mood board

Step 1

1 Look at the mood board. Do you like the style? Why/Why not?



Find in the mood board examples of:

- furniture
- things on the walls / on the floor
- devices
- patterns

2 Rank the room styles below from 1–5 (1 = favourite, 5 = least favourite). In groups, choose the room style for your mood board. You can use one of the ideas in the box, or your own idea. Then discuss the details of your room. Use the list in Exercise 1.

original modern high-tech comfortable traditional



I think we should opt for a modern, original room with lots of nice decorations. What do you think we should choose?



That's a brilliant idea. / I don't think that's a good idea ... How about a high-tech room?



OK ... Let's think what we will include. What about a TV with a big screen?

Project worksheet: a mood board

Step 2

- 3** Research images and write short descriptions that you will use to talk about your mood board. You can use some of the ideas below.

Introduction	Our mood board shows a simple, comfortable room. We would like to present a modern, high-tech room.
Walls / Floor	There is a black and white rug on the floor. It looks cool! There are simple, long curtains. We think they are great in sunny weather!
Furniture	You can see some examples of furniture, like Look at this armchair. It's very comfortable.
Gadgets / Special features	We've got some cool gadgets and decorations, for example ... A special thing about the room is that ...
Patterns / Colours	The walls are white or light colours. There are three main colours. We would use some patterns: spots and stripes.

Tips

- Use adjectives when you write your descriptions.
- Give some details about the objects.

Step 3

- 4** Create your mood board. Use the checklist below to check the mood board and the descriptions.

- ☐ Did you include images for each of the points?
- ☐ Does your mood board look attractive?
- ☐ Did you add the title and label the objects? Is the spelling correct?
- ☐ Did you include all objects in the mood board in your descriptions?
- ☐ Did you use some adjectives in your descriptions?
- ☐ Is the grammar in your descriptions correct?

- 5** Practise describing your mood board. Use the phrases from Exercise 3.

Step 4

- 6** Look at the mood boards. Match the question halves. Think of two more questions. Discuss your mood boards in class, asking and answering questions.

- | | | | |
|---|------------------------|---|--------------------------------------|
| 1 | Why is there | a | would you like to have in your room? |
| 2 | What can we use | b | this picture in your mood board? |
| 3 | What other furniture | c | paint the walls? |
| 4 | What would you put | d | this gadget for? |
| 5 | What colours would you | e | on the floor? |

Instructions and Answer key

5.10 B B C Culture – Project worksheet: a mood board

Before the lesson: A mood board is a collage of images and notes to show ideas and concepts. A mood board could be used to collect ideas for a style of room. It gives an overall vision of the room and evokes certain emotions. You can use it to collect and remember ideas to use later. There are lots of free tools available which can be used to create a mood board, e.g. Pinterest, Canva and Befunky. Download some sample interior design mood boards before class to show to students.

You will need: a computer / laptop with access to the internet; a projector / screen to show the mood boards.

A non-digital option: Without access to a computer or the internet, or if you only have limited access, students can make a non-digital mood board with their ideas. Point out to students that mood boards can be created in different ways. They can simply make a collage of photos, but they can also use a magnetic / pin board to which they can attach images, fabric samples or drawings, etc. Students work in groups and follow the steps as for the digital option. They create descriptions for their parts. They look for photos in magazines or on the internet and find fabric and wallpaper samples (if possible, provide samples and magazines with interior design ideas or print some pictures before the lesson). Alternatively, they can draw or sketch parts of their collage.

You will need: paper, scissors and glue or pin / magnetic boards for each group plus pins / magnets, photos printed out from the internet or magazines about interior design, fabric samples, wallpaper samples, coloured pens / pencils.

Step 1 Class work

Warm up:

- Ask students what kind of bedroom they would like to have if they could choose, e.g. *Who'd like to have a very modern or a high-tech bedroom? What furniture would you like to have? What colours would you like to paint your room?* Explain that if they are planning to redecorate their bedrooms, a mood board is a great idea.
- Ask students if they know what a mood board is. Have they seen mood boards on Instagram or Pinterest? If possible, show them some examples of interior design mood boards on the internet. If not, show them the example mood board from the worksheet.
- Explain they are going to make one in groups.
- Ask students what a mood board should contain and elicit answers (pictures of rooms, furniture, decorations, colours, patterns, plants, photos of works of arts, etc.).

Task:

- Give each student a worksheet. Put students in groups of four.
- Do Exercise 1. Students look at the mood board and answer the questions. Then they find the elements listed. Explain that this can serve as a model for the mood board they are going to make, and they should also include these elements.

Answers:

Exercise 1

furniture: armchair, bed, bookcase, bedside table

walls: mirror, curtains

floor: rug

devices: radio, alarm clock

patterns: stripes, spots, plain

- Students do Exercise 2. They rank the different styles according to their own preference. Then they work in groups and choose and discuss the style for their own mood board. They can use one of the ideas in the box, or their own ideas (e.g. romantic, vintage, black and white room). Monitor the groups and encourage students to give reasons to support their opinions. Model good negotiation speech: *I think we should opt for a modern, original room with lots of nice decorations. What do you think we should choose? That's a brilliant idea but I don't think we should have too many decorations.* Point out that they may have to compromise to find an option that everyone is happy with.
- Students decide who will find information for each of the points in the Student's Book p. 73.
- Explain to students they will have to prepare their mood board and write short descriptions they will use while presenting it.
- Before students prepare their mood boards and write their descriptions, go through the sentence starters in Exercise 3.
- Point out the use of adjectives (e.g. *small, big, comfortable, modern*) they have learned in the unit. Ask students what other adjectives they can use (colours, patterns – e.g. *plain, striped, other adjectives they might know like soft, original, cool, etc.*).
- Students decide if one person will put the images together to create the mood board or if they will create it together.
- Point out they will have to choose the best images as there might not be space for everything.
- Remind students that they should always give the source of photos and illustrations.

Step 2 Individual work

- Students work individually at home or in class doing the research on the internet.
- Students research images that could be put on the mood board.
- Students write short descriptions of the items they found that they will say while presenting the mood board.

Step 3 Group work

- Students create their mood boards.
- Students use the checklist to review their mood board and descriptions and decide if there are any parts which can be improved.
- When they are happy with their completed mood board, students complete Exercise 5 and practise describing the mood board with the descriptions they wrote in Exercise 3.

Step 4 Class work

- Before students present their mood boards, discuss questions students can ask each other about their presentations. *Why is there this picture on the mood board? What can we use this device for? What other furniture would you like to have in your room? What would you put on the floor? What colours would you paint the walls?*

Instructions and Answer key

Answers:

Exercise 6

1 b 2 d 3 a 4 e 5 c

- Each group shares their mood board with the other students, giving a short description. Then students ask and answer questions from Exercise 6. Give students some time to discuss the mood board and ask and answer additional questions.
- Give feedback to each group praising them for their efforts and highlighting any areas for improvement.
- After all the groups have given their presentations, students discuss in pairs which room ideas they found the most interesting.
- At the end of the lesson ask students what else they could use mood boards for and elicit answers (holiday plans, birthday party plans, meals, things they would like to experience in the future, fashion, etc.).

Body parts

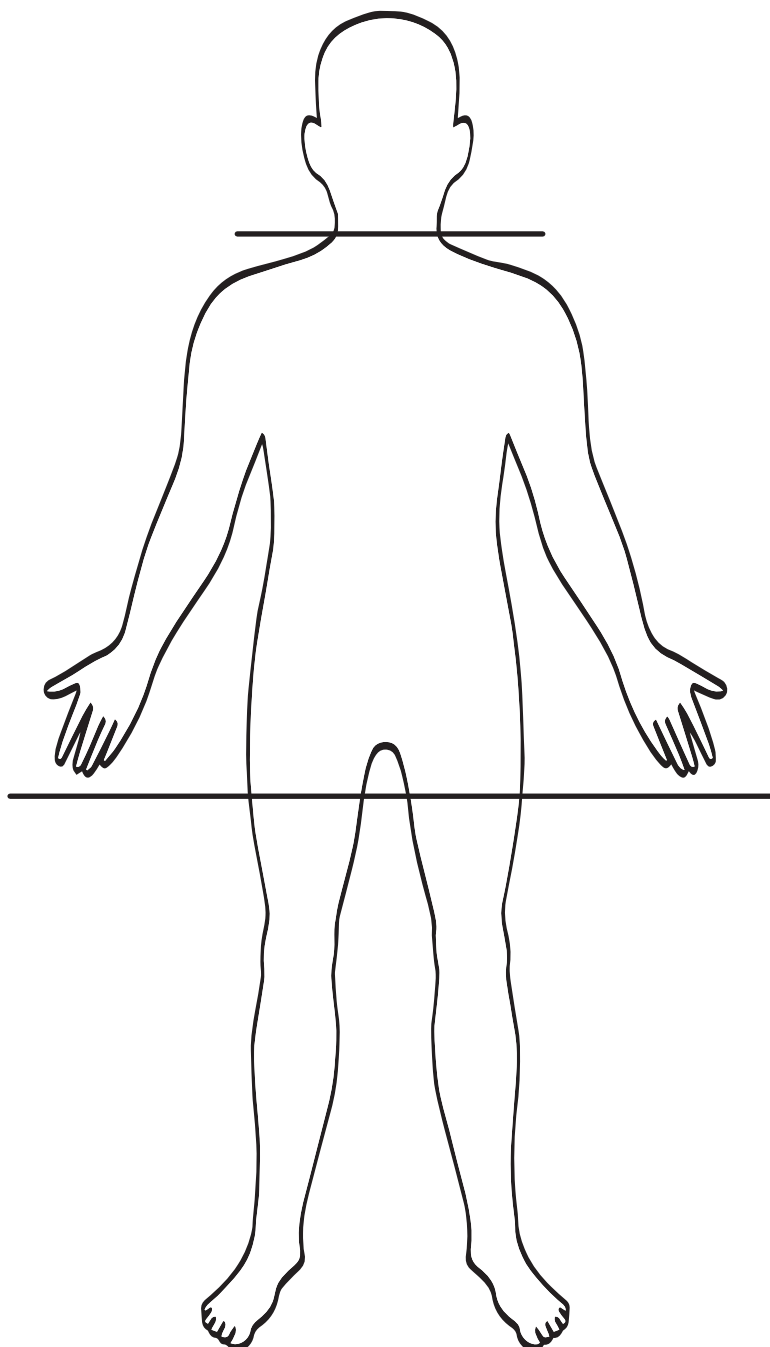
Find the words in the word snakes. Write them in the correct place.

BSSTOMACHLAHEARTYFOBRAINTIANKLELALIPSUP
TAELOWFOFINGERATONGUETOESINKNEEDE
LISHOULDERMYTHROATLECEENDNECKILPEJRET

Top

Middle

Bottom



Instructions and Answer key

6.1 Vocabulary – Body parts

Materials: One worksheet for each pair of students

Language: Parts of the body

- Write the following letters on the board: *MDXHEADYPO*. Ask students what word they can find in the letters (*head*). Explain to students that they will get three word snakes with a total of thirteen words hidden in them and that all the words relate to body parts.
- Then draw on the board a stick person with two horizontal lines, one line under the neck and one line at the waist. Ask students which part of the stick person the word (*head*) can be found in – the top, the middle or the bottom (*the top*). Write the word to the right of the top part of the stick person.
- Put students into pairs and hand out a worksheet to each pair. Tell them to find the words in the word snakes and to write them in the correct place on the diagram.
- When they have finished, two pairs should join together to compare their words and then they should see if they can add any more words to each section.

Answers:

Top: brain, lips, tongue, throat, neck

Middle: stomach, heart, elbow, finger, shoulder

Bottom: ankle, toe(s), knee

Packed lunches



You are Mike.
You are fourteen.

You are Tom.
You are fifteen.

You are Sandra.
You are fifteen.

You are Melanie.
You are fourteen.

1 The fourteen-year-old boy hasn't got enough crisps.

2 The fourteen-year-old girl has got some soup, but not much.

3 The girl, who is fifteen, hasn't got enough chicken sandwiches.

4 The boy, who is fifteen, has got a banana.

5 The girl, with the soup, has got some salad and a lot of fresh fruit.

6 The boy, with some crisps, has got too much cola and an apple.

7 The boy, with a banana, has got some water and some chocolate, but not much.

8 The girl, with the sandwiches, has got a lot of tea and a kiwi fruit.

9 The fourteen-year-old boy hasn't got any sandwiches, but he's got a burger.

10 The fourteen-year-old girl hasn't got any chocolate. She's got some nuts, but not many.

11 The fifteen-year-old girl hasn't got any crisps, but she's got some cake.

12 The fifteen-year-old boy hasn't got any sandwiches, but he's got too many chips.

Instructions and Answer key

6.2 Grammar – Packed lunches

Materials: One set of cards for each group of four students, a blank piece of paper for each student

Language: Quantifiers

- Tell students that they are going to draw a packed lunch. Put students into groups of four and give each student one of the character cards. Then give each group a set of sentences, face-down, in a pile. These should be in order, with sentence 1 at the top of the pile.
- The student with the character Tom picks up the first sentence and reads it to the group. The student with the name card it refers to draws the lunch item on their piece of paper. Then the student with the character Sandra repeats the process with sentence 2, Melanie with sentence 3 and Mike with sentence 4. The group follows the same order for picking up and reading the rest of the sentences, so that they aren't reading out information that relates to their own character.
- When they have finished, the class should form four groups: one for Mike, one for Tom, one for Sandra and one for Melanie. (In large classes, there can be eight groups – two groups for Mike, etc.)
- In their new groups, students should compare their pictures, to make sure they have all drawn the same lunch items. Invite each group to describe which lunch items there are and aren't in their pictures.

Answers:

Pictures of the following:

Mike: not enough crisps, a lot of cola, an apple, a hot dog

Tom: a banana, some water, some chocolate (not much), too many chips

Sandra: not enough chicken sandwiches, a lot of tea, a kiwi fruit, some cake

Melanie: some soup (not much), some salad, a lot of fresh fruit, a few nuts (not many)

Complete and ask

**Section A****1** Complete the questions with one word in each gap.

- 1 Do you often _____ tired during the day?
- 2 How often do you _____ asleep in front of the TV?
- 3 Do you think you _____ enough sleep on a school trip?
- 4 What time do you _____ to bed on a school night?
- 5 Do you _____ up late on Saturdays and Sundays?
- 6 Do you _____ well the night before an important exam?
- 7 Do you _____ to bed late on Friday evening?
- 8 What do you often _____ about?

