



1.2

Grammar

Exercise 4

Make questions about the text, using the verb tense given in brackets. Ask and answer the questions in pairs.

- 1 Evy / normally / write / the band's blog / ? (Present Simple)
- 2 the band members / usually / travel / on Saturday afternoons / ? (Present Simple)
- 3 the band / play / a lot of concerts / these days / ? (Present Continuous)
- 4 the skateboarders / perform / in a competition / today / ? (Present Continuous)
- 5 Sara / wear / a helmet in the photo / ? (Present Continuous)
- 6 Sara / know / lots of awesome tricks / ? (Present Simple)

1.3

Reading and Vocabulary

Exercise 3

Read the texts and match sentences 1–4 with the missing information a–d.

A

- 1 Kieran is part of a _____.
- 2 The maximum prize in the competition is _____.

B and C

- 3 Lorraine wants to help _____.
 - 4 Angie suggests putting _____ in the box.
- a animals that are in danger
b £25,000
c a waterproof camera
d Science and Technology Group/SGT

1.5

Listening and Vocabulary

Exercise 6

🔊 1.13 Listen to the second part of the programme. Choose the correct answer to complete the sentences about the way the people use the technology.

- 1 Mum / Lara uses the phone alarm and checks messages.
- 2 Dad / Mum reads the news on a tablet.
- 3 Dad / Lara downloads and uses a running app.
- 4 Lara's brother / Dad looks at funny video clips and laughs.
- 5 Lara / Everyone often shares photos.

1.7

Writing

Exercise 5

Choose the correct connector to complete the sentences. Then, rewrite the underlined part of each sentence so they are true for you.

- 1 *Although / Because* I really enjoy going to football matches, I only do this once a year.

- 2 I often play golf on my computer, *and / but* I never do it in real life.

- 3 In the evenings, I go online *so / also* I can chat to my friends.

- 4 I'm a big fan of building games. *However, / As well as* I don't like fighting games.

- 5 I often post things on social media, and I sometimes share photos, *so / too*.



2.2

Grammar

Exercise 8

For each question in Exercise 7, write the beginning of the answer, with the main verb. Then listen to the interview and choose the correct information below to complete each sentence 1–5. There are two extra pieces of information.

- 1 Mariana met _____.
- 2 _____.
- 3 _____.
- 4 _____.
- 5 _____.

three storms on different nights two weeks ago
storms a scientist thunder on their website

2.3

Reading and Vocabulary

Exercise 4

Read the whole article and choose the correct answer.

- 1 Miguel says that the temperature
 - a makes you feel tired.
 - b is normal for the time of year.
- 2 The volcano crater was
 - a really unusual.
 - b not very big.
- 3 One night in the desert Miguel
 - a slept in the open air.
 - b saw something special in the sky.
- 4 According to Miguel, sand dunes
 - a can make noises.
 - b can be used for sport.

Answer question 5 in your Student's Book.

2.5

Listening and Vocabulary

Exercise 5

🔊 2.12 Listen again and match sentence beginnings 1–4 with the endings a–d.

- 1 Poppy didn't sleep outside because _____.
 - 2 She didn't listen to the wildlife because _____.
 - 3 There weren't any spiders in the camp because _____.
 - 4 In the cave, _____.
- a she slept really well.
 - b she saw hundreds of bats.
 - c the nights were cold.
 - d it was too cold for them to come out.

2.7

Writing

Exercise 5

Study the Language box on page 31. Choose the correct indefinite pronoun to complete the sentences.

- 1 *Anybody / Everybody* knows that our country has lots of mountains.
- 2 In our town, you can find great music and food *everywhere / everything*.
- 3 When you hear strange noises and music, you often realise that *somebody / anything* is dancing.
- 4 If you want to visit *somewhere / everywhere* outside our town, the best thing is to take a bicycle.
- 5 There isn't *anywhere / something* better than our town!



3.1

Vocabulary

Exercise 9

▶ 3.6 Listen to two friends speaking about ice cream. Complete the notes with the flavours they mention.

Favourite flavours: strawberry and ¹ _____

honey and ² _____

Unusual flavours: ³ _____ and blue cheese

⁴ _____

chocolate and ⁵ _____

Fake flavour: ⁶ _____ and _____

3.3

Reading and Vocabulary

Exercise 3

Read the article again and complete the sentences with phrases below. There are two extra phrases.

chocolate cake chocolate regularly crunchy snack
give you energy healthier for you health problems
positive effect on the brain recipes shy or nervous

- 1 Your memory can improve if you eat *chocolate regularly*.
- 2 Dark chocolate is better for you than _____.
- 3 Salmon can stop you having _____.
- 4 Pickles are good in burgers or on their own as a _____.
- 5 You should eat pickles if you are _____.
- 6 Eating raw pumpkin seeds is _____.
- 7 You can add garlic to all sorts of _____.

3.4

Grammar

Exercise 5

Complete the sentences with the correct Present Perfect form of the verb in brackets and *for* or *since*.

- 1 I haven't _____ (have) a chocolate bar _____ a month.
- 2 My family has _____ (own) this café _____ 2010.
- 3 We haven't _____ (eat) any food _____ breakfast time.
- 4 This cookery programme has _____ (be) on TV _____ a few months.
- 5 Have you _____ (see) the cookery teacher _____ last lesson?
- 6 They've _____ (be) at the juice bar _____ half an hour.

3.6

Speaking

Exercise 4

Match questions 1–5 with answers a–e. There are two possible answers; choose the correct one. Use the Speaking box to help you.

- 1 Are you ready to order? c / e
 - 2 Could we share a dessert? a / e
 - 3 Have you got any fresh fruit? a / b
 - 4 What can I get you to drink? b / d
 - 5 Would you like chips with that? d / e
- a Yes, we have pineapple or melon.
b a fresh orange juice, please.
c Yes, can I have a chicken curry?
d No, not for me, thanks.
e Yes, of course we can.



4.2

Grammar

Exercise 5

Choose the correct answer so the second sentence means the same as the first.

- 2 Our town isn't big enough for a theatre.
Our town is *too small* / *smaller* for a theatre.
- 3 The film is funnier than the book.
The book isn't *as funny as* / *funny enough* the film.
- 4 The main character in the film is too boring.
The main character in the film isn't *more interesting* / *interesting enough*.
- 5 The French thriller isn't as scary as the Danish thriller.
The Danish thriller is *scarier than* / *too scary for* the French thriller.

4.3

Reading and Vocabulary

Exercise 4

Read the blog post again and choose the correct name.