2 In pairs, ask and answer the questions.**Section B****1** Complete the questions with one word in each gap.

- 1 What _____ you awake at night?
- 2 Do you _____ to bed late on Saturdays?
- 3 Do you _____ more sleepy in the morning or in the evening?
- 4 How many hours do you _____ on Saturday nights?
- 5 Do you find it easy to _____ asleep at night?
- 6 Do you _____ up quickly when you wake up or do you lie in bed for a long time?
- 7 Do you _____ asleep when you travel by car, train or bus?
- 8 Do you _____ badly when you play video games at night?

2 In pairs, ask and answer the questions.

Instructions and Answer key

6.3 Reading and Vocabulary – Complete and ask

Materials: One section for each student, either A or B

Language: Phrases about sleep

- Tell students that they are going to complete some questions by adding a missing word. Give each student one section, either A or B, and tell them to work on their own.
- When they have finished, tell students with Section A that they should get into pairs and check their answers and tell students with Section B to do the same.
- Then tell students to get into new pairs, so that a Section A student pairs up with a Section B student. They should take turns to ask and answer their questions.
- Invite different pairs to ask and answer questions in front of the class.

Answers:

A

1 feel 2 fall 3 get 4 go 5 wake 6 sleep 7 go
8 dream

B

1 keeps 2 go 3 feel 4 sleep 5 fall 6 get 7 fall
8 sleep

I was ... when ...



1

**I was walking to
school when ...**

5

**I was swimming
in the sea when ...**

9

**We were doing
an exam when ...**

2

**I was sitting
on the bus when ...**

6

**I was lying
in bed when ...**

10

I was skiing when ...

3

**I was talking
on my phone when ...**

7

**I was eating
a burger when ...**

11

**We were waiting
for the lesson
to start when ...**

4

**I was playing
football when ...**

8

**I was watching
TV when ...**

12

I was shopping when ...

Instructions and Answer key

6.4 Grammar – I was ... when ...

Materials: One set of cards for each group of three or four students

Language: Past Continuous and Past Simple

- Write on the board: *I was marking some homework when ...* . Ask students what they think happened. Elicit ideas, not just to finish the sentence but for more information (e.g. *I was marking some homework when I read an essay that I remembered reading before. I put the first sentence into a search engine on the internet and I saw a website called Free Homework Essays*).
- Tell students that they are going to get a situation card and they should use their imagination to tell a story about what they were doing and what happened.
- Put students into groups of three or four. Give each group a set of situation cards. The group should look at all the cards and choose which three or four situations (one for each student) they are going to discuss together.
- Give students a time limit to think of their stories.
- Invite groups to share their stories with the rest of the class. Each student tells one of the stories.

I don't feel well



1



4



7



2



5



8



3



6



9



Instructions and Answer key

6.5 Listening and Vocabulary – I don't feel well

Materials: One set of cards for each group of four students

Language: Symptoms and illnesses

- Remind students about how to describe the various illnesses they looked at during the lesson.
- Put students into groups of four and give each group a set of cards, face-down, in a pile.
- One student starts by turning over the first card and describing the symptoms or illness shown in the picture. If the rest of the group agrees with the description, the student claims the card. The next student does the same and the process is repeated until all the cards have been claimed.
- Elicit from the class which illness each card shows.
- Then the groups should lay out the cards, face-up, so that they can see all the pictures. One student keeps their eyes open while the rest of the group close their eyes. The student removes one of the cards without the rest of the group seeing. They can move the other cards around to make it more difficult for the group to guess which card is missing.
- Then the student asks: *What's wrong with me?* and the rest of the group open their eyes and try to work out which card is missing. The first to guess correctly wins a point and then it is their turn to remove a card. The first card is placed back with the other cards so that there are always nine cards in the set (eight cards face-up and one card removed).
- When students have had two turns each to remove a card, finish the activity and ask each group which student won the most points.

Possible answers:

- 1 He has got a (high) temperature.
- 2 He is coughing.
- 3 She has got a headache.
- 4 She has got a sore throat.
- 5 He is sneezing.
- 6 She has got hay fever.
- 7 He has got the flu.
- 8 He has got a food allergy.
- 9 She has got a stomachache.

My advice is ...

1 Complete the dialogues with one word in each gap.

- 1 A: What's the _____ ?
B: I _____ terrible.
A: Have you got a stomachache?
B: No. I've got a sore _____ and a high _____.
A: You _____ have some water and lie _____. I think you've got the _____.

- 2 A: What's _____ ?
B: My ankle is _____. I fell while I was playing football.
A: You should be more _____.

- 3 A: How are you _____ ?
B: Better, thanks. My leg _____ a little, but it isn't too bad. I think I'll go for a walk.
A: You should _____ in bed for another two days.

- 4 A: I've got a headache.
B: You should _____ a tablet.
A: I think I should stay _____ bed today.
B: Have you got an English test today?
A: Yes.
B: Are you sure you're very ill?
A: Yes, it's really bad.
B: Perhaps we should _____ to the hospital.
A: Er ... no, it's OK, mum. I'll be fine at home.

2 Write and act out a dialogue.

Instructions and Answer key

6.6 Speaking – My advice is ...

Materials: One worksheet for each pair of students
Language: Talking about feeling ill and giving advice

- Tell students that they are going to complete some dialogues, adding one word in each gap and then roleplay the dialogues.
- Put students into pairs and hand out a worksheet to each pair. Give them a time limit for completing the dialogues and practising their roleplays.
- Invite pairs to act out one dialogue each in front of the class. The rest of the class should check their own completed dialogues and, if they think the pair has made a mistake, they should say so at the end of the roleplay.
- For Exercise 2, tell pairs to write a similar dialogue using some of the phrases in Exercise 1. Give pairs some time to practise and then invite them to act out their new dialogues in front of the class.

Answers:

1 matter; feel; throat; temperature; should; down; flu

2 wrong; sore / painful; careful

3 feeling; hurts; stay

4 take; in; go

Complete the narrative

Student A

Last Saturday, I decided to _____ near my home. The weather was great. The sun _____ and it was warm. I wasn't going fast, but I felt _____ and I was enjoying it. **While / Then** I was cycling in the park, I saw _____. I decided to take a selfie.

When I was taking a selfie, I **next / suddenly** _____. I have an allergy to bees, so I _____. I ran a long way. I was running quickly and I fell and hurt my ankle. After that, I _____.

Next day / A few minutes later, I decided to go back and look for my things but my ankle was hurting. Fortunately, I still had _____, so I phoned my friend. She came and helped me walk. Finally, I found _____ and went home very slowly – fortunately I could still cycle!



Student B

Last _____, I decided to go cycling near my home. The weather was great. The sun was shining and _____. I wasn't going fast, but I felt happy and I was enjoying it. **While / Then** I was cycling _____, I saw some beautiful flowers. I decided to _____.

When I _____, I **next / suddenly** saw a bee. I have an allergy to bees, so I started running. I ran a long way. I was running quickly and I _____ and hurt my _____. After that, I walked home.

Next day / A few minutes later, I decided to _____ and look for my things but my ankle was hurting. Fortunately, I still had my mobile phone, so I phoned _____. She came and helped me walk. Finally, I found my bike and _____ – fortunately I could still cycle!

Instructions and Answer key

6.7 Writing – Complete the narrative

Materials: One worksheet cut in half for each pair of pupils

Language: A narrative, linking words

- Cut each worksheet in half for student A and B and give them to each pair. Tell students they will have to work together to complete the story.
- Explain they have to take turns to ask and answer questions about the missing parts and then circle the correct linking words. Do the first sentence together, giving examples of questions they can ask, e.g. *What did I decide to do? When did this happen?* etc.
- After students have finished, they compare their versions in pairs. Then check as a class.
- As a follow up, ask them to think about a title for the story.

Have you got ...?



Section A

art	vacuum	_____ room	_____ phone
bedside	food	_____ transport	_____ camera
police	phone	_____ centre	_____ machine
games	USB	_____ earbuds	_____ fever
video	post	_____ computer	_____ headset

Section B

living	smart	_____ gallery	_____ cleaner
public	digital	_____ table	_____ allergy
shopping	washing	_____ station	_____ charger
wireless	hay	_____ console	_____ cable
desktop	handsfree	_____ clip	_____ office

Instructions and Answer key

6.8 Units 4–6 Vocabulary – Have you got ...?

Materials: One section for each pair of students, either A or B

Language: Compound nouns and collocations from Units 4–6

- Write on the board: *modern* _____, *message* _____, _____ *cap*. Ask students to guess words which can be added to make these into two-word combinations. Elicit *(modern) art*, *(message) board* and *baseball (cap)* and write the missing words in the spaces on the board.
- Tell students they are going to get twenty words, ten of which are the first part of a two-word combination and ten of which are the second part of a different two-word combination. Explain that a second pair has the words they need to make the two-word combinations.
- Put students into pairs and hand out one section to each pair, either A or B. Give the pairs two minutes to look at all their words and to guess which words might be added to them to create a two-word combination. Then a Section A pair should join up with a Section B pair. Explain that they shouldn't let the other pair see their words.
- The pairs should take turns to try to complete their two-word combinations by asking: *Have you got ...?* Explain the process by getting them to look at the examples on the board again. For example, if Pair A has _____ *cap*, they can ask *Have you got 'baseball'?* If Pair B has this word, they give it to Pair A and these two words are claimed. If Pair B doesn't have this word, they say *no* and Pair A have to guess another word in their next turn. Only one guess is allowed for each turn.
- The pairs continue until all the words have been claimed. The winning pair is the one with the most words.

Answers:

art gallery, bedside table, desktop computer, digital camera, food allergy, games console, handsfree headset, hay fever, living room, pen drive, phone charger, police station, post office, public transport, shopping centre, smart phone, USB cable, vacuum cleaner, video clip, washing machine, wireless earbuds

Thirty seconds

24 Complete this sentence: <i>I was surfing the internet when ...</i>	25 Use the verb <i>see</i> in a Past Simple sentence.	26 Talk for thirty seconds about something you enjoy doing.	27 Talk for thirty seconds about someone who eats noisily.	28 Talk for thirty seconds about things people at work have to do.	FINISH
23 Talk for thirty seconds about unhealthy food you eat a lot of.	22 Talk for thirty seconds about things you have to do at school.	21 Talk for thirty seconds about things you used to do.	20 Use the relative pronoun <i>where</i> in a sentence.	19 Use the verb <i>take</i> in a Past Simple sentence.	
12 Complete this sentence: <i>I was tidying my desk when ...</i>	13 Use the verb <i>do</i> in a Past Simple sentence.	14 Talk for thirty seconds about something you love doing.	15 Use the relative pronoun <i>which</i> in a sentence.	16 Tell your group about two things you have to do at home.	17 Talk for thirty seconds about healthy food you eat a lot of.
11 Talk for thirty seconds about things you don't eat enough of.	10 Talk for thirty seconds about things you can and can't do at school.	9 Talk for thirty seconds about something you usually do slowly.	8 Use the relative pronoun <i>who</i> in a sentence.	7 Use the verb <i>go</i> in a Past Simple sentence.	6 Complete this sentence: <i>I was looking in the mirror when ...</i>
START	1 Use the verb <i>buy</i> in a Past Simple sentence.	2 Talk for thirty seconds about something you want to do.	3 Talk for thirty seconds about something you can do well.	4 Talk for thirty seconds about things you can and can't do at home.	5 Talk for thirty seconds about something you eat too much of.

Instructions and Answer key

6.9 Units 4–6 Grammar – Thirty seconds

Materials: One worksheet, a dice and four counters for each group of four students

Language: Past Simple (irregular verbs), verb patterns, adverbs of manner, modals, quantifiers, Past Continuous

- Tell students they are going to play a board game in groups of four. They will throw a dice, move that number of places and follow the instructions written on the square they land on.
- Agree with students about the rules for finishing (i.e. whether or not they need to throw exactly the right number to land on the final square or any number larger than the number of places left to move).
- The winner is the first student to arrive at the *FINISH* square. When all the groups have finished, invite students to report to the class about something they said during one of their turns.

Which solution works for everyone?

1 Look at the photos and read what the people think. What is the problem? Discuss in pairs.



I play tennis every Saturday and Sunday at 9 o'clock. I would like to stop playing. I am too busy. I need to sleep longer at the weekend because I'm tired and I need more time to study.



Nick is really good at tennis and can be a tennis champion in the future! I think he is just lazy because his tennis lessons are in the morning. He should go to bed early, then he won't be tired.



It's my birthday party on Saturday. Laura promised to help with the shopping, but now she says she can't. She has a family party on the same day – her grandma is coming for lunch. I really need her help!



It's Lin's birthday on Saturday. I promised to help, but we have a family party – my grandma is coming for lunch. I have to help Mum in the morning and then have lunch with my grandma – she should understand that!

2 Read the situations again. Look at the possible solutions. Who will be happy / unhappy? Which solution works for everyone?

Situation 1

Solution 1: Nick does his tennis lessons twice a week and tries to organise his time better.

Solution 2: Nick gives up tennis lessons and stops feeling tired.

Solution 3: _____

Situation 2

Solution 1: Laura explains the situation to her grandma and helps Lin to organise her birthday party.

Solution 2: Laura doesn't help Lin, but comes to her party in the evening, after her grandma leaves.

Solution 3: _____

I don't think Solution 1 is good. Nick's dad will be happy, but Nick will be unhappy. Nick has too much to do, I don't think he can organise his time better.

3 Are there any other possible solutions which work for everyone? Discuss. Write your solutions in Exercise 2.

I think Nick's good at tennis. Perhaps he can have lessons once a week.

What if Laura helps her friend on (Friday) or in a different way, for example ...

4 Act out the situations in pairs. Try to work out a solution that will be good for everybody. Use the ideas below.

Situation 1

Nick: Dad, I'd like to talk about my tennis practice. I feel that ...

Dad: I see what you mean. But ...

Nick: Maybe you've got a point, but ... Perhaps I could ...

Situation 2

Laura: Lin, I'd like to talk about your birthday party on Saturday. There's a problem, because ...

Lin: I understand that ...

Laura: Yes, I'm sorry. But let's stop and think for a minute. If you like, I can ...

Instructions and Answer key

6.10 Set for life – Which solution works for everyone?

Materials: One worksheet for each student

Language: resolving arguments, working out solutions



Communication: Interpersonal communication

The activities are aimed to help students acknowledge other people's ideas and see the situation from their perspective. They will help them to overcome a conflict and reach an agreement.