- 1 *Damon* / *André* thinks you reach different people on streaming services.
- 2 *Damon* / *Carmela* has similar views to the blogger.
- 3 *André* / *Carmela* plays an instrument and also sings.
- 4 *Damon* / *André* likes going to concerts.
- 5 *André* / *Carmela* makes his/her own music.

4.5

Listening and Vocabulary

Exercise 3

🔊 4.11 Listen to the second part of the interview and choose the correct answer.

- 1 Why is the festival special for Bruno?
 - a He enjoys the winter in Brazil.
 - b He likes being with his family.
- 2 How are the costumes different now?
 - a Girls often wear the same type of clothes as boys.
 - b Many boys don't wear checked shirts anymore.
- 3 What happens in one funny race?
 - a People in the race get a secret message.
 - b Runners hold a spoon with an egg in it.

Answer questions 4 and 5 in your Student's Book.

4.7

Writing

Exercise 5

Complete the text with the adverbs below.

brilliantly fast happily incredibly particularly well

I loved the new *Dune* film. All the actors played their parts very ¹_____, but I ²_____ liked Timothée Chalamet in the role of young Paul Atreides. He played the hero ³_____. *Dune* takes place on alien planets, but it all looks ⁴_____ real. The action didn't move very ⁵_____, so *Dune* is a very long film, but I would ⁶_____ watch it for a few more hours.



5.3

Reading and Vocabulary

Exercise 3

Read the article again. Choose the correct name.

- 1 *Carrie / Ryan* follows the sport online to get better.
- 2 *Carrie / Suzy* mentions a favourite piece of equipment.
- 3 *Ryan / Suzy* trains with a family member.
- 4 *Carrie / Suzy* mentions she would like to get involved in competitive sport.
- 5 *Carrie / Ryan* mentions how training starts and finishes.
- 6 *Ryan's / Suzy's* coach warns younger people not to train too much.

5.4

Grammar

Exercise 5

🔊 5.10 Read the sentences and choose the correct verb forms. Listen and check.

- 1 If they *close / will close* the sports centre, we *aren't / won't be* able to play handball for ages.
- 2 I *won't stop / don't stop* playing badminton if they *close / will close* it.
- 3 We *don't have / won't have* karate lessons unless the teacher *finds / doesn't find* a new classroom.
- 4 I *'ll go / go* swimming every week if they *build / will build* a pool at the new centre.
- 5 If there *are / will be* tennis courts, I *take up / 'll take up* tennis.
- 6 We *'ll join / join* the new gym if it *isn't / won't be* too expensive.

5.5

Listening and Vocabulary

Exercise 4

🔊 5.11 Listen and choose the correct answer.

- 1 Callum thinks Marcus Rashford is
 - a the best English football player.
 - b not as good as another player.
- 2 When Marcus Rashford plays for Manchester United, he wears the number
 - a ten.
 - b eleven.
- 3 Megan thinks the winner of the BBC award should be
 - a the best athlete.
 - b the best person.
- 4 How many free meals did Marcus Rashford's charity pay for?
 - a 400,000
 - b 3 million

Answer question 5 in your Student's book.

5.6

Speaking

Exercise 2

🎥 27 🔊 5.14 Watch or listen and check your answers to Exercise 1. Then choose the correct name.

- 1 *Abe / Bea* is going to hang out with a friend.
- 2 *Abe / Eren* is going to play a sports match.
- 3 *Bea / Carla* is going to spend time with her family.
- 4 *Carla / Abe* is going to watch a sport event.



6.3

Reading and Vocabulary

Exercise 3

Read the text again. Complete the sentences with no more than two words.

- 1 Water buses are _____ to take you everywhere.
- 2 Gondolas are best for _____.
- 3 If there's no bridge, you can cross the Grand Canal by _____.
- 4 If you travel around on a rented boat, you might get into a _____ or have _____.
- 5 The best and _____ way to see Venice is on foot.

6.4

Grammar

Exercise 5

Complete the sentences with the verbs below.

can't can't could might must must

- 2 They're very quiet. Perhaps they're sleeping.
They're very quiet. They _____ be sleeping.
- 3 I'm sure this isn't the same campsite.
This _____ be the same campsite.
- 4 Dad thinks this is your ticket, but your ticket is in your hand.
This _____ be your ticket because your ticket is in your hand.
- 5 I'm sure the map is on the table. I put it there.
The map _____ be on the table. I put it there.
- 6 Here's a guidebook, but perhaps it's the wrong one.
Here's a guidebook, but it _____ be the wrong one.

6.5

Listening and Vocabulary

Exercise 5

▶ 6.13 Listen and complete Jess's story with one or two words or a number. The first letter is given.

Activity camp information form

Name: ¹ Jess

Age: ² 1 _____

Where from: ³ N _____ Z _____

Disability: ⁴ b _____

Likes: ⁵ a _____

Recent holidays: went on a ⁶ s _____

h _____ last year

Activity camp achievement: climbed a ⁷ m _____

6.7

Writing

Exercise 5

Complete the sentences with future time clauses so they are true for you.

- 1 I'll go cycling when _____.
- 2 I'll _____ after I leave school.
- 3 Before I'm old, I'll definitely visit _____.
- 4 I won't stop studying English until I can _____.
- 5 I'll _____ as soon as I get home today.



7.2

Grammar

Exercise 4

🔊 7.6 Choose the correct verb form to complete the sentences. Listen and check.

- 1 If I *have / had* enough time, I *helped / would help*.
- 2 If you *listened / would listen* carefully, you *understood / would understand*.
- 3 *Would / Will* you go to the beach if you *were / would be* free today?
- 4 He *wouldn't come / didn't come* here if he *wouldn't want / didn't want* to.
- 5 What *would / did* you do if you *would earn / earned* a lot of money?
- 6 *I'd phone / I'll phone* your dad if I *was / were* you.

7.3

Reading and Vocabulary

Exercise 3

Read the article again and complete the sentences with the phrases below. There is one extra phrase.

a mirror can't stand conversations friendship
make time send messages three

- 1 The article tells us that there are five steps to _____.
- 2 For the first step, you may share information about things you like or _____.
- 3 When you've shared information, it's easier to have _____.
- 4 If both friends often listen and support each other, they have reached step _____.
- 5 A friend who supports your social identity acts like _____.
- 6 If you and your friend are in different places, you can call or _____.

7.4

Grammar

Exercise 5

Complete the sentences with *who*, *that*, *which*, or *where*.

- 1 Holly has a good friend _____ lives next door.
- 2 In Gran's house there's a picture _____ is 100 years old.
- 3 This is the camera _____ my dad uses on holiday.
- 4 There's a park _____ children play.

7.5

Listening and Vocabulary

Exercise 6

🔊 7.12 Listen and choose the correct answer.

- 1 A puppy trainer
 - a teaches young dogs special skills.
 - b finds new homes for unwanted dogs.
- 2 When the dogs left, Tilly felt
 - a sad.
 - b happy for them.
- 3 Who trained Prince?
 - a Tilly on her own.
 - b Tilly and her step-mum together.
- 4 What is the main thing we learn about assistance dogs from Tilly's account?
 - a They take a long time to learn things.
 - b They can help with a wide range of needs.



8.2

Grammar

Exercise 6

Choose the correct answer to complete the text with the Present or Past Simple passive.

The *Nancy Drew* stories are among the most famous detective stories ever. The first stories about Nancy Drew ¹ *are / were* published in the 1930s. Other, newer stories have appeared since then. The books ² *created / were created* for teenagers.

The *Nancy Drew* detective stories ³ *were written by / wrote by* several different authors. The name Carolyn Keene ⁴ *was used / was using* by all the authors, but Nancy's name ⁵ *changed / was changed* in some countries. It may be surprising but this old series ⁶ *is / was* read by thousands of young people even today, and each year lots and lots of copies ⁷ *sold / are sold*.

8.3

Reading and Vocabulary

Exercise 3

Read the article and choose the correct answer.

- What did the police officer do that was surprising?
 - He arrested Lisa and Ian for stealing.
 - He asked Lisa and Ian to choose where to go.
- Why did Lisa and Ian choose to go to a youth court?
 - They believed their actions were legal.
 - They wanted to be heard by people of their own age.
- Which of these statements is true about youth courts?
 - You are heard by people who are a similar age.
 - You can choose a punishment that works for you.

8.4

Grammar

Exercise 6

Complete the sentences with the correct form of *have something done*. Use the verb tense in brackets.

- I _____ (my hair/cut) last week. (Past Simple)
- I _____ (my eyes/not test) for ages. (Present Perfect)
- I _____ (already/my photo/print) in the local paper twice. (Present Perfect)
- I don't want to _____ (my bike/steal), so I always lock it up. (Present Simple)
- I'd love to _____ (my bedroom/clean), but I have to do it myself. (Present Simple)

8.7

Writing

Exercise 5

Complete the second sentence, using a phrase with the word in brackets, so it means the same as the first sentence. Use the Language box on page 107 to help you.

- People should take their litter home to protect the environment.
People should take their litter home _____ protect the environment. (as)
- They had to pay a fine, so they are more careful now.
They had to pay a fine. _____, they are more careful now. (result)
- Animals are important, so people need to think about them.
Animals are important. _____, people need to think about them. (reason)
- I believe fines are useful to help us keep the law.
I believe fines are useful _____ help us keep the law. (order)



9.1

Vocabulary

Exercise 11

Look at the ideas below and decide which class activities and which types of assessment are the most suitable for different subjects. Discuss in pairs and give reasons.

School subjects

English
Literature
History
Maths
Science
PE
IT

Classroom activities

group presentations
role play
note-taking
project work
experiments
games
spidergrams

Types of assessment

written exam
speaking exam
presentation
project
online test
practical exam

Can you add other ideas to the lists?

9.4

Grammar

Exercise 3

Order the words to make questions for the answers.

- 2 this morning / home / Did / late / leave / you / ?
No, I left home early this morning, not late.

- 3 on holiday / you / going / Are / this year / ?
Yes, we're going to Brazil for our summer holidays.

- 4 the cinema / go / last week / you / Did / to / ?
Yes, I saw two films at the cinema last week.

- 5 your birthday / a party / for / you / going / Are / to have / ?
No, I'm not going to do anything for my birthday.

9.3

Reading and Vocabulary

Exercise 3

9.8 Match the words 1–4 to the things a–d.

- | | |
|--------|-------------|
| 1 she | a the word |
| 2 Why | b tests |
| 3 they | c Mrs Jones |
| 4 it | d because |

Read the text again. Complete the gaps with a sentence from the list. Use the words in bold. There is one extra sentence.

- a Think of things that are related to **it**.
- b It's 'study in different places'.
- c **She** told us about an interesting experiment.
- d Many people forget the next rule.
- e **They**'re actually a good way for us to learn!
- f **Why** did they remember the information so well?

9.5

Listening and Vocabulary

Exercise 4

9.12 Study the Vocabulary box on page 117 and choose the correct phrasal verb to complete the sentences below. Listen and check.

- 1 The teacher asked us all to *fill in* / *hand in* our homework on time.
- 2 Pupils who finish early should *get on* / *calm down* with some extra reading.
- 3 I'm definitely coming to the end-of-term party – I don't want to *look over* / *miss out* on all the fun!
- 4 Make sure you *hand out* / *look over* all your answers before you finish.
- 5 You can *look over* / *look up* any words you don't know in a dictionary.
- 6 We have to *hand out* / *fill in* this form with our name and phone number.
- 7 Ella was so nervous before her exam, so I told her to *get on* / *calm down* and take a deep breath.

UNIT 1

1.2 Grammar

Exercise 4

- 1 Does Evy normally write the band's blog?
- 2 Do the band members usually travel on Saturday afternoons?
- 3 Is the band playing a lot of concerts these days?
- 4 Are the skateboarders performing in a competition today?
- 5 Is Sara wearing a helmet in the photo?
- 6 Does Sara know lots of awesome tricks?

1.3 Reading and Vocabulary

Exercise 3

- 1 d 2 b 3 a 4 c

1.5 Listening and Vocabulary

Exercise 6

- 1 Lara 2 Mum 3 Dad
4 Lara's brother 5 Everyone

1.7 Writing

Exercise 5

- 1 Although 2 but 3 so 4 However,
5 too
Students' own answers

UNIT 2

2.2 Grammar

Exercise 8

- 1 Mariana met a scientist.
- 2 Professor Mendes studied storms.
- 3 Mariana went to Lake Maracaibo two weeks ago.
- 4 She saw three storms.
- 5 She put the photos on their website.