- Ask students what they often argue about with parents / friends. What happens when there is a conflict?
- Give each student a worksheet and put students into pairs.
- Ask students to look at the photos and try to guess who the people are and what they are arguing about. Elicit answers, e.g. *father and son, two friends, they are arguing about*
- Do Exercise 1. Ask students to read the thought bubbles and discuss what the problem is. Elicit answers.
- Students do Exercise 2 in pairs. They decide who will be happy / unhappy and which solution is better in their opinion. Elicit answers from different pairs.
- Students do Exercise 3 in pairs, trying to work out solutions that will make everybody happy. You can give students an example from your own life (or an invented one) of a conflict or a solution that worked well for everybody. (For example: *When I was little, my mum wanted me to play all the time with my little brother, but I didn't have time; I had to study a lot. So we decided I would play with him one hour a day and two hours on Saturdays and Sundays. Or: When I was young, my parents were always angry I didn't help much with the housework. I thought I did, they just didn't notice – so we set a plan for the whole week, who does what, and stuck to it.*) Point out to students that usually 'all or nothing' solutions are not the best ones, and it's good to 'meet in the middle'.

Suggested answers:

Exercise 2 and 3

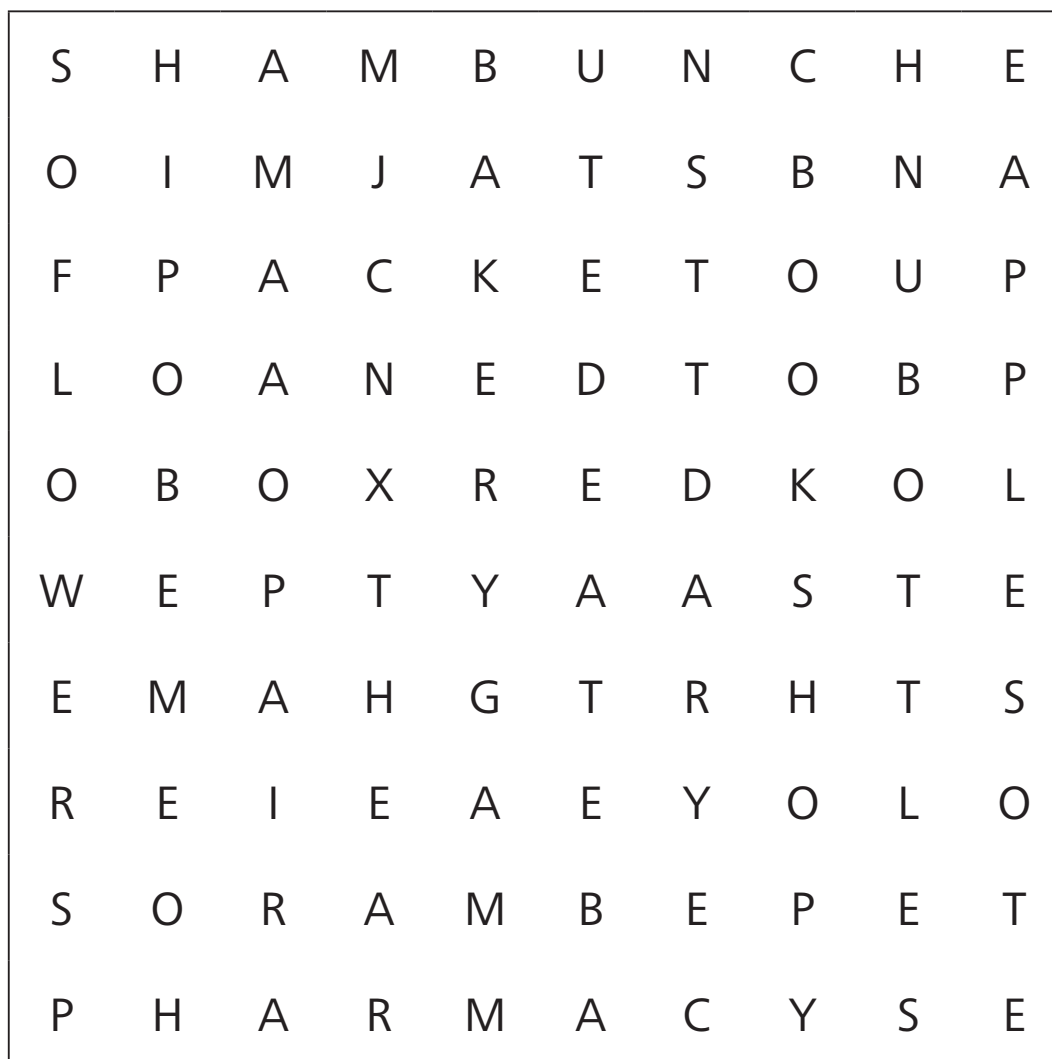
Situation 1: Nick has tennis lessons only once a week / not in the morning.

Situation 2: Laura helps Lin do the shopping on Friday / she promises to help after the party with cleaning the house instead.

- Students act out the dialogues in pairs. Remind them they can use the Tips and Useful Phrases on p. 85 of the Student's Book.
- Invite some pairs to act out their dialogues in front of the class.
- If there is more time (or as homework) students can share some examples from their own life of conflicts and discuss together the best solutions.

Shopping list

Find words in the word search to complete the shopping list.



Shopping list

- * a bottle of shampoo from the ¹ _____
- * fresh bread from the ² _____
- * a ³ _____ of socks from the clothes shop
- * a ⁴ _____ of chocolates, a ⁵ _____ of lemonade
and a ⁶ _____ of crisps from the newsagent's
- * a new book from the ⁷ _____
- * a ⁸ _____ of ⁹ _____ from the florist's
- * ¹⁰ _____ from the greengrocer's

Instructions and Answer key

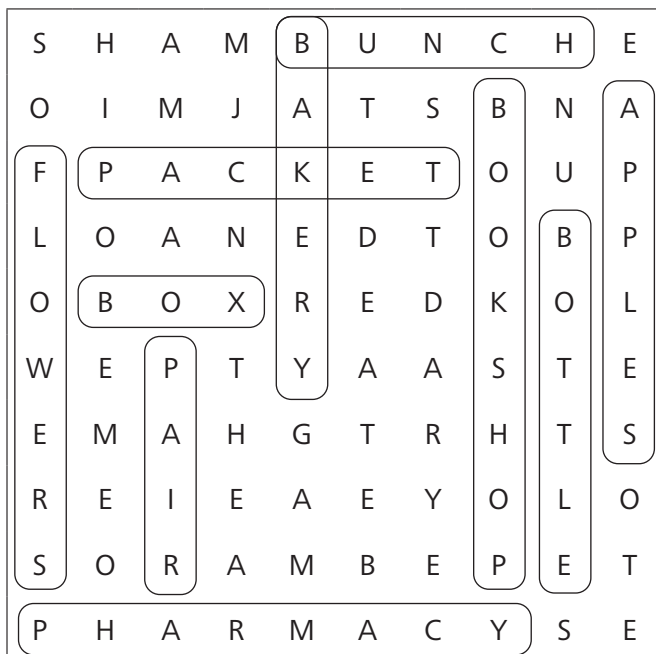
7.1 Vocabulary – Shopping list

Materials: One worksheet for each pair of students

Language: Types of shops, containers

- Write *shopping list* on the board and ask students what it is. Ask if they make a list before they go shopping.
- Tell students that they are going to complete a shopping list by finding words in a word search. Give an example on the board: *Buy a _____ from the greengrocer's.* Elicit what word they might have to find to complete the sentence (e.g. *banana, melon, carrot, potato*).
- Put students into pairs and hand out a worksheet to each pair. Explain that they should circle the words they find in the word search and then write the words to complete the shopping list.
- When they have finished, ask students to name other products they can buy from each shop.

Answers:



1 pharmacy 2 bakery 3 pair 4 box 5 bottle
6 packet 7 bookshop 8 bunch 9 flowers 10 apples

Mobile phone reviews

Read the sentences about the mobile phones. Complete the table with the information below.

- 1 The cheapest phone is the Mokini.
- 2 The Nelson is lighter than the Mokini.
- 3 The Nelson is the oldest phone.
- 4 The best phone is the Escucha.
- 5 The thinnest phone is the Escucha.
- 6 The Nelson isn't as expensive as the Escucha.
- 7 The Escucha is newer than the Mokini.
- 8 The Escucha is heavier than the Mokini.
- 9 The worst phone isn't the lightest.
- 10 The Mokini isn't as thin as the Nelson.

6 mm

£38

7/10

2018

4 mm

500 g

300 g

2019

£104

10/10

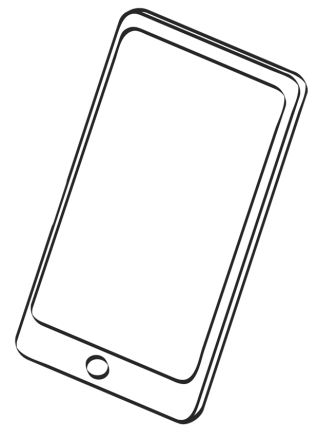
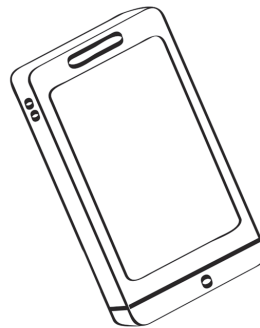
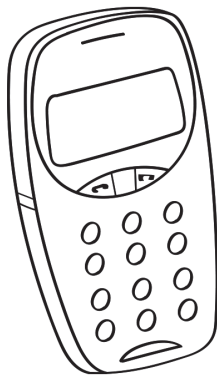
£212

8/10

7 mm

2021

400 g



	Mokini	Nelson	Escucha
Price	_____	_____	_____
Weight	_____	_____	_____
How thin	_____	_____	_____
Date	_____	_____	_____
Review score	_____	_____	_____

Instructions and Answer key

7.2 Grammar – Mobile phone reviews

Materials: One worksheet for each pair of students

Language: Comparatives and superlatives of adjectives

- Ask students to say names of popular mobile phones and write three names on the board. Ask students which mobile phone they think is the best, the cheapest, the lightest, etc.
- Tell students that they are going to read about three mobile phones and then complete three reviews.
- Put students into pairs and hand out a worksheet to each pair. Discuss the first sentence with the class and elicit the information that can be written in the review of the Mokini (*Price: £38*).
- The pairs should work together to complete the reviews. Warn students that they may find some answers more difficult than others.
- When they have finished, elicit the answers and ask students how they worked out the weight and the review score. (*Weight: The Escucha is heavier than the Mokini and the Nelson is lighter than the Mokini, so the Escucha is the heaviest and the Nelson is the lightest. Review score: We know the Escucha is the best phone. The worst phone can't be the lightest (Nelson), so it is the Mokini.*)

Answers:

	Mokini	Nelson	Escucha
Price	£38	£104	£212
Weight	400 g	300 g	500 g
How thin	7 mm	6 mm	4 mm
Date	2019	2018	2021
Review score	7/10	8/10	10/10

Are you a planet-friendly shopper? – Quiz

Part 1: Shopping habits

You

Your partner

1 I buy more clothes in s_____ h_____ shops than in shopping centres.

2 I rarely buy water in plastic b_____; I use reusable bottles.

3 When I go shopping, I take a c_____ bag with me. I rarely buy plastic bags in a shop.

4 When I want to read a book, I buy an old one in a ch_____ shop or borrow it from library.

5 Last year I made a h_____ present at least once.

Part 2: Opinions about shopping

You

Your partner

1 I think that clothes or food that are more p_____ -friendly should have lower p_____.

2 I think c_____ should pay more for the plastic bags they use.

3 I think we should all r_____ glass, plastic and paper.

4 I think it is better for the e_____ to buy local food.

5 I think there should be special o_____ in cafes for people who bring their own cup.

Total

RESULTS:

8-10 You really are a planet-friendly shopper! Well done!
 5-7 Not bad. You think about how to shop in a planet-friendly way!
 1-4 Maybe you could think more about the environment when you go shopping?

Instructions and Answer key

7.3 Reading and vocabulary – Are you a planet-friendly shopper? – Quiz

Materials: One worksheet for each student

Language: Planet-friendly shopping

- Give one copy to each student.
- Ask students to complete the statements with the correct words. When they have finished, check answers.
- Tell students to tick the sentences they agree with in the first column. Then, they ask their partner questions to complete the second column, e.g. *Do you buy more clothes in second-hand shops than in shopping centres?*
- Ask students to discuss the results. How many ticks do they have? Which statements have they both ticked? Which statements have only one of them / neither of them ticked? Why? Write these sentences on the board: *We both use cloth bags. Anya buys books in charity shops, but I prefer new books. We both think there should be special offers in cafes for customers who bring their own cup.* Ask some pairs to share their results in this way.
- Discuss the quiz as a class. Ask questions like: *Who uses reusable bottles? Who thinks we should pay more for plastic bags?* etc.

Answers:

Part 1

1 second-hand 2 bottles 3 cloth 4 charity 5 homemade

Part 2

1 planet / prices 2 customers 3 recycle

4 environment 5 offers

Plans and arrangements

Complete the dialogues with the correct form of the verbs in brackets.

1

A: What ¹ _____ (you / do) this weekend?

B: [plans] ² _____ (I / not do) anything! ³ _____ (I / get up) late.

⁴ _____ (I / stay) at home. ⁵ _____ (I / play) computer games and watch films.

2

A: What ⁶ _____ (you / do) on Saturday?

B: [arrangements] ⁷ _____ (we / take) the train to London at 8 a.m.

⁸ _____ (we / stay) the night.

[plans] ⁹ _____ (we / look) round the shops. ¹⁰ _____ (we / eat) somewhere near the river. ¹¹ _____ (it / be) great!

3

A: ¹² _____ (you / do) anything tonight?

B: [arrangements] Yes, I am. ¹³ _____ (I / meet) my friends at eight o'clock.

[plans] ¹⁴ _____ (I / go) home, ¹⁵ _____ (I / have) dinner,

¹⁶ _____ (I / put on) my best clothes and ¹⁷ _____ (I / catch) the bus into town.

4

A: What ¹⁸ _____ (you / do) this summer?

B: [plans] ¹⁹ _____ (I / work) for a few weeks. ²⁰ _____ (I / try) to save some money.

[arrangements] On 5 August, ²¹ _____ (my parents and I / fly) to Spain.

²² _____ (we / stay) in a town near Barcelona.

5

A: Do you want to go out later?

B: [arrangements] I can't. ²³ _____ (we / visit) my aunt.

²⁴ _____ (she / have) a sixtieth birthday party.