2.3 Reading and Vocabulary

Exercise 4

- 1 a 2 a 3 b 4 b

2.5 Listening and Vocabulary

Exercise 5

- 1 c 2 a 3 d 4 b

2.7 Writing

Exercise 5

- 1 Everybody 2 everywhere 3 somebody
4 somewhere 5 anywhere

UNIT 3

3.1 Vocabulary

Exercise 9

- 1 vanilla 2 mango 3 pear 4 pepper
5 chilli 6 salt, vinegar

3.3 Reading and Vocabulary

Exercise 3

- 2 chocolate cake 3 health problems
4 crunchy snack 5 shy or nervous
6 healthier for you 7 recipes

3.4 Grammar

Exercise 5

- 1 had, for 2 owned, since 3 eaten, since
4 been, for 5 seen, since 6 been, for

3.6 Speaking

Exercise 4

- 1 c 2 e 3 a 4 b 5 d

UNIT 4

4.2 Grammar

Exercise 5

- 2 too small 3 as funny as
4 interesting enough 5 scarier than

4.3 Reading and Vocabulary

Exercise 4

- 1 André 2 Carmela 3 Carmela
4 Damon 5 Carmela

4.5 Listening and Vocabulary

Exercise 3

- 1 b 2 a 3 b

4.7 Writing

Exercise 5

- 1 well 2 particularly 3 brilliantly
4 incredibly 5 fast 6 happily

UNIT 5

5.3 Reading and Vocabulary

Exercise 3

- 1 Ryan 2 Carrie 3 Ryan 4 Suzy 5 Carrie
6 Suzy's

5.4 Grammar

Exercise 5

- 1 close, won't be 2 won't stop, close
3 won't have, finds 4 'I'll go, build
5 are, 'I'll take up 6 'I'll join, isn't

5.5 Listening and Vocabulary

Exercise 4

- 1 b 2 a 3 b 4 b

5.6 Speaking

Exercise 2

- 1 Bea 2 Eren 3 Carla 4 Abe

UNIT 6

6.3 Reading and Vocabulary

Exercise 3

- 1 too wide 2 sightseeing trips
3 traghetto 4 traffic jam, an accident
5 safest

6.4 Grammar

Exercise 5

- 2 could/might 3 can't 4 can't 5 must
6 could/might

6.5 Listening and Vocabulary

Exercise 5

- 2 16 3 New Zealand 4 blind
5 adventure 6 sailing holiday 7 mast

6.7 Writing

Exercise 5

Students' own answers

UNIT 7

7.2 Grammar

Exercise 4

- 1 had, would help 2 listened, would
understand 3 Would, were 4 wouldn't
come, didn't want 5 would, earned
6 I'd phone, were/was

7.3 Reading and Vocabulary

Exercise 3

- 1 friendship 2 can't stand
3 conversations 4 three 5 a mirror
6 send messages

7.4 Grammar

Exercise 5

- 1 who 2 which/that 3 which/that 4 where

7.5 Listening and Vocabulary

Exercise 6

- 1 a 2 a 3 b 4 b

UNIT 8

8.2 Grammar

Exercise 6

- 1 were 2 were created 3 were written by
4 was used 5 was changed 6 is
7 are sold

8.3 Reading and Vocabulary

Exercise 3

- 1 b 2 b 3 a

8.4 Grammar

Exercise 6

- 1 had my hair cut
2 haven't had my eyes tested
3 have already had my photo printed
4 have my bike stolen
5 have my bedroom cleaned

8.7 Writing

Exercise 5

- 1 so as to 2 As a result 3 For this reason
4 in order to

UNIT 9

9.1 Vocabulary

Exercise 11

Students' own ideas

9.3 Reading and Vocabulary

Exercise 3

- Lead-in: 1c, 2d, 3b, 4a
Main task: 1 c, 2 f, 3 e, 4 b, 5 a

9.4 Grammar

Exercise 3

- 2 Did you leave home late this morning?
3 Are you going on holiday this year?
4 Did you go to the cinema last week?
5 Are you going to have a party for your
birthday?

9.5 Listening and Vocabulary

Exercise 4

- 1 hand in 2 get on 3 miss out 4 look over
5 look up 6 fill in 7 calm down

Word friends

Complete the questions with the words from the box. Then take turns asking and answering the questions with your group.

password remote social share connect information post deleted selfie message update online



1 Who do you follow on _____ media?	2 Are you going to _____ on social media later today?	3 How many _____ controls are there in your house?
4 How often do you _____ someone?	5 Do you often _____ with new people on social media?	6 How often do you set a new _____ on your social media?
7 Have you ever _____ a photo from your social media?	8 How often do you chat _____ with friends?	9 What type of _____ do you search for most online?
10 When was the last time you took a _____?	11 When do you normally _____ your story?	12 What website did you last _____ a link for?

Instructions and Answer key

1.1 Vocabulary – Word friends

Materials: One worksheet for each student, scissors
Language: Lifestyle and technology

- Hand out the worksheet to individual students.
- Tell them to complete the questions with the words in the box. Encourage students not to refer to their Student's Book. However, allow less confident students to do this if necessary.
- When students have completed the questions with the missing words, elicit the correct answers.
- Students then cut out the questions to create individual cards.
- Put students into small groups and ask them to put the individual cards face down in a pile on the table. Students take turns to pick a card and ask a member of the group the question on the card. Encourage students to ask subsequent questions to get more information from their partner.
- Continue until all the questions have been asked.

Answers:

- 1 Who do you follow on social media?
- 2 Are you going to post on social media later today?
- 3 How many remote controls are there in your house?
- 4 How often do you message someone?
- 5 Do you often connect with new people on social media?
- 6 How often do you set a new password on your social media?
- 7 Have you ever deleted a photo from your social media?
- 8 How often do you chat online with friends?
- 9 What type of information do you search for most online?
- 10 When was the last time you took a selfie?
- 11 When do you normally update your story?
- 12 What website did you last share a link for?

Find someone who ...

Do a class survey to find out about your classmates. Ask the questions and write your friends' names.

Find someone who:		Name
1	loves loud music.	
2	is wearing a cool T-shirt.	
3	always makes his/her bed in the morning.	
4	is reading a good book at the moment.	
5	hates tidying his/her room.	
6	often does exercise after school.	
7	is studying hard this week.	
8	wants to live abroad one day.	
9	never reads blogs.	
10	is waiting for something to arrive by post.	
11	doesn't know how to make a cake.	
12	sometimes forgets to bring his/her books to school.	
13	understands what state verbs are.	
14	doesn't often watch TV.	
15	thinks English is more difficult than his/her own language.	

Instructions and Answer key

1.2 Grammar – Find someone who ...

Materials: One worksheet for each student

Language: Present Simple, Present Continuous and state verbs

- Tell students that they are going to find out more about one another by asking questions using the Present Simple and Present Continuous.
- Practise the kinds of questions that students will ask during the activity. Point out that 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 ...?* Also point out that even if the sentence is negative, the question will still be positive, e.g. for both *Find someone who likes pop music* and *Find someone who doesn't like pop music* the question is the same: *Do you like pop music?*
- Hand out a worksheet to each student and tell them to read it through and to ask if there is anything they don't understand.
- Demonstrate the activity. Ask a student the first question (*Do you love loud music?*). If their answer is *yes*, write their name down on the worksheet next to *loves loud music*. If their answer is *no*, ask the same question to a different student.
- Explain to students that they should ask their questions to different classmates and that two questions is the maximum that they can ask any one student.

Match and create

1 Match the sentence beginnings to the correct endings.

1 It's made of

2 It can

3 It looks like

4 I invented it because I

5 It's a good science invention because it

a a big black box with a big hole at the top and a slide on the side.

b make plastic wrappers into bricks.

c plastic and metal.

d turns waste into something useful.

e wanted to find a useful way of using old crisp packets.

2 Now create your own science project idea. Complete the sentences to describe it. Draw a picture of it.

Our science project idea: _____

1 It's made of _____.

2 It can _____.

3 It looks like _____.

4 I invented it because _____.

5 It's a good science invention because it _____.

Instructions and Answer key

1.3 Reading and Vocabulary – Match and create

Materials: One worksheet for each pair of students

Language: Vocabulary and expressions for describing objects

- Tell students that they are going to work together in pairs to complete a description of a science project and then they are going to use the expressions and their imaginations to create their own idea for a science project.
- Hand out a worksheet to each pair of students. Tell them to look at Exercise 1 and match each sentence beginning with a sentence ending.
- When they have finished, elicit the answers. Then tell students that you want to describe an idea for a science project that helps the environment or society in some way. Describe an idea that you have for a science project.
E.g. It's made of metal and wood. It can turn leaves into paper. It looks like a big machine. I invented it because we need lots of paper and no one uses leaves for anything. It's a good science invention because it means we don't cut down so many trees.
- Tell students to think of and discuss their own idea for a science project. They should complete the sentences in Exercise 2 to describe their project.
- When the pairs are ready, invite them to present their project to the class.

Answers:

1 plastic and metal 2 make plastic wrappers into bricks
3 a big black box with a big hole at the top 4 wanted to find a useful way of using old crisp packets 5 it turns waste into something useful

We're similar!

Complete the sentences to make them true for you. Then find out if they are true for three of your classmates.

My answers:

Names:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 When I was a child, I loved _____ . | ☐ | ☐ | ☐ |
| 2 I don't mind _____ for my parents. | ☐ | ☐ | ☐ |
| 3 I'm really looking forward to _____ . | ☐ | ☐ | ☐ |
| 4 I'm really good at _____ . | ☐ | ☐ | ☐ |
| 5 I'm not very interested in _____ . | ☐ | ☐ | ☐ |
| 6 My parents don't allow me _____ . | ☐ | ☐ | ☐ |
| 7 I once forgot _____ . | ☐ | ☐ | ☐ |
| 8 When I leave school, I would love to _____ . | ☐ | ☐ | ☐ |
| 9 I was very happy when I learned _____ . | ☐ | ☐ | ☐ |
| 10 I prefer _____ to _____ . | ☐ | ☐ | ☐ |
| 11 I often forget _____ . | ☐ | ☐ | ☐ |
| 12 I don't want _____ this weekend. | ☐ | ☐ | ☐ |

How many ticks? _____

Instructions and Answer key

1.4 Grammar – We're similar!

Materials: One worksheet for each student

Language: verb + *ing* / verb + *to*-infinitive

- Tell students that they are going to complete some sentences to make them true for themselves and then share their ideas in a group to see if their sentences are also true for the other students in the group.
- Hand out a worksheet to each student and tell them to complete the sentences with a word or short phrase.
- Put students into groups of four. Each student writes the names of the other three students on their worksheet.
- One student starts by reading out a sentence. The other students say whether the sentence is true for them as well. (They don't need to have written the same on their own worksheet.) The first student then ticks the box under the name of each student who says the sentence is true for them. The process is repeated for all his/her sentences.
- The other students in the group do the same for all of their own sentences.
- Then students add up the total number of ticks under each student's name and see who in their group they are most similar to.
- When the groups have finished, invite them to tell the class who in their group they are most similar to and how many sentences are true for them both. Ask them to give examples of some of these sentences.

What do you do?

**Section A**

Complete the questions with prepositions.
Then ask your partner the questions and
note down their answers.

What do you do ...

- 1 _____ the summer?

- 2 _____ ten o'clock on Monday mornings?

- 3 _____ the morning before you go
to school?

- 4 _____ Saturday afternoons?

- 5 _____ your birthday?

- 6 _____ the evenings after you finish
your homework?

- 7 _____ lunchtime at the weekend?

- 8 once a week?

- 9 twice a day?

- 10 _____ three o'clock in the afternoon
on schooldays?

Section B:

1 on 2 on 3 in 4 at 5 on 6 at 7 at 10 at

Section B

Complete the questions with prepositions.
Then ask your partner the questions and
note down their answers.

What do you do ...

- 1 _____ the first day of the summer
holidays?

- 2 _____ Saturday mornings?

- 3 _____ the afternoon before you start
doing your homework?

- 4 _____ the weekend?

- 5 _____ Sundays?

- 6 _____ eleven o'clock on Thursday
mornings?

- 7 _____ lunchtime on school days?

- 8 once a year?

- 9 three times a week?

- 10 _____ eight o'clock in the morning on
schooldays?

Section A:

1 in 2 at 3 in 4 on 5 on 6 in 7 at 10 at

Instructions and Answer key

1.5 Listening and Vocabulary – What do you do?

Materials: Section A and Section B for each pair of students

Language: Prepositions of time: *in, at, on*

- Tell students that they are going to complete some questions with prepositions.
- Put students into pairs and hand out Section A to one student and Section B to the other student. Tell them to complete the sentences using the correct prepositions.
- The pairs tell each other which preposition they have used in each of their questions and help each other correct any mistakes.
- Then students take turns to ask each of their questions and to note down their partner's answers.
- When the pairs have finished, invite them to tell the class any interesting information they have found out about their partner.

Answers:

A 1 in 2 at 3 in 4 on 5 on 6 in 7 at 10 at

B 1 on 2 on 3 in 4 at 5 on 6 at 7 at 10 at

What should I do?