[plans] When we get home, ²⁵ _____ (I / do) my homework and go to bed.

Instructions and Answer key

7.4 Grammar – Plans and arrangements

Materials: One worksheet for each pair of students

Language: *Going to* and Present Continuous

- Remind students about the different structures used for plans, intentions and arrangements (*going to* for plans and intentions, Present Continuous for arrangements).
- Also remind them that when asking someone about their plans, intentions or arrangements, we can use either *going to* or the Present Continuous, but the closer we get to the time being talked about, the more likely we are to use the Present Continuous because it is more likely that the other person will have made some arrangements for that time.
- Put students into pairs and give each pair a worksheet. Tell them to look at the first gap and ask which structure they would use to form the question (both the Present Continuous and *going to* are possible, but the Present Continuous sounds more natural).
- The pairs should work together to complete the dialogues. When they have finished, invite pairs to act out the dialogues in front of the class.

Answers:

1

1 are you doing / are you going to do

2 I'm not going to do

3 I'm going to get up

4 I'm going to stay

5 I'm going to play

2

6 are you doing / are you going to do

7 We're taking

8 We're staying

9 We're going to look

10 We're going to eat

11 It's going to be

3

12 Are you doing

13 I'm meeting

14 I'm going to go

15 I'm going to have

16 I'm going to put on

17 I'm going to catch

4

18 are you doing / are you going to do

19 I'm going to work

20 I'm going to try

21 my parents and I are flying

22 We're staying

5

23 We're visiting

24 She's having

25 I'm going to do

Shopping and money



Questionnaire A: Shopping and money

Mark the questions ✓ (yes) or X (no).

	You	Your partner
1 Do you have to do housework to get pocket money?	☐	☐
2 Do you keep your money in a wallet?	☐	☐
3 Do you ever borrow money from		
a your friends?	☐	☐
b your parents?	☐	☐
c your brothers or sisters?	☐	☐
4 Do you think money makes people happy?	☐	☐
5 Do you think more expensive clothes are always better than cheap clothes?	☐	☐

Questionnaire B: Shopping and money

Mark the questions ✓ (yes) or X (no).

	You	Your partner
1 Have you got a piggy bank in your bedroom?	☐	☐
2 Have you got money in the bank?	☐	☐
3 Do you ever lend money to		
a your friends?	☐	☐
b your parents?	☐	☐
c your brothers or sisters?	☐	☐
4 Do you think it is better to earn a lot from a boring job than to earn a little from an interesting job?	☐	☐
5 Do you go to shops which have sales on to try to find bargains?	☐	☐

Instructions and Answer key

7.5 Listening and Vocabulary – Shopping and money

Materials: One questionnaire for each student, either A or B
Language: Money

- Tell students that they are going to ask and answer some questions about shopping and money.
- Put students into pairs and give Questionnaire A to one student and Questionnaire B to the other student. Students work on their own to complete the questionnaire for themselves, marking the boxes with a tick for *yes* or a cross for *no*.
- Pairs take turns to ask their partner the questions in their questionnaire, marking the boxes with a tick for *yes* or a cross for *no*, so that there are two sets of answers on each student's questionnaire.
- Pairs should discuss how they answered the questions and ask each other for more information (e.g. *What housework do you have to do? What colour is your wallet? What else do you keep in it apart from money?*).
- Discuss the questions with the whole class and do a class survey to find out how many students said *yes* and how many said *no* for each question.



Can I **h**_____ you?

Yes, I'm **l**_____ for a T-shirt.

How **m**_____ are these?

They're twenty-five
p_____ ninety-nine.

How **m**_____ is this one?

It's fourteen
p_____ ninety-nine.

What **s**_____ are you?

I'm a **s**_____ forty-two.

Can I **t**_____ this on, please?

Of course. The **c**_____
rooms are over there.

Have you got it
in a smaller **s**_____?

Yes, try this **o**_____,
it's a forty-one.

Is **i**_____ OK?

No, it's **t**_____ big.

Are **t**_____ OK?

No, they're too **s**_____.

Do you **l**_____ it?

Yes, I do, **b**_____
I prefer darker colours.

Have you got it
in a different **c**_____?

Yes, we've got it in red, blue,
green or **y**_____.

Instructions and Answer key

7.6 Speaking – Shopping

Materials: One card for each student

Language: Shopping for clothes

- Remind students about customers' questions and shop assistants' responses in clothes shops.
- Tell students that you are going to give them a card with one of these questions or responses. They should add one word to complete it. (The first letter is provided.) Then they should decide if their role is a customer or a shop assistant.
- Encourage students to mingle. Students with questions should initiate an interaction and when they find a response that matches, the two students become partners and sit down together.
- Elicit the questions and responses to check students have matched themselves correctly.
- The pairs of students should work together to create a short dialogue that includes the question and response on their cards. Give them a time limit.
- Invite students to act out their dialogues in front of the class.

Answers:

Can I help you?	Yes, I'm looking for a T-shirt.
How much are they?	They're twenty-five pounds ninety-nine.
How much is it?	It's fourteen pounds ninety-nine.
What size are you?	I'm a size forty-two.
Can I try it on, please?	Of course. The changing rooms are over there.
Have you got it in a smaller size ?	Yes, try this one , it's a forty-one.
Is it OK?	No, it's too big.
Are they OK?	No, they're too small .
Do you like it?	Yes, I do, but I prefer darker colours.
Have you got it in a different colour ?	Yes, we've got it in red, blue, green or yellow .



Mum,
I'm not feeling well. The school nurse told me to go home,
but I don't think I can walk home on my own. I feel
a bit sick and weak. Don't worry, it's nothing serious.
I haven't got a temperature. Could you come and get
me? I'm going to be outside Mrs Learmont's office.
Thanks,
Mick

Hi Sophie,
I'm meeting Debbie at Mario's pizza restaurant at
7 p.m. Would you like to come? I think she's still upset
about Paul, so she needs people to talk to. You always
know what to say to people when they need help.
Let me know.
Ruth

Hi Rob,
I'm having a party this Saturday. Do you want to come?
It isn't going to be a big party – just a few good friends,
some food and some music. The party's starting at about
three o'clock. Don't eat – we're going to order pizzas
and Mum's getting some cakes from the local bakery.
Hope you can come!
Jack

Hi Amelia,
Sorry to bother you, but I don't understand my Maths
homework. Could you help me with it? I don't have to
do it tonight – we haven't got Maths again until Monday.
Perhaps we could meet on Saturday or Sunday? Do you
want to come here? I can cook you dinner or, if you
prefer, I can come to your house.
I hope you can help. Let me know.
Paula

Mick,

Mum

Mick,

Mum

Hi Ruth,

Sophie

Hi Ruth,

Sophie

Hi Jack,

Rob

Hi Jack,

Rob

Hi Paula,

Amelia

Hi Paula,

Amelia

Instructions and Answer key

7.7 Writing – Best notes

Materials: One cut-up worksheet for each pair of students

Language: Notes (making arrangements)

- Tell students that they are going to read and respond to notes from four different people and then look at other students' responses and decide which is the best, and why.
- Put students into pairs and hand out a cut-up worksheet to each pair. Tell them to look at the four notes and explain that they are going to write responses to these notes.
- Students should work on their own to write their responses and then the pairs should swap their two sets of responses with another pair. They should read the other pair's two sets of responses and, for each response, tick the one they think is the best.
- When they have finished, the two pairs should join up and tell each other what they think of the responses, giving reasons why.
- Invite students to read out the responses they think are the best.

Related words



A TOPIC CARD Things you can buy in a bakery	B bread	C cakes
A meat	B TOPIC CARD Things you can buy in a butcher's	C burgers
A bananas	B apples	C TOPIC CARD Things you can buy in a greengrocer's
A TOPIC CARD People or things in a clothes shop	B changing rooms	C shop assistant
A change	B TOPIC CARD Words related to money	C wallet
A time	B money	C TOPIC CARD Things you can spend
A TOPIC CARD Things that come in a bottle	B water	C shampoo
A cream cakes	B TOPIC CARD Things that come in a box	C chocolates
A socks	B shoes	C TOPIC CARD Things that come in pairs
A TOPIC CARD Words that follow the word <i>go</i>	B shopping	C swimming
A traditional	B TOPIC CARD Adjectives	C popular
A note	B tweet	C TOPIC CARD Types of message

Instructions and Answer key

7.8 Unit 7 Vocabulary – Related words

Materials: One set of cards for each student, either A, B or C

Language: Vocabulary from Unit 7

- Write these six words on the board: *desk, ticket, student, sun, popcorn, beach*.
- Invite two students to come to the front. Explain that you are going to read out a topic and they have to choose and say, as quickly as possible, one word from the board for that topic.
- Say *summer*; the first student to say either *sun* or *beach* gets a point. Then say *cinema*; the first student to say *ticket* or *popcorn* gets a point. Finally, say *school*; the first student to say *desk* or *student* gets a point.
- Tell students that they are going to do the same thing. Put them into groups of three and give each student a set of cards, either A, B or C. They hold the word cards in their hands and place the topic cards face-down in a pile in front of them.
- Student A starts by picking up a topic card and reading it out. Students B and C look at their word cards to find a related word. The first student to say a related word claims the topic card and lays it face-down in front of them with the word card. If both students say related words at the same time, the student who reads the topic card can decide who claims the topic card. Students take turns to pick up and read a topic card until all the topic cards have been claimed. The winner is the player with the most topic cards at the end of the activity.
- When the groups have finished, elicit the topics and related words.

Answers:

Things you can buy in a bakery: bread, cakes

Things you can buy in a butcher's: meat, burgers

Things you can buy in a greengrocer's: bananas, apples

People or things in a clothes shop: changing room, shop assistant

Words related to money: change, wallet

Things you can spend: time, money

Things that come in a bottle: water, shampoo

Things that come in a box: cream cakes, chocolates

Things that come in pairs: socks, shoes

Words that follow the word go: shopping, swimming

Adjectives: traditional, popular

Types of message: note, tweet

Positive and negative

- 1** Complete the texts with the correct form of the word in brackets.
Write one word in each gap. Do not use short forms.

Positive Paul

I love my town. It is ¹ _____ (exciting) town in the world!

The ² _____ (good) thing about it is the shopping centre. It is new, and the shops are great.

The clothes shops here are ³ _____ (trendy) the ones in London
and the shop assistants are not ⁴ _____ (rude) as the shop assistants there.

I ⁵ _____ (live) here when I grow up.

I ⁶ _____ (get) a job in an office in the town
centre.

I love our town centre. Later today, I ⁷ _____ (meet) my friends there. First,

I ⁸ _____ (tidy) my room and have lunch.

Negative Natalie

I hate my town. It is ¹ _____ (boring) town in the world!

The ² _____ (bad) thing about it is the shopping centre. It is old and half the shops
are closed.

The clothes shops here are ³ _____ (expensive) the ones
in London and the shop assistants are not ⁴ _____ (polite) as the shop
assistants there.

I ⁵ _____ (not live) here when
I grow up. I ⁶ _____ (move) to a big city.

My sister lives in London. She ⁷ _____ (have) a party next weekend.

I ⁸ _____ (meet) her at Kings Cross Station on Friday evening at 7 p.m.
It is going to be a great weekend!

- 2** Complete the sentences about your town.

My town

The best things about my town are _____
_____.

The worst things about my town are _____
_____.

Comparing my town to _____, it is _____
_____.

Instructions and Answer key

7.9 Unit 7 Grammar – Positive and negative

Materials: One worksheet for each pair of students

Language: Comparative and superlative adjectives, *going to* and Present Continuous for future arrangements

- Discuss the adjectives *positive* and *negative* and ask students which adjective they would choose to describe themselves, and why.
- Remind students about comparative and superlative adjectives, *going to* and the Present Continuous for future arrangements. Discuss when you use each of these and how you form them.
- Put students into pairs and give each pair a worksheet. The pairs should complete the texts, writing one word in each gap. Tell students that they shouldn't use short forms.
- When they have finished, elicit the answers and ask students whether their opinions about their own town are closer to Paul's opinion or Natalie's opinion, and why.
- Then the pairs should work together to complete the sentences about their own town. Invite students to read out their sentences to the class.

Answers:

Positive Paul:

1 the most exciting 2 best 3 trendier than 4 as rude
5 am going to live 6 am going to get 7 am meeting
8 am going to tidy

Negative Natalie:

1 the most boring 2 worst 3 more expensive than
4 as polite 5 am not going to live 6 am going to move
7 is having 8 am meeting

Project worksheet: a website

Step 1

1 Look at this homepage of a shop's website and find the information below. What else can you see on the website?

- the name of the shop _____
- what products it sells _____
- how you can do the shopping _____
- what makes the shop special _____
- how the shop is eco-friendly _____
- how it is accessible for disabled people _____


Home | About | Contact | Search
 

Welcome to Veggie Land! Do you remember the taste of countryside tomatoes?

Discover this and much more! We sell a range of fresh fruit and vegetables, fruit and vegetable baskets and tasty vegan meals ready to eat.

- We sell the freshest and the tastiest fruit and vegetables only from local farmers.
- We don't use plastic and we recycle our paper and cardboard.
- You can shop online (free delivery!).
- Visit us (no stairs, wheelchair friendly).



2 Rank each of these shops 1–6 (1 = least interesting, 6 = most interesting). Compare your answers in groups.

- a bakery selling chocolate cakes, chocolate muffins and chocolate cookies ☐
- b a bookshop selling Manga books and Japanese decorations ☐
- c a shoe shop selling a range of trainers ☐
- d a charity shop selling second-hand clothes ☐
- e a music shop selling cool guitars ☐

3 In groups, choose a shop for your website. Discuss which shop your town needs and why you want this shop. You can use the ideas in Exercise 2 or your own ideas. Then discuss the details of your shop.



I think we could start a bakery with chocolate cakes and muffins. We don't have a good bakery in our town and lots of people love chocolate.



Well, a bakery is a nice idea, but what about a great second-hand clothes shop? I'm interested in fashion, so I'd like to do this, and it's more eco-friendly.

Project worksheet: a website

Step 2

- 4** Prepare your part of the website. Find information, write texts and find photos.
You can use the phrases below.

1 Name	Veggie Land, Katie's Cakes, The Music Box
2 Products	We sell a range of (fresh vegetables). You can find / buy crazy, colourful clothes for teens.
3 Why the shop is special	We sell the freshest local vegetables / the biggest selection of comics. We offer free delivery. We have the friendliest shop assistants.
4 Why the shop is eco-friendly	We use eco-friendly boxes. We only use local products. We sell clothes from local producers.
5 How it is accessible for everyone	There aren't any stairs. There is a lift. You can get a wheelchair through the shop door.

Step 3

- 5** Create your website. Use the checklist below to check it.

- ☐ Did you include all the necessary information?
- ☐ Are there interesting images (a photo of a shop or products)?
- ☐ Is the grammar in the text and captions correct?
- ☐ Is the spelling correct?
- ☐ Is the website easy to use? (e.g. is it easy to shop or look for products)?

Step 4

- 6** Share your website with the class. Comment, ask and answer questions.



I really like the photos.
I'm interested in Japan and
I think this shop is a great idea.

Is the delivery free?
Can I order a chocolate birthday cake?



Instructions and Answer key

7.10 **BBC** Culture – Project worksheet: a website

Before the lesson: A website is a collection of web pages and related content that is identified by a common domain name and published on at least one web server. You can find some webpage creators on the internet (e.g. wix.com, jimdo.com or format.com, or more advanced versions like wordpress.com). Alternatively, students could plan a website using a Microsoft ®Word or ®PowerPoint. Wireframe.cc is very good for sketching the contents of each page. If you need more information, you can look at websitesetup.org for ideas. During the lesson students will design a home page of a website.

You will need: a computer / laptop with access to the internet; a projector / screen to show the websites.

A non-digital option: Without access to a computer or the internet, or if you only have limited access, students can make a paper leaflet advertising the shop.

Students work in groups of five and follow the steps as for the digital option, but with small changes. Exercise 1: ask students if they would include the same or different elements in a leaflet? What would they add? (e.g. they could add the address of the shop and directions with a map, opening hours, a website address). They create texts and captions for their parts of the leaflet. They look for photos in magazines or on the internet. They create their leaflet on paper. You can choose to show students some real shop leaflets or draw a simple leaflet layout on the board, including the necessary elements and drawing arrows to point to them and label them.

You will need: paper, magazines or printed out photos for students to use.

Step 1 **Class work**

Warm up:

- Ask students if they shop online. What are their favourite online shops? What do they think about their websites? If possible, show students some examples of shop websites and explain they are going to make or plan a similar website in groups of five. Ask students what they usually expect to find on a shop website. Elicit ideas, e.g. (name of the shop, photos of the shop and products, a description of the shop and its philosophy, specific items with prices, special offers, contact page, blog).
- Give each student a worksheet. Put students in groups of five.
- Students do Exercise 1. Then they decide what else they can see on the website (e.g. a basket, a log-in symbol, a search symbol, etc.).

Answers:

Exercise 1

the name of the shop: Veggie Land

what products it sells: fruit, vegetables, vegan meals

how you can do the shopping: online, visit the shop

what makes the shop special: the fruit and vegetables are very fresh and from local farmers

how the shop is eco-friendly: no plastic, recycling, local farmers

how it is accessible for disabled people: no stairs, wheelchair friendly

- Explain to students they will create a similar website.
- Show students Exercise 2 and make sure they understand what the different shops are that are being described. Students work individually to rank each of the shops from 1-6 according to whether they think they are interesting or not.
- Students then work in their groups to complete Exercise 3 and decide which shop they would like to create a website for. They can choose from the list in Exercise 2 or use their own ideas.
- Talk through the useful phrases in Exercise 4 and make sure students understand them.
- Ask students what photos / illustrations they would like to include. Remind them to give the source of the material.

Step 2 **Individual work**

- Students work individually at home or in class preparing their parts of the website according to the bullet points on Student's Book p. 99.
- Students think of information to include and look for photos.
- Students write the texts for their part of the website using the phrases in Exercise 4.

Step 3 **Group work**

- Students complete Exercise 5 and create the website. Encourage students to use one of the free website creators if possible. Alternatively, they could prepare a mock-website using Microsoft ®Word or ®PowerPoint or an alternative design program or presentation tool.
- Students use the checklist to review their website and decide if there are any parts which can be improved.

Step 4 **Class work**

- Students send their projects (e.g. as a link, PDF or slides) to the teacher before the lesson.
- Each group shares their website with the other students, giving a short presentation.
- After the class have watched, ask students to look at Exercise 6 and give them time to discuss the website, give comments and ask and answer additional questions. Point out while giving comments, students should first say what they liked about the website and then focus on the areas that could be improved.
- Give feedback to each group praising them for their efforts and highlighting any areas for improvement.
- After all the groups have shown their websites, students discuss as a class which shops they found the most interesting and which shops they would like to see in their town.

Which job?

Work cards



work for a company	need good communication skills	work indoors
work outdoors	work in a team	work at the weekend
earn good money	get to work on time	work alone
work in an office	do a dangerous job	do a stressful job

Job cards



accountant	artist	lawyer	gardner
firefighter	waiter	doctor	chef
tour guide	mechanic	care worker	police officer

Instructions and Answer key

8.1 Vocabulary – Which job?

Materials: One worksheet for each group of four students

Language: Work and jobs

- Write *teacher* on the board. Ask students if a teacher works from nine to five, is happy at work, works indoors or outdoors, works in a team or alone, works at the weekend, earns good money, wears a uniform, works with their hands, does a dangerous job and does a stressful job. Encourage students to answer *yes* or *no* to each question.
- Tell students that they are going to look at different jobs and consider the same things for each one.
- Put students into groups of four. Place the work cards face-up on the desk, spread them out and give each student three job cards. They should not show their job cards to the rest of the group.
- One student starts by selecting one of their job cards. They say which of the work cards could refer to their job, clearing away the other cards so that the rest of the group can see exactly which items relate to the job. The rest of the group take turns to guess what the job is. The first student to guess claims the job card.
- Replace all the work cards on the desk and repeat the process until all students' job cards have been claimed. The winner is the student with the most job cards.

Will it or won't it?

**Section A**

Complete the predictions with *will* or *won't*. Discuss in pairs.

- 1 We _____ have an English test this week.
- 2 It _____ be sunny and hot this weekend.
- 3 Next year's first-year students _____ all be hard-working.
- 4 In twenty years' time, the students in this class _____ all still be friends.
- 5 My parents _____ get a pizza for dinner tonight.
- 6 I _____ use English in my job in the future.
- 7 Our town _____ become cleaner and more pleasant in the future.
- 8 I _____ get married before I am thirty.
- 9 My best friend _____ phone me this evening.
- 10 There _____ be a big outdoor concert in our town this summer.

Section B

Complete the predictions with *will* or *won't*. Discuss in pairs.

- 1 We _____ have some English homework tonight.
- 2 It _____ be cold and wet tomorrow.
- 3 Next year's first-year students _____ all be polite.
- 4 A famous person _____ come to our school to give a speech this year.
- 5 My parents _____ arrive home late tonight.
- 6 I _____ live in this town for the rest of my life.
- 7 Our town _____ become more popular with tourists in the future.
- 8 I _____ have more than three children.
- 9 My best friend and I _____ go out somewhere tonight.
- 10 Our athletes _____ win a lot of medals at the next Olympic Games.

Instructions and Answer key

8.2 Grammar – Will it or won't it?

Materials: One section for each student, either A or B

Language: *Will* for predictions

- Tell students that they are going to make some predictions by adding *will* or *won't* to a number of gapped sentences.
- Put students into pairs and hand out Section A to one student and Section B to the other student. They should work on their own to complete their sentences.
- When they have finished, students in each pair take turns to read out their completed sentences. Their partner should agree or disagree with the sentence. If the sentence starts with *I ...*, they also say if it is true for them.
- Have a class discussion and encourage students to express any different viewpoints, giving reasons.

Pick a job

Sentence cards



You need a university d _____ or a college d _____ to do this job.	I'd like to do this job as a f _____-time job in the future.	I'd like to do this job as a s _____ job.	I think in this job you can be your own b _____.
You don't need a university d _____ or a collage d _____ to do this job.	I'd like to do this job as a t _____ job in the future.	I'd like to do this job as a p _____ time job.	I think in this job you can be a good role m _____.

Job cards



waiter / waitress	tour guide	lifeguard	chef
hairstresser	journalist	lawyer	scientist
artist	architect	pilot	receptionist
doctor	police officer	engineer	IT specialist
care worker	builder	nurse	gardener
firefighter			

Instructions and Answer key

8.3 Reading and vocabulary – Pick a job

Materials: One set of cards for each pair

Language: World of work: vocabulary

- Give one set of cards to each pair.
- Explain there are two kinds of cards: sentence cards and job cards. Student A gets four white sentence cards and student B gets four grey sentence cards. They complete the sentences first. Check if they have completed them correctly as a class. Then they put the sentence cards in front of them. They mix the job cards and put them in a pile face down. Explain there are three additional cards with symbols, if they pick one of them, they can think of any job they know.
- Students take turns to pick one of the job cards from a pile. They try to match it to one of their sentence cards. Give them an example. *Lawyer. You need a university degree to do this job.* If they have a matching sentence card, they say the sentence. If a student feels their partner is cheating they can ask additional questions, e.g. *Do you really want to be a gardener? Yes, I really like plants!* The first person to use all of their sentence cards wins.
- If there is time, students can swap their sentence cards and play again.

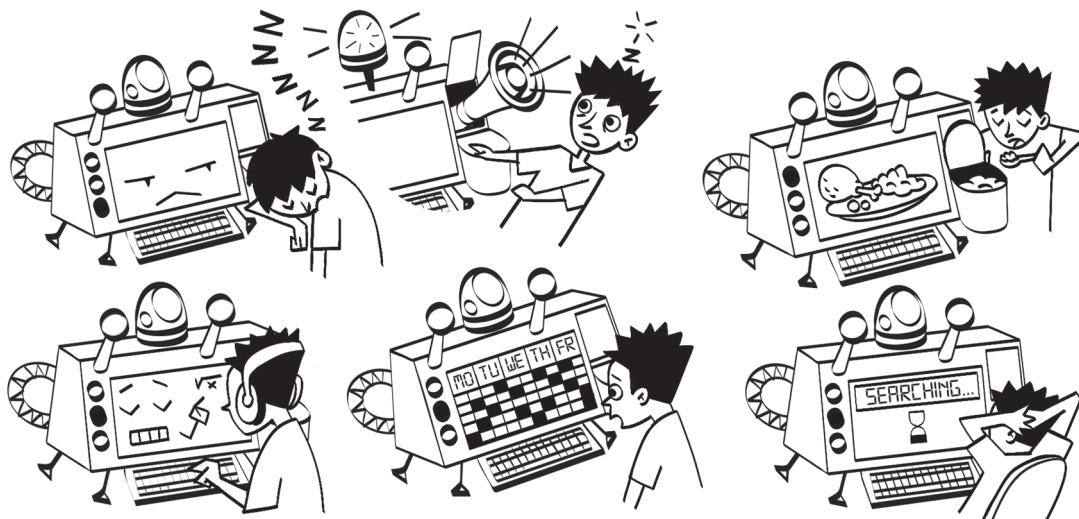
Answers:

degree / diploma, full, summer boss, degree / diploma, temporary, part, model

The study helper

Complete the sentence beginnings with the correct form of the verbs in brackets.
Then match the sentence halves.

The studying machine



- 1 ☐ If your child _____ (fall) asleep while studying,
- 2 ☐ If your child _____ (not understand) something,
- 3 ☐ If your child _____ (be) hungry,
- 4 ☐ If your child _____ (need) information,
- 5 ☐ If your child _____ (have) lots of exams to study for,
- 6 ☐ If someone _____ (phone) your child while he/she is studying,
- 7 ☐ If your child _____ (try) to use social media while he/she is studying,
- 8 ☐ If it _____ (be) time for your child to sleep,
- 9 ☐ If your child _____ (use) it properly,
- 10 ☐ If your child _____ (fail) his/her exams,

- a the machine _____ (block) the connection and send a warning SMS direct to your phone.
- b he/she _____ (not have) any more problems with his/her exams.
- c the machine _____ (wake) him/her up.
- d the machine _____ (switch) itself off.
- e it _____ (explain) it to him/her.
- f we _____ (give) you your money back.
- g it _____ (find) it for him/her online.
- h it _____ (cook) food for him/her.
- i it _____ (answer) the call automatically.
- j it _____ (organise) his/her time.

Instructions and Answer key

8.4 Grammar – The study helper

Materials: One worksheet for each pair of students

Language: First Conditional

- Remind students how to form the First Conditional:
if + Present Simple, + *will* + infinitive.
- Put students into pairs and give each pair a worksheet.
- Discuss the picture with students and ask if they can guess what the machine does. Elicit that it helps students to study.
- The pairs should work together to put the verbs into the correct form and to match the sentence beginnings with the endings.
- When they have finished, elicit the answers. Ask students to make more sentences about the machine, using the First Conditional.

Answers:

Gaps:

1 falls 2 doesn't understand 3 is 4 needs 5 has

6 phones 7 tries 8 is 9 uses 10 fails

a will block b won't have c will wake d will switch

e will explain f will give g will find h will cook

i will answer j will organise

Matching:

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

My perfect school

What's the name of the school? _____

What kind of school is it? _____

How many pupils are there? _____

When does school start and finish? _____

What rooms are there? Describe them.

What other facilities are there? Describe them.

Describe the head teacher.

Describe the perfect teacher.

What should a teacher do?

Instructions and Answer key

8.5 Listening and Vocabulary – My perfect school

Materials: One worksheet for each group of three students

Language: School and education

- Have a class discussion about the main differences between primary school and secondary school (e.g. *age of students, kinds of games, wall decorations, different facilities*).
- Tell students that they are going to work in groups to imagine a perfect school.
- Put students into groups of three and give each group a worksheet. Explain that they should discuss the different points on the worksheet and then write down their ideas. Give a time limit.
- When they have finished, invite groups to present their perfect school to the class. Have a class vote for the best school.



Section A

Follow the instructions below.

- In the circle, write about things you think will definitely happen when you are in your twenties.
- In the square, write about things that might happen this year.
- In the triangle, write about things that you probably won't do before you are thirty.
- In the rectangle, write about things that you definitely won't do in your life.
- In the oval, write about things that will probably happen in your final year of school.

fold here

Section B

Follow the instructions below.