Situation 1

**Student A**

You are about to give a digital presentation in your English class with Student B, but you can't get the computer to work. Make the suggestions listed below. Then listen and respond to B's suggestions. Decide together what to do.

- ask the teacher for help
- turn the computer off and on again

Student B

You are about to give a digital presentation in your English class with Student A, but you can't get the computer to work. Make the suggestions listed below. Then listen and respond to A's suggestions. Decide together what to do.

- ask a classmate for help
- apologize, explain the problem and offer to give the presentation next class

Situation 2

**Student A**

It's a friend's birthday next week. You and Student B want to do something special for your friend, but you don't know what. Make the suggestions listed below. Then listen and respond to B's suggestions. Decide together what to do.

- throw a surprise party at your house
- make a birthday cake for your friend

Student B

It's a friend's birthday next week. You and Student A want to do something special for your friend, but you don't know what. Make the suggestions listed below. Then listen and respond to A's suggestions. Decide together what to do.

- go to the cinema and pay for your friend's ticket
- contribute some money to buy your friend a gift

Situation 3

**Student A**

You and your friend are catching the bus to an important football match, but the bus hasn't arrived yet and you're going to be late. Make the suggestions listed below. Then listen and respond to B's suggestions. Decide together what to do.

- ask one of your parents to drive you
- call the football coach and ask them to wait for you

Student B

You and your friend are catching the bus to an important football match, but the bus hasn't arrived yet and you're going to be late. Make the suggestions listed below. Then listen and respond to A's suggestions. Decide together what to do.

- run to the match
- take a taxi

Instructions and Answer key

1.6 Speaking – What should I do?

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

Language: Describing a problem, suggesting solutions and accepting or rejecting solutions

- Put students in pairs. Explain they are going to take turns to describe a problem before making suggestions and then agreeing on a solution, using the phrases from the Speaking Box in the Student's Book on p.18. Quickly go through the phrases with the students, asking them: *How can you describe a problem?*, *What phrases can you use to suggest solutions?* and *How do you accept or reject a solution?*
- Strong classes can practise Situations 1, 2 and 3. With less confident classes, it may be necessary for the students to complete only one of the situations.
- After students have done their conversations in pairs, invite them to act out their conversations for the rest of the class.

Correct connectors

1 Put the connectors in the correct category.

so although as well as however also too because but and

Adding information	Contrast	Giving reasons

2 Complete the sentences below with your own ideas.



I don't enjoy doing homework, but _____

It's important to stay fit, so _____

As well as video games, I like _____

It was a sunny day. However, _____

I was tired because _____

I love taking photos and _____

When I am older, I want to get a good job, but _____

My parents were happy that I passed the exam, although _____

They didn't study for the exam, so _____

The baker gave me some bread as well as _____

I want to meet a Hollywood actor because _____

I want to go to my friend's party, but I also _____

Instructions and Answer key

1.7 Writing – Correct connectors

Materials: One worksheet for each student

Language: Connectors

- Hand out a worksheet to each student.
- Draw students' attention to the connectors in the box and the three categories. Elicit an example of each category from the words in the box. Then allow students time to complete the task individually (Exercise 1).
- Next, tell students to complete the sentences with their own ideas (Exercise 2). If necessary, do the first as an example on the board. When they have finished, elicit ideas to check if students have completed the sentences in a way that makes sense.
- Put students into groups of three and ask them to cut out the two parts of each sentence on their worksheets. They then place them face down in two piles on the table (one pile is the sentence starters and the other pile is the students' own ideas), making sure both students' sentences are combined.
- Students take turns to choose a word card from each pile and read aloud the entire sentence. As a group, they have to decide if the sentence is grammatically correct or logical. If it is, the person who picked up the sentences gets to keep them. The person at the end with the most pairs of sentences wins.
- When students have finished, invite them to share some of their correct sentences with the rest of the class.

Answers:

Adding information: as well as, also, too, and

Contrast: although, however, but

Giving reason: so, because

Find the words

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

- 1 three negative adjectives: _____, _____, _____
- 2 three time expressions used with the following prepositions:
at _____, in the _____, on _____
- 3 four words about technology: _____, _____, _____, _____
- 4 three verbs used with the following nouns: _____ a screenshot, _____ to the wi-fi router, _____ for information online
- 5 words to complete the following phrases: _____ someone about something, _____ someone on social media, _____ your story

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

Instructions and Answer key

1.8 Unit 1 Vocabulary – Find the words

Materials: One worksheet for each student or pair of students

Language: Vocabulary from Unit 1

- Tell students that they are going to follow clues to find words from the unit in a word search puzzle.
- Hand out the worksheet to individual students or to pairs of students.
- Tell them to try to guess what the words might be for each of the word categories before they look for them in the word search.
- When students have finished, elicit the answers and check that students are using the correct pronunciation.

Answers:

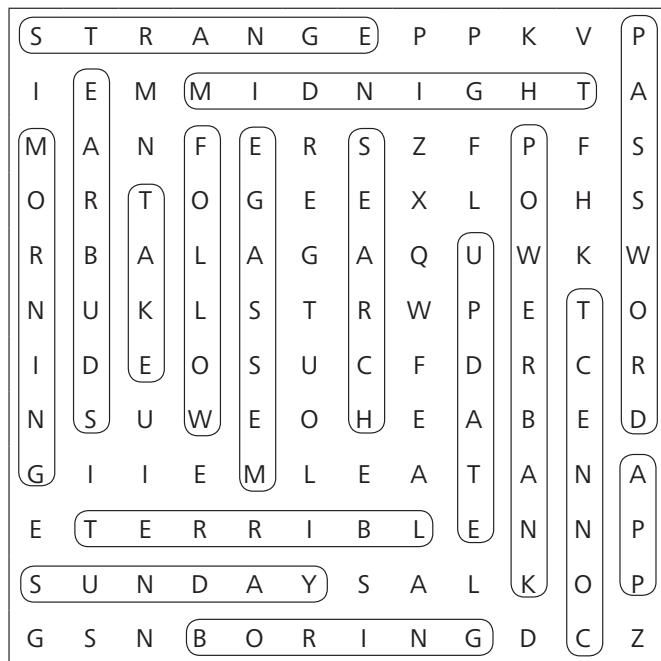
1 strange, boring, terrible

2 midnight, morning, Sunday

3 earbuds, power bank, password, app

4 take, connect, search

5 message, follow, update



How about you?



1 I'm not allowed to stay up / staying up late. How about you? Are you allowed to stay up / staying up late?	2 I read / 'm reading a really good book at the moment. How about you? Do you read / Are you reading a good book at the moment?	3 I like / 'm liking the colour of my bedroom walls. How about you? Do you like / Are you liking the colour of your bedroom walls?	4 I 'm always playing / always play computer games in the evening. How about you? Do you play / Are you playing computer games in the evening?
5 I can't stand to tidy / tidying my room. How about you? Do you like to tidy / tidying your room?	6 I wear / 'm wearing my favourite shoes today. How about you? Do you wear / Are you wearing your favourite shoes today?	7 I don't know / 'm not knowing how to cook spaghetti Bolognese. How about you? Do you know / Are you knowing how to cook spaghetti Bolognese?	8 I never go / 'm never going out on schooldays. How about you? Do you ever go / Are you ever going out on school days?
9 I'm looking forward to have / having a rest this evening. How about you? Are you looking forward to have / having a rest this evening?	10 I have / 'm having problems with my parents at the moment. How about you? Do you have / Are you having problems with your parents at the moment?	11 I need / 'm needing more sleep. How about you? Do you need / Are you needing more sleep?	12 I often eat / 'm often eating sandwiches for lunch. How about you? Do you often eat / Are you often eating sandwiches for lunch?
13 I would love becoming / to become famous. How about you? Would you like becoming / to become famous?	14 I 'm trying / try to eat more vegetables at the moment. How about you? Do you try / Are you trying to eat more vegetables at the moment?	15 I 'm not understanding / don't understand my Maths homework. How about you? Are you understanding / Do you understand your Maths homework?	16 I 'm sometimes using / sometimes use my phone at mealtimes. How about you? Are you ever using / Do you ever use your phone at mealtimes?
17 I'm not very good to speak / at speaking English. How about you? Are you good to speak / at speaking English?	18 I 'm not sitting / don't sit in my usual place today. How about you? Are you sitting / Do you sit in your usual place?	19 I 'm wanting / want to be a teacher when I grow up. How about you? Are you wanting / Do you want to be a teacher when you grow up?	20 I never upload / 'm never uploading videos to the internet. How about you? Do you ever upload / Are you ever uploading videos to the internet?

Instructions and Answer key

1.9 Unit 1 Grammar – How about you?

Materials: One set of cards for each pair of students
Language: Present Simple, Present Continuous, state verbs, verb + *to*-infinitive, verb + *ing*

- Remind students about when we use the Present Simple and the Present Continuous and discuss state verbs.
- Talk about verbs which are followed by the *to*-infinitive and verbs which are followed by an *-ing* form.
- Tell students that you are going to give them cards which contain a sentence and a question. For each card, they choose the correct verb form for the sentence and say it to their partner. Then they ask their partner the question, using the correct verb form.
- Hand out a set of cards to each pair and place them face down in a pile. Students take turns to take a card. They should think about the correct verb form and how to form a question before they say their sentence and ask their question. If their partner thinks they have used the wrong verb form, they should correct them.
- The pairs should repeat the process with all the cards in the pile.

Answers:

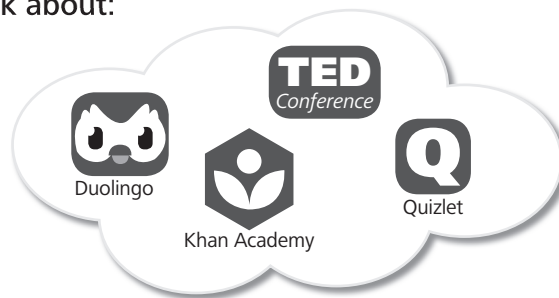
1 to stay up; to stay up 2 'm reading; Are you reading
3 like; Do you like 4 always play; Do you play 5 tidying;
tidying 6 'm wearing; Are you wearing 7 don't know; Do
you know 8 never go; Do you ever go 9 having; having
10 'm having; Are you having 11 need; Do you need
12 often eat; Do you often eat 13 to become; to be-
come 14 'm trying; Are you trying 15 don't understand;
Do you understand 16 sometimes use; Do you ever use
17 at speaking; at speaking 18 'm not sitting; Are you
sitting 19 want; Do you want 20 never upload; Do you
ever upload

Project worksheet: a digital presentation

Step 1

1 Choose a learning app you use or find interesting. Think about:

- how it helps people to learn
- how people use it
- how people can download it
- how you could improve it.



2 In groups, choose a learning app for your digital presentation. You can choose from the apps above or another app that you think is useful. Use the phrases below.



Why don't we do a presentation about Duolingo? It's really good because it helps you to learn a new language.

I'd prefer to do a presentation about TED Conferences because there are lots of great ideas on it.



Step 2

3 Read the questions and match them with the answers below.

What can the app help you to do?

How can you download and use it?

What are the advantages and disadvantages of using it?

1

You download it from either the Play Store or the App Store. You can also use this learning app on your computer or tablet. It's easy to use because you only have to tap on the screen or click on a button of your mouse.

2

There are lots of advantages of using this app. It's very easy to use and it gives you new exercises to do every single day. This keeps you motivated. The only disadvantage I can think of is that you have to pay for it.

3

People use this app to learn a new language. There are 39 different languages, and people can learn English, Mandarin Chinese, Spanish and Turkish.

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?
- ☐ Is the spelling and the grammar on the slides correct?
- ☐ Does the presentation include some interesting facts?
- ☐ Does the presentation include attractive images?

Tip

Create at least one slide for each question.

Step 4

5 Watch and listen to the presentations. Ask and answer questions.



Do you use this app?

Yes, I do. I use it every day.



Do you think using this app is better than learning in the classroom?

I don't think it is better because I think you learn more with a teacher and with other students.



What other information did you find out about it?

More than 500 million people use this app to learn a new language.



Instructions and Answer key

1.10 **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 familiar with the technology as they are a popular way to produce school projects.

You will need: a computer / laptop with access to the internet; a digital presentation tool; 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 an infographic about their chosen learning app. An infographic is a poster that contains lots of facts that are presented in a visual way. Students work in groups and do Exercises 1, 2 and 3. They write texts for their parts of the infographic and look for images in magazines or use materials printed from the internet to illustrate it.

You will need:

printed materials (information and photos)
paper (A3) – a sheet for each group
coloured pens / pencils
glue, tape / adhesive tack

Step 1 **Class work**

Warm up:

- Ask students what apps they regularly use. Ask them what these apps do and if there is anything they would do to change the app. Allow students time to think individually before they discuss in pairs. When students have finished, invite them to share their ideas with the rest of the class.
- Ask students if they have ever made a digital presentation. If so, encourage them to tell the class what it was about and if they found it difficult.
- If possible, show students an example of a digital presentation.