- In the circle, write about things that you definitely won't do before you are twenty.
- In the square, write about things that you probably won't do in your life.
- In the triangle, write about things that might happen in your final year of school.
- In the rectangle, write about things that will definitely happen this year.
- In the oval, write about things you think will probably happen when you are in your thirties.

fold here

Instructions and Answer key

8.6 Speaking – My future

Materials: One section for each student, either A or B

Language: Probability – *will probably, will definitely, may/might, probably won't, definitely won't*

- Remind students how to make predictions with different degrees of probability using *definitely, probably, may* and *might*.
- Put students into pairs and hand out Section A to one student and Section B to the other. Tell them to read the instructions. Explain that they should write their predictions as notes. Give an example: *Write about things you will definitely do this week: revise for my test, go to the cinema, buy a new T-shirt.*
- Students write their notes in the shapes and then fold over their worksheet so that only the completed shapes can be seen.
- Students swap worksheets with their partners. They look at what their partner has written and try to guess what each shape represents.
- The students in each pair then take turns to tell each other their guesses and what each shape actually represents.
- Invite students to share some of their ideas with the class.

**Section A**

1 Complete the questions with prepositions.

- 1 What subjects are you really good _____ ?
- 2 Is there anything you are crazy _____ ?
- 3 What things at school do you want to get better _____ ?
- 4 Are you keen _____ anything musical or artistic?
- 5 What kind of news stories are you interested _____ ?
- 6 What activities are you not very good _____ ?
- 7 Which animals are you most fond _____ ?
- 8 Are you good or bad _____ working in a team?

2 In pairs, ask and answer the questions in Exercise 1. Ask follow-up questions.

A: What subjects are you really good at?

B: Maths and Science.

A: What sort of grades do you usually get? Do you think you will study them at university?

Section B

1 Complete the questions with prepositions.

- 1 What subjects are you really bad _____ ?
- 2 Are there any school subjects you are crazy _____ ?
- 3 Are there any sports you want to get better _____ ?
- 4 Are you keen _____ any sports?
- 5 What kind of books and films are you interested _____ ?
- 6 Is there anything you are not very good _____ ?
- 7 Which relatives are you most fond _____ ?
- 8 Are you good or bad _____ cooking?

2 In pairs, ask and answer the questions in Exercise 1. Ask follow-up questions.

A: What subjects are you really good at?

B: Maths and Science.

A: What sort of grades do you usually get? Do you think you will study them at university?

Instructions and Answer key

8.7 Writing – Questionnaire

Materials: One section for each student, either A or B
Language: Adjectives with prepositions

- Tell students that you are going to give them some questions to complete with prepositions. Elicit some examples of prepositions and write them on the board.
- Put students into pairs and give Section A to one student and Section B to the other student. Tell them to work on their own to complete the questions by adding the correct prepositions.
- Elicit the answers, making sure that students correct their questions if necessary.
- The pairs take turns to ask their questions and also to ask any follow-up questions they can think of.
- Invite students to report back to the class about their partner's answer to one of their questions.

Answers:

A 1 at 2 about 3 at 4 on 5 in 6 at 7 of 8 at
B 1 at 2 about 3 at 4 on 5 in 6 at 7 of 8 at

Mime, define, one word



care worker	architect	lifeguard
doctor	IT specialist	receptionist
babysitter	gardener	tour guide
canteen	playground	Science lab
library	exam	homework
head teacher	form tutor	classmate
temporary job	full-time job	earn good money
firefighter	driver	mechanic
secondary school	primary school	university
staff room	cheat in a test	sports hall

Instructions and Answer key

8.8 Unit 8 Vocabulary – Mime, define, one word

Materials: One set of cards for each group of four students

Language: Vocabulary from Unit 8

- Write *nightmare* on the board. Invite students to mime the word. Then invite students to define the word. Finally, invite students to say one key word which could help someone guess the word (e.g. *dream* – it can't be *bad dream* as that is two words).
- Tell students you are going to give them some cards with words from the unit. Explain that they can choose to mime, give a definition or say one word for the rest of the group to guess the word on the card.
- Put students into groups of four and hand out to each group a set of cards face-down in a pile.
- One student starts by picking up one of the cards and deciding which kind of clue to give (mime, definition or one word). The other students try to guess the word. It might be helpful for them to have their books opened, if they have problems with guessing. Whoever guesses the word correctly claims the card. The game ends when all the cards have been claimed. The student with the most cards is the winner.
- Do the activity as a class and invite individual students to mime, define or say one word for the rest of the class to guess.

Conditional predictions

Use the prompts to complete the sentences with your own ideas.
Discuss in pairs and then in groups.

If I fail my exams:

- my parents / definitely ...
- I / probably ...
- my teachers / may ...

If I need some money this summer:

- I / probably ...
- I / definitely ...
- I / might ...

If I don't find a summer job soon:

- my parents / may ...
- I / probably ...
- I / definitely ...

If our school builds a new sports hall:

- we / probably ...
- the teachers / may ...
- my classmates / definitely ...

If I pass my exams in French:

- I / definitely ...
- my parents / may ...
- my French teacher / probably ...

If my friends go camping this summer:

- they / probably ...
- I / definitely ...
- my parents / may ...

Instructions and Answer key

8.9 Unit 8 Grammar – Conditional predictions

Materials: One worksheet for each pair of students

Language: First Conditional, *will* for predictions, expressions of probability

- Remind students about how to form First Conditional sentences and the use of *will* with *probably* and *definitely*.
- Put students into pairs and hand out a worksheet to each pair. The pairs should use the prompts to complete the sentences. Encourage them to use their imagination.
- When they have finished, one pair should join up with another pair to discuss their ideas.
- Invite students to read out some of their sentences to the class.

What do you agree about?

1 Read the dialogue between Emma and Jack. What do they think about homework in general?

Jack: Emma, do you want to go into town after school?

Emma: I can't, Jack. I've got lots of homework! Don't you?

Jack: No, I did everything at the weekend.

Emma: Hmm ... In my personal opinion, we shouldn't get so much homework.

Jack: I'm sorry, but I don't agree. Homework is important! We can get more practice. It can help us if we go to university.

Emma: I agree some more practice is needed, like revising Spanish words, or doing one or two Maths exercises. But not so much! It's bad for our health. Let me explain. I read a report that said that students usually do homework for three hours a day. And we spend about seven hours at school. This means we sit at our desks for ten hours! I am stressed and I don't get enough sleep. I don't have time for sports or seeing my friends.

Jack: It's true, we don't have much free time, but I think that people often waste time when they don't have homework.

Emma: Not me. If I don't have homework, I play the piano or draw. It never happens; I don't have time for my hobbies. Do you know when I last played the piano? Three months ago!

Jack: Well, maybe. Anyway, let's go. You've got a lot of homework, remember?

2 Read the dialogue again and tick the arguments Emma and Jack use. What do they agree about?

	Emma	Jack	Both
1 students need to practice at home			
2 it can help us at university			
3 it's bad for our health			
4 not much free time			
5 people don't use their free time well			

3 Read the dialogue again. Answer the questions. What is good/bad in a discussion? Can you think of any other tips?

Who:

1 often uses examples to support their opinions? _____

2 often uses general arguments without examples? _____

3 gives facts / quotes some information from a report? _____

4 gives examples from personal life? _____

4 Work in pairs. Prepare arguments to discuss the following statement:



School should start at 10 o'clock.

Use the table to list your arguments.

Use the tips from Exercise 3 to help you.

For

sleeping longer is good for teenagers' health

What you agree about

Against

if school starts late, it will finish late

5 Decide who will be for and against the statement. Act out the conversation in pairs.

Instructions and Answer key

8.10 Set for life – What do you agree about?

Materials: One worksheet for each student

Language: having a discussion, supporting your opinion



Communication: Critique

The activities are aimed to help students develop the ability to distinguish between strong and weak arguments. This is useful when writing essays or in classroom discussions.

- Give each student a worksheet and put students into pairs.
- Ask students what they think about homework? *Do they get a lot of homework? Do they get too much in their opinion? Is homework useful?*
- Do Exercise 1. Students read the dialogue and answer the question.

Answers:

Jack thinks homework is useful, Emma thinks they shouldn't get so much homework.

- Students do Exercise 2 in pairs. They tick the correct columns to show which arguments Emma and Jack use or if they both agree on something.

Answers:

	Emma	Jack	Both
1 students need to practice at home			✓
2 it can help us at university		✓	
3 it's bad for our health	✓		
4 not much free time			✓
5 people don't use their free time well		✓	

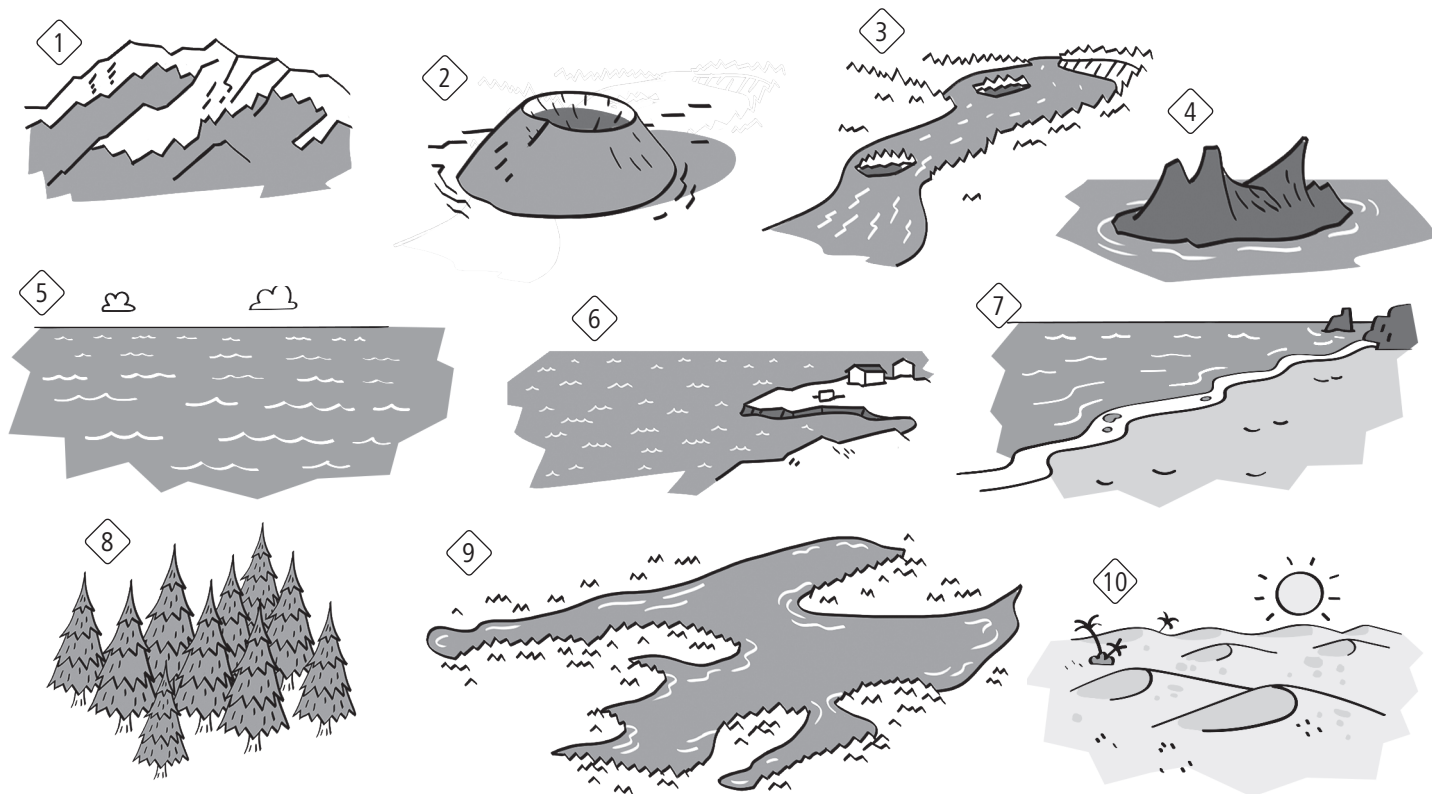
- Ask students to do Exercise 3 in pairs. They should support their opinions with examples from the dialogue.

Answers:

- 1 Emma (it's bad for our health – stress, not enough sleep; examples of more practice)
- 2 Jack (doesn't explain how it will help at university, or how people waste time)
- 3 Emma (I read a report that said ...)
- 4 Emma (I am stressed ... I last played the piano ...)

- Point out that they are all good strategies for having a discussion except the second one.
- Ask students who, in their opinion, has stronger / better arguments. Point out that Jack should probably use more examples.
- Ask students what other strategies they can think of for having a discussion and elicit some answers, e.g. we should listen to the other speaker even if we disagree, we shouldn't use negative language in a discussion, we should use examples from other people's lives, etc. Students could refer to p. 111 in the Student's Book.
- Do Exercise 4. Explain to students they are going to prepare a discussion about the statement given. Tell them to decide, who will be for and who will be against the statement and think of arguments they can use. Point out they can find some arguments in the reading lesson in unit 6. They should complete the table.
- After the students have prepared their arguments, they should act out the conversation in pairs. Remind them of the Useful Phrases on p. 111 in the Student's Book.
- After they have finished, invite some pairs to act out the conversation in front of the others.

All about Chile

**Country: CHILE**

Chile is the world's narrowest country, located in the western part of South America.

- The ^a _____ is over 19 million.
- The ^b _____ city is Santiago.
- The official ^c _____ is Spanish.
- The ^d _____ of Chile is red, white and blue, with a white star on the blue square.
- There are three ^e _____ : with Peru, Bolivia and Argentina (the one with Argentina is 5,150 km long).
- 80% of the country is ¹ _____. The Andes separate Chile from Argentina.
- The highest ² _____ is Ojos del Salado (6,893 m).
- The longest ³ _____ is the Loa (440 km).
- Chile has a very long coast (6,437 km) and has more than 5,000 rocky ⁴ _____.
- It borders the Pacific ⁵ _____ to the west. On the coast there are lots of ⁶ _____ and ⁷ _____.
- The south of Chile has got large areas of ⁸ _____ and lots of ⁹ _____. The biggest is Llanquihue (860 km²).
- The warmest and driest place in Chile is the Atacama ¹⁰ _____.

Instructions and Answer key

9.1 Vocabulary – All about Chile

Materials: One worksheet for each pair

Language: Landscapes, natural features, countries

- Write *Chile* on the board. Ask students what they know about the country.
- Put students in pairs and distribute the worksheets. Tell students they are going to complete some information about Chile. Explain they have to complete gaps a–e without clues and use picture clues to complete gaps 1–10.
- When they have finished, check the answers.
- If there is more time (or as homework), tell the pairs to choose another country and find similar information about it, doing online research. Invite the pairs to share information with their classmates.

Answers:

a population b capital c language d flag e borders

1 mountains 2 volcano 3 river 4 islands 5 Ocean

6 cliffs 7 beaches 8 forests 9 lakes 10 Desert

What have you done?



Section A

	You	Your partner
Have you ever:		
1 _____ (swim) in a lake?	☐	☐
2 _____ (eat) strange food?	☐	☐
3 _____ (be) to the USA?	☐	☐
4 _____ (meet) a famous person?	☐	☐
5 _____ (live) in a different country?	☐	☐
6 _____ (see) a desert?	☐	☐
7 _____ (climb) to the top of a mountain?	☐	☐
8 _____ (ride) a camel?	☐	☐
9 _____	☐	☐
10 _____	☐	☐

Section B

	You	Your partner
Have you ever:		
1 _____ (swim) to an island?	☐	☐
2 _____ (cook) foreign food?	☐	☐
3 _____ (be) to Egypt?	☐	☐
4 _____ (talk) to a foreigner in English?	☐	☐
5 _____ (visit) a famous building?	☐	☐
6 _____ (see) a volcano?	☐	☐
7 _____ (climb) to the top of a tower?	☐	☐
8 _____ (fly) in a helicopter?	☐	☐
9 _____	☐	☐
10 _____	☐	☐

Instructions and Answer key

9.2 Grammar – What have you done?

Materials: One section for each student, either A or B
Language: Present Perfect

- Remind students about how we form the Present Perfect.
- Put students into pairs and hand out Section A to one student and Section B to the other student. Tell students to work on their own to complete the questions by writing the verbs in the correct form. Encourage them to look up any verbs they don't know. Explain that they should also write two more questions using the Present Perfect, with different verbs if possible.
- When students have finished, they should answer the questions for themselves. Then, in their pairs, they take turns to ask and answer the questions.
- Invite students to tell the class what their partner has done and has never done in their life.

Answers:

A

1 swum 2 eaten 3 been 4 met 5 lived 6 seen
7 climbed 8 ridden

B

1 swum 2 cooked 3 been 4 talked 5 visited
6 seen 7 climbed 8 flown

What should they do?



1



Jacob is in the mountains. He has walked ten kilometres. There is only one kilometre to the lake where he is going to meet his friends. He suddenly comes _____ a bear with a baby bear. He is eating chocolate and bears like sweet things. What should he do?

- a Give _____ and walk back slowly.
- b Run between the bear and its baby.
- c Give them some chocolate.

2



Mark and Jim are on a lake. They are very close to a small island where they are going to relax. But the weather has changed. It is windy and it has started raining. What should they do?

- a Swim back home.
- b Go _____ home in the boat.
- c Carry _____ trying to get to the island.

3



Frances and her mum have taken _____ skiing. They have skied all day; now they are tired and cold. Suddenly Frances starts skiing down a hill. It is fantastic, but ... where is she? She's lost! What should she do now?

- a Sit down and wait for her mum.
- b Carry _____ skiing and go back to the top of the hill.
- c Send her location to her mum using a mobile phone.

Instructions and Answer key

9.3 Reading and vocabulary – What should they do?

Materials: One set of cards for each group

Language: Exploring nature: phrasal verbs

- Put students into groups of three. Give one set of cards to each group.
- Each student gets one card. Students complete the situations and suggested solutions with the correct prepositions. Check the answers.

Answers:

1 across, up 2 back, on 3 up, on

- Then they read their cards to the other students in the group and the group discuss together what the people should do.
- When they have finished, ask the students with the first situation card what decision their group has taken. Elicit answers, e.g. *Our group thinks the boy should run between the bear and its baby. / We disagree. Bears are dangerous. He should walk back slowly.*
- After they have given their ideas, comment on them giving the solutions, e.g. *Yes, you are right. He should walk back slowly. You should never run when you see a bear.*
- Continue with the other situations.
- If there is more time, students can choose one of the situations and write the story.

Answers:

1 a

When you see a bear, you should not run quickly, but walk slowly. You should never walk or run between a bear and its baby. You should never feed the bears or throw food in their direction – the man should walk back slowly.

2 c

It's extremely dangerous to carry on paddling or swimming to the shore when the weather is windy. The boys should try to get to the island and wait there for the weather to improve. If they are very close they should jump out and swim to the island pulling the boat.

3 c

When you get lost skiing in the mountains, you can try to go back to the trail / route on your tracks (but the girl is tired). Just sitting and waiting is not a good idea when it's cold. She should try to communicate with someone, locate herself on a map and send her location details to someone (before her battery dies), then make a cross with her skis to show where she is.

Holiday planning



Section A

In pairs, follow the instructions below:

- Ask your partner about the activities on his/her list.
- Answer your partner's questions about the activities on your list.
- If you haven't done something yet, say when you are planning to do it.

Me

- buy / train tickets ✓ (just bought online)
- check / train timetable ✓ (decided best train)
- make / sandwiches ✗ (Saturday morning)
- phone / for taxi to the station ✗ (Friday)
- pack / rucksack ✗ (not bought one)
- be / shopping for clothes ✓ (not found shorts)
- write / email to friends ✓ (just finished)
- check / camera and tablet ✗ (tonight)

My partner

- download / maps
- search / for hotels online
- read / guidebook
- change / money
- pack / rucksack
- be / shopping for clothes
- post / message on social media
- buy / ferry tickets

Section B

In pairs, follow the instructions below:

- Ask your partner about the activities on his/her list.
- Answer your partner's questions about the activities on your list.
- If you haven't done something yet, say when you are planning to do it.

Me

- download / maps ✗ (partner)
- search / for hotels online ✓ (found cheap one)
- read / guidebook ✗ (on the train)
- change / money ✗ (on the ferry)
- pack / rucksack ✓ (just started, not finished)
- be / shopping for clothes ✓ (bought everything)
- post / message on social media ✓ (five!)
- buy / ferry tickets ✓ (not printed them)

My partner

- buy / train tickets
- check / train timetable
- make / sandwiches
- phone / for taxi to the station
- pack / rucksack
- be / shopping for clothes
- write / email to friends
- check / camera and tablet

Instructions and Answer key

9.4 Grammar – Holiday planning

Materials: One section for each student, either A or B
Language: Present Perfect with *already* / *just* / *yet*

- Remind students about when we use *already*, *just* and *yet* with the Present Perfect.
- Tell students to imagine that they are going on holiday together and have made a list to show the different activities that each person has to do. A tick means they have already done it; a cross means they haven't done it yet.
- Remind students about how we talk about plans and intentions (using *going to*). Write on the board: *look for passport* × *tomorrow*. Ask: *Have you looked for your passport yet?* Elicit the reply: *No, I haven't. I'm going to look for it tomorrow.*
- Put students into pairs and hand out Section A to one student and Section B to the other student. The student with Section A starts and asks the student with Section B if they have done each of the activities on their list (e.g. *Have you downloaded the maps yet?*). Their partner answers, following the information in their list in Section B and using *already*, *just* and *yet*. If they haven't done the activity yet, they should use *going to* to say when they plan to do it.
- When the student with Section A has asked about all the activities on their list, they swap roles and the student with Section B asks their partner if they have done each of the activities on their list.



- 5 I need boots.
- 4 I need a map.
- 3 I need a compass.
- 2 I need a coat.
- 1 I need strong legs!

HIKING

- 5 I need boots.
- 4 I need gloves.
- 3 I need a helmet.
- 2 I need goggles.
- 1 I need skis.

SKIING

- 5 I need a map.
- 4 I need a helmet.
- 3 I need gloves.
- 2 I need strong legs.
- 1 I need a bike.

MOUNTAIN BIKING

- 5 I need a helmet.
- 4 I need a lifejacket.
- 3 I need a paddle.
- 2 I need to be good at swimming.
- 1 I need a kayak.

KAYAKING

- 5 I need a helmet.
- 4 I need gloves.
- 3 I need goggles.
- 2 I need snow.
- 1 I need a snowboard.

SNOWBOARDING

- 5 I need a helmet.
- 4 I need some boots.
- 3 I need some carrots.
- 2 I need a saddle.
- 1 I need a horse.

HORSE-RIDING

- 5 I need a helmet.
- 4 I need gloves.
- 3 I need a rope.
- 2 I need to be brave!
- 1 I need a mountain or some high rocks.

ROCK CLIMBING

- 5 I need a wetsuit.
- 4 I need some water.
- 3 I need a lifejacket.
- 2 I need strong arms.
- 1 I need some wind.

WINDSURFING

- 5 I need some water.
- 4 I need a wetsuit in cold water.
- 3 I need to wait patiently.
- 2 I need big waves.
- 1 I need a surfboard.

SURFING

Instructions and Answer key

9.5 Listening and Vocabulary – 5, 4, 3, 2, 1

Materials: One set of cards for each group of four students

Language: Outdoor activities and equipment

- Pre-teach: brave, rope, waves, wait patiently.
- Tell students they are going to guess an outdoor activity from clues. The quicker they guess the activity, the more points they will get. Each student in a group gets only one guess for each activity, so, if they guess early, to try to win more points, there is a possibility that they won't get any points.
- Give an example. Invite four students to come to the front of the class. Say the first clue: *For five points, you need boots for this*. If anyone makes a guess, write their name on the board, what their guess is and the number of points (5). Don't say if they were correct or not. Then say the second clue: *For four points, you need a helmet*. Again, allow students to guess, unless they have already done so and write on the board their names, their guesses and the number of points (4). Repeat the process with the third clue: *For three points, you need a ball*; the fourth clue: *For two points, the ball isn't round*; and the final clue: *For one point, you need two sets of goalposts, shaped like the letter H*. When you have given all five clues, say the answer: *American football* and award points to anyone who guessed correctly.
- Tell students they are going to do the same in their groups. Put students into groups of four and ask each group to nominate a scorer who writes down names, answers and points.
- Hand out a set of cards to each group and place them face-down in a pile. One student starts by picking up a card and reading out the first clue. They follow the process you have shown and continue until everyone in the group has guessed. Then they give the correct answer and the scorer notes down points won by the different students. Then another student picks up the next card and the process continues.
- At the end of the activity, the winner is the student with the most points.

Answers:

ACROSS:

1 politician 2 library 4 pharmacy 5 recycle 6 purse
7 cliff 8 trolley 9 ocean 10 degree 16 helmet

DOWN

2 lake 3 lawyer 4 pupil 7 coast 11 gloves
12 border 13 flag 14 wallet 15 bakery 17 escalator

Can I ...?



1 You want to borrow a pen.	1 You want to use your friend's phone.	1 You want to open the window because you are hot.	2 You are new to the class and want to sit down in an empty chair next to a student you don't know.
2 You want to leave your bag with your friend for ten minutes.	2 Your friend is eating pizza and you'd like a slice.	3 You'd like to look at your friend's map.	3 You need some paper because you haven't got your notebook.
3 You want a drink of your friend's water.	4 You haven't done your homework and want to copy what your friend wrote.	4 You want to visit your friend on Saturday.	4 Your friends are playing cards and you want to join in.
2 A student asks to borrow a pen. You've got several pens. Give permission.	3 A student asks to use your phone but the battery is nearly dead. Refuse permission.	4 A student asks to open the window but you are cold. Refuse permission.	1 A student asks to sit next to you. Give permission.
3 Your friend wants to leave his/her bag with you for ten minutes. Give permission, but only for five minutes because you need to leave soon.	4 Your friend asks for a slice of your pizza. Give permission.	1 Your friend asks to look at your map. Give permission.	2 A friend asks for some paper. Your notebook is nearly full and you haven't got any more. Refuse permission.
4 Your friend asks for some of your water. You need it. Refuse permission.	1 Your friend wants to copy your homework. You think it is a wrong thing to do. Refuse permission.	2 Your friend asks to visit you on Saturday. You are going to visit your aunt. Refuse permission.	3 You are playing cards with a friend. Another friend asks to join in. Give permission.

Instructions and Answer key

9.6 Speaking – Can I ...?

Materials: One set of cards for each group of four students

Language: Asking for, giving and refusing permission

- Remind students about how to ask for, give and refuse permission.
- Put students into groups of four and hand out the cards so that each student has all the cards with a specific number 1, 2, 3 or 4. Some are asking-for-permission cards and others are response cards.
- Tell Student 1 to choose one of their asking-for-permission cards and to ask the group. The student with the corresponding response card should respond appropriately.
- The process continues until all students in the group have asked for permission three times and given or refused permission three times.
- Invite groups to act out one of their dialogues in front of the class.

An email from anywhere



Section A

Complete the email with one word in each gap.



Hi _____ ,
 I hope you're well. I'm writing from _____. The weather has been
 _____. It's been _____ and _____. We've done lots of
 interesting things. We've been on a _____ , visited a _____
 and I've tried _____ ! It was _____.
 Tomorrow we're going to go to try _____. I'm very _____ !
 We're coming home on _____.
 See you soon,

P.S. _____
 _____ !

Section B

Complete the email with one word in each gap.



Dear _____ ,
 I hope you're well. We're having a _____ time in _____.
 The weather has been _____. It's been _____ and _____.
 We've done lots of interesting things. We've been to _____ and I've tried
 _____ ! It was _____.
 This afternoon we're going to go to try _____. I'm very _____ !
 We're coming home next _____.
 See you soon,

P.S. _____
 _____ !

Instructions and Answer key

9.7 Writing – An email from anywhere

Materials: One section for each student, either A or B

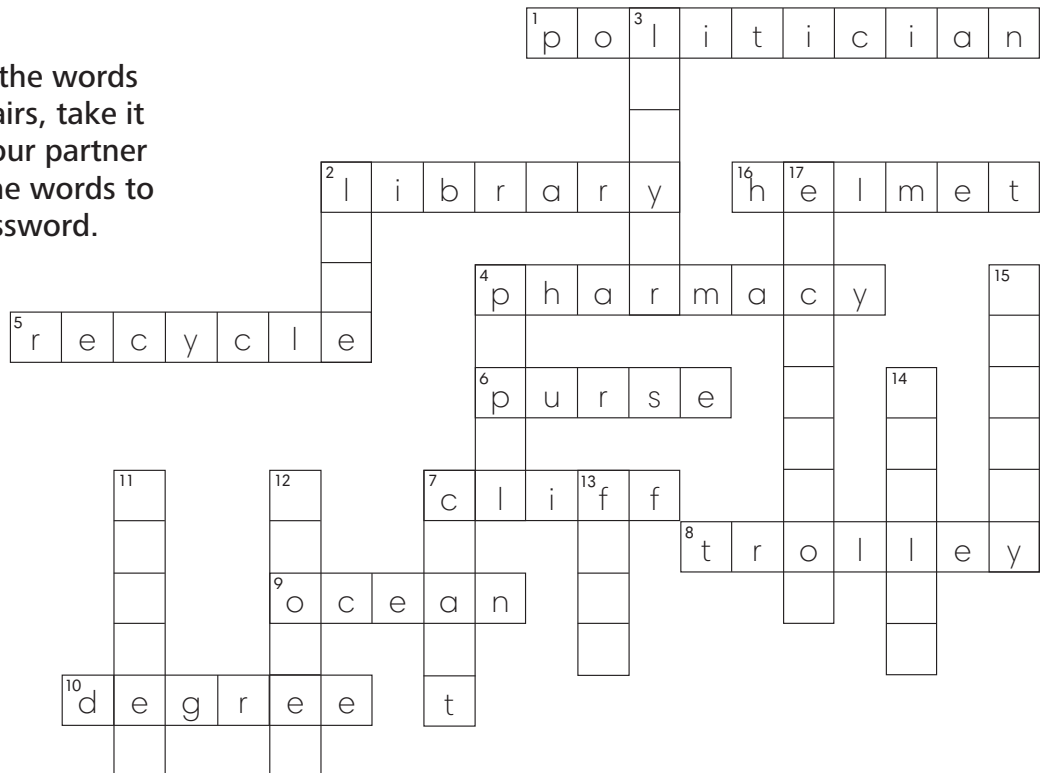
- Tell students to imagine they are somewhere on holiday. They should think about the place, the weather, what activities they have done and what they are going to do next.
- Put students into pairs and hand out Section A to one student and Section B to the other student. Tell them to write their partner's name at the top of the email and to complete the email with their own ideas.
- When they have finished, the pairs should swap emails. They should read each other's emails and then ask follow-up questions about each other's holidays.
- Display the finished emails so that the class can read each other's ideas.

Half a crossword



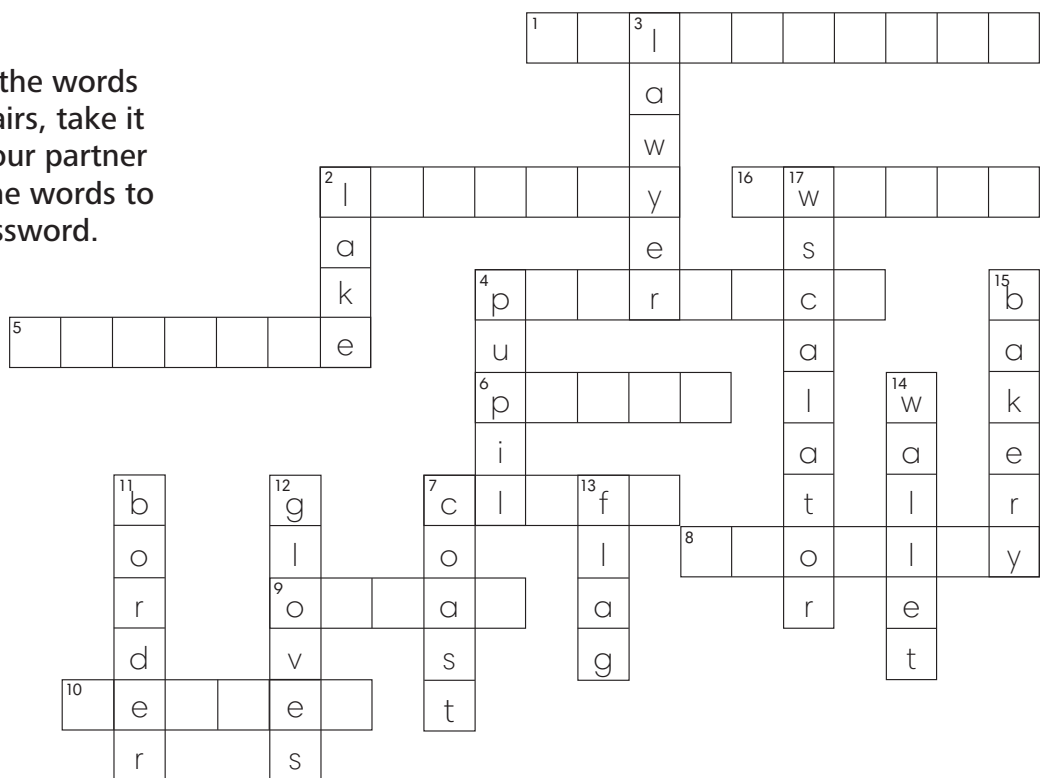
Section A

Prepare clues for the words you can see. In pairs, take it in turns to give your partner clues and write the words to complete the crossword.



Section B

Prepare clues for the words you can see. In pairs, take it in turns to give your partner clues and write the words to complete the crossword.



Instructions and Answer key

9.8 Units 7–9 Vocabulary – Half a crossword

Materials: One section for each student, either A or B

Language: Vocabulary from Units 7–9

- Write *library* on the board and ask students to give a clue for the word (e.g. *it's a place where you can go to read books*).
- Tell students you are going to give them a crossword where they can see half of the answers. They should keep it hidden from their partner and they should think of ways to define or otherwise give a clue for each word. If you think students need help, you could pair up Section A students together and Section B students together, so that they prepare their clues together. Then tell the original pairs, A and B, to work together without showing each other their crossword.
- Remind students of the words *across* and *down*. The student with Section A starts by giving a clue for 1 across and the student with Section B guesses and writes the word in their crossword. Then the student with Section B gives a clue for 1 down and the student with Section A guesses and writes the word in their crossword. In their pairs, students take turns to give a clue for a word until they have both completed their crosswords. During the activity, they should not use L1 or tell each other the correct words. When they have finished, the pairs should check their answers by looking at each other's crosswords.
- Invite students to give their clues for the words and have a class discussion about which clues are the best.

Choose and ask

FINISH	16 What's the most dangerous activity you have ever / just / yet done?	 I will be very happy if ...	15 <i>Are you going / Will you / Have you to study harder next year?</i>	14 What's your most valuable / the most valuable / more valuable possession?	13 Is life for teenagers now best or worst / better or worse / as good or as bad than twenty years ago?
	9 Are you going do / to do / doing some exercise later today?	 My parents have never ...	10 If you meet your friends this weekend, what do you / you will / will you do?	11 How many books do you think you read / are reading / will read this summer?	 Have you ever ...?
 Have you ever ...?	 8 Which language, apart from English is the more useful / usefulest / most useful to learn? Why?	7 Is your hair shorter / as short / shortest than the person sitting next to you?	6 Have you listened to the news today? <i>Has / Have / Does anything interesting happened?</i>	 I have just ...	5 <i>Are you / Will you / Have you definitely pass all your exams this year?</i>
START	1 Is your phone more / most / as important to you than your bike? Why / Why not?	2 What's most / the most / the more interesting town you have visited? Why?	 I have never ...	3 What will you / are you / you are going to do after school?	4 If you will go / go / going to the beach this summer, will you go surfing?

Instructions and Answer key

9.9 Units 7–9 Grammar – Choose and ask

Materials: One worksheet, one coin and one counter for each group of three students

Language: Comparatives and superlatives, *going to*, First Conditional, *will* for predictions, expressions of probability, Present Perfect

- Remind students about the different structures they have learned in the last three units.
- Tell them they are going to play a board game and that they need a coin and one counter (a small piece of paper is fine). The rules are that students flip a coin and if it lands 'heads' up, they move two places and if it lands 'tails' up, they move one place.
- Explain that if they land on a numbered square, they have to decide on the correct option and then ask the question to the rest of the group who both have to answer. If they land on an unnumbered square, the player who flipped the coin should use their imagination to complete the sentence. The student on their left then starts from that square, not from the start and repeats the process.
- Rather than a competitive game to see who can finish first, the idea is that students take turns to move the whole group through the board game.
- Put students into groups of three and hand out a worksheet to each group.
- When the groups have finished the game, invite them to ask and answer some of the questions in front of the class.

Answers:

1 more 2 the most 3 are you 4 go 5 Will you
6 Has 7 shorter 8 most useful 9 to do
10 will you 11 will read 12 Have
13 better or worse 14 most valuable
15 Are you going 16 ever

Project worksheet: a digital poster

Step 1

1 Look at the pictures. Choose the animal you find the most interesting. Think about:

- where the animals live
- what they eat
- why they are in danger (climate change / people hunt them / they can't find enough food)
- how we can help (protect wildlife / not use plastic / join a conservation group / stop hunting).



1 pangolin



2 gorilla



3 white shark



4 snowy owl



5 giant panda



6 Tasmanian devil

2 In groups of three, choose the animal for your poster. Discuss which animal you want to present and why. You can use an animal from Exercise 1, or a different one.



Do you mind if we make a poster about gorillas? They are very clever.

I'm sorry, but to me the pangolin looks more interesting.



Project worksheet: a digital poster

Step 2

3 Prepare your part of the poster. Find information, write texts (or bullet points) and find photos. You can use the phrases below.

- | | |
|---|---|
| 1 | <p>There are (number) (animal) in the wild.</p> <p>The population of [animal] is about (number).</p> <p>They live in the mountains / in the sea / in the desert.</p> <p>They come from Central / Southern Africa / Asia.</p> <p>They eat smaller fish / insects.</p> |
| 2 | <p>It is endangered because people have hunted them for their fur / meat.</p> <p>They have lost places to live because people cut down trees.</p> <p>They are in danger because of climate change.</p> <p>Pollution makes them ill.</p> <p>Other animals kill them.</p> |
| 3 | <p>We can protect them and places where they live.</p> <p>We can stop hunting them.</p> <p>We can join a conservation group.</p> |

Step 3

4 Create your poster. Use the checklist below to check it.

- ☐ Did you include answers to all the questions?
- ☐ Is the grammar in the texts correct?
- ☐ Is the spelling correct?
- ☐ Did you include some pictures? Are they attractive?
- ☐ Is the poster clear and visually interesting?
- ☐ Is there a title?

Tips

- Don't forget a title, e.g. 'Save the gorillas' or 'Pangolins in danger'.
- The texts should be short or use bullet points.
- Do not use too many pictures; bigger pictures look better.

Step 4

5 Share your poster with your class. Comment, ask and answer questions.



This is a great poster. Is the situation of white sharks better now?



No, I don't think so. People still hunt them. But there is a conservation group ...

Instructions and Answer key

9.10 **BBC** Culture – Project worksheet: a digital poster

Before the lesson: A digital poster is a poster that is not printed but shown on a screen. There are a lot of free tools to use, for example canva.com or postermymwall.com. They offer ready-made templates to use, where you work on a drag and drop basis.

You will need: a computer / laptop with access to the internet; a projector / screen to show the posters, or printer / paper to print them and tape / adhesive tack.

A non-digital option: Without access to a computer or the internet, or if you only have limited access, you may prefer a non-digital option. Instead of creating a digital poster, students can make the poster on a large sheet of paper. Students work in groups and follow the steps as for the digital option. They create texts and captions for their parts. They look for photos in magazines or on the internet or do their own drawings. Then they plan the layout for their posters and stick the elements on.

You will need: a large sheet of paper for each group, photos of animals printed on paper, coloured pens / pencils, glue, tape / adhesive tack.

Step 1 **Class work**

Warm up:

- Ask students what endangered animals they have heard of in their country and abroad. Why are they endangered?
- If possible, show students some examples of digital posters. If you don't have access to the internet, you can ask students to look for examples of such posters on their mobile phones or show them posters that are displayed around the room and explain they are going to prepare a poster about an endangered animal in groups of three.
- Give each student a worksheet. Put students in groups of three.

Task:

- Students do Exercise 1 and choose the animal they think is most interesting, thinking about the prompts in the question. They could use their mobile phones to quickly look up information to help them decide if necessary.

Answers:

Exercise 1

- 1 pangolins: Africa and Asia / insects (e.g. ants) / people hunt them for their meat and scales which are used in traditional medicine / stop hunting
- 2 gorillas: mountains in Africa / plants, fruit / people hunt for them, lots die because they get ill / stop hunting, invent medicine
- 3 white shark: seas and oceans / fish and sea animals / people hunt for their meat, teeth and fins, ocean pollution (plastic) / stop hunting, stop using plastic
- 4 snowy owl: Alaska, Canada, Greenland, Russia and Scandinavia / small animals / climate change, can't find enough food / join a conservation group
- 5 giant panda: China / bamboo plants / people hunt for other animals and kill them by accident, cutting down forests and bamboo plants / stop cutting down forests, stop hunting
- 6 Tasmanian devil: Tasmania / meat (e.g. snakes) / get sick with a dangerous disease / invent medicine

- Students work in their groups and do Exercise 2 to choose one animal for their poster. They can choose from the list on the worksheet or any other endangered animal they know about. Monitor the groups and encourage students to give reasons to support their opinions. Point out that they may have to compromise to find an option that everyone is happy with.
- Note: all animals on the list are in some degree of danger, but this can vary and change over time: some animals may disappear from the list when their population grows.
- Students decide who will do each part of the poster.
- Advise students to think about how much text and how many pictures they want to include before they find a template that will allow them to include what they want.
- Go through the phrases in Exercise 3 and encourage students to use them when they are preparing their information.
- Before students create their poster, show them the tip box in Exercise 4 and ask them what makes a good poster/digital poster. Elicit some ideas, e.g.
 - Has a clear message – the title is visible and it is clear what the poster is about
 - Looks good – the pictures are big enough (sometimes one big picture can be better than a few smaller ones)
 - Is tidy – the information is presented clearly (e.g. in bullet points), there isn't too much text.
- Point out students should always give the source of photos and illustrations.

Step 2 **Individual work**

- Students work individually at home or in class preparing their parts of the poster.
- Students think of information to include and look for photos.
- Students write the texts (or bullet points) for their part of the poster.

Step 3 **Group work**

- Students create the poster in their groups. Encourage students to use one of the free digital poster creators if possible.
- Students use the checklist to review their poster and decide if there are any parts which can be improved.
- Students can print their posters (at home or at school) or they can be displayed using a digital projector or a whiteboard.

Step 4 **In class**

- Display the posters on the wall or on the whiteboard.
- Students do Exercise 5. They discuss each poster, give comments and ask and answer additional questions. Point out while giving comments, they should first say what they liked about the poster and then focus on the areas that could be improved.
- Give feedback to each group praising them for their efforts and highlighting any areas for improvement.
- After all the groups have shown their posters, students discuss as a class which posters they found the most attractive. Then, they decide if they are inspired to do something to help one of the endangered animals presented.