Task:

- Give each student a worksheet. Put students into groups of three and explain that they will create a digital presentation about learning apps in their groups.
- Students do Exercise 1. Encourage them to make notes before they discuss with the rest of their group.
- Students work in their groups and do Exercise 2 to choose a learning app for their digital presentation. They can choose either one of the apps in Exercise 1, or another learning app 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 answer each question on p. 23 of the Student's Book and do each part of the digital presentation.
- 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 on each slide to give more detailed 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, such as photos and videos. Remind them that they should always give the source of any material they use, such as who the photographer is and where the video is from. There are websites available which publish photos which are free to download and use.
- Before students create their digital presentation, show them the tip box in Exercise 4. Then discuss what a digital presentation should look like. For example:
 - it has a separate slide for each topic, subtopic or piece of information; slides shouldn't contain too much information
 - each slide should have a title, a photo and a short text or bullet points
 - the titles should be short and catchy
 - the font size should be big enough to read from a distance
 - tell students they should use the checklist to review their presentation when they have finished and decide if any parts can be improved.

Step 2 **Individual work**

- Explain that the answers in Exercise 3 are to the questions on the worksheet (and on p. 23 of the Student's Book). Allow students time to read the answers and write the questions.

Answers:

Exercise 3

- 1 How can you download and use it?
- 2 What are the advantages and disadvantages of using it?
- 3 What can the app help you do?

- Students can now use the answers on the worksheet as a model for their own presentations.
- Students work individually at home or in class to research their chosen question and look for any photos or videos to use.
- Students write the texts (or bullet points) for their part of the digital presentation.

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 it together.
- Students use the checklist to review their digital presentation and decide if there are any parts which can be improved.
- Students rehearse their presentation.

Step 4 **In class**

- Each group shares their presentation with the other students.
- While students are watching each presentation, they should think of any questions they want to ask or they can use the example questions in Exercise 5. They then ask the questions and discuss the presentations. They should first say what they like about each one 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 given their presentations, students discuss as a class which learning app they found the most interesting and why.

Weather charts

**Section A**

Find out the missing information in the weather chart. Ask and answer with your partner.

City	Weather	Temperature
Aberdeen		-4°C
Madrid	_____	_____
Vienna		13°C
Chicago	_____	_____
Melbourne		18°C
Oslo	_____	_____
Montreal		2°C
Cape Town	_____	_____

Section B

Find out the missing information in the weather chart. Ask and answer with your partner.

City	Weather	Temperature
Aberdeen	_____	_____
Madrid		15°C
Vienna	_____	_____
Chicago		-12°C
Melbourne	_____	_____
Oslo		3°C
Montreal	_____	_____
Cape Town		30°C

Instructions and Answer key

2.1 Vocabulary – Weather charts

Materials: Section A or Section B for each student

Language: Vocabulary for weather and temperature

- Tell students that they are going to ask and answer questions about the weather and temperature.
- Write *London* on the board and ask students to say a question they could ask to find out about the weather in London at the moment (*What's the weather like in London?*). Then ask them to say a question they could ask to find out about the temperature (*What's the temperature in London?*). Explain that they are going to ask and answer questions with a partner, so that they can complete a weather chart about different cities.
- Put students into pairs and hand out Section A to one student and Section B to the other. Tell students not to show each other their weather chart.
- Student B starts by asking Student A about the weather and temperature in Aberdeen. He/She asks the questions and writes down the answers in the weather chart. The pairs take turns to ask and answer questions to complete all the missing information in their weather charts.
- When the pairs have finished, elicit the weather and temperature for each city. Then ask students about the weather and temperature in their own town today.

Answers:

Aberdeen: It's sunny, -4°C

Madrid: It's sunny, 15°C

Vienna: It's rainy/raining, 13°C

Chicago: It's snowy/snowing, -12°C

Melbourne: It's stormy, 18°C

Oslo: It's foggy, 3°C

Montreal: It's cloudy, 2°C

Cape Town: It's windy, 30°C

When did it happen?



WHEN DID ... the Berlin Wall come down? Use: <i>ago</i> (1989 – How many years ago was that?)	WHEN DID ... Poland join the EU? Use: <i>in</i> (2004)	WHEN DID ... the first person walk on the moon? Use: <i>ago</i> (1969 – How many years ago was that?)	WHEN DID ... the boxer Muhammad Ali win an Olympic gold medal? Use: <i>ago</i> (1960 – How many years ago was that?)
WHEN DID ... the modern Olympic Games start? Use: <i>ago</i> (1896 – How many years ago was that?)	WHEN DID ... Vesuvius erupt and destroy Pompeii? Use: <i>in</i> (79AD)	WHEN DID ... a tsunami cause a lot of damage in the Indian Ocean? Use: <i>in</i> (2004)	WHEN DID ... the First World War end? Use: <i>on</i> + date + year (11th November 1918)
WHEN DID ... Barack Obama become President of the USA? Use: <i>in</i> (2009)	WHEN WAS ... Greta Thunberg born? Use: <i>ago</i> (2003 – How many years ago was that?)	WHEN DID ... the first Oscars ceremony take place? Use: <i>in</i> (1929)	WHEN DID ... Italy first win the football World Cup? Use: <i>ago</i> (1934 – How many years ago was that?)
WHEN DID ... the San Francisco earthquake happen? Use: <i>in</i> (1906)	WHEN DID ... the Wright Brothers first fly? Use: <i>ago</i> (1903 – How many years ago was that?)	WHEN DID ... George Lucas make the first <i>Star Wars</i> film? Use: <i>in</i> (1977)	WHEN WAS ... Taylor Swift born? Use: <i>ago</i> (1989 – How many years ago was that?)

Instructions and Answer key

2.2 Grammar – When did it happen?

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

Language: Past Simple regular and irregular verbs, questions and answers

- Ask the class if they know when the French Revolution took place. Elicit or give the answer 1789.
- Elicit the question we would ask to find this information (*When did the French Revolution take place?*) and the answer as a full sentence (*It took place in 1789*).
- Tell students they are going to ask and answer history questions in groups and find out who knows the most dates.
- Put students into pairs and then join two pairs together into groups of four. Hand out one set of cards to each group and place face down in a pile.
- Explain that pairs take turns to take a card, read it and ask the question to the other pair, also saying which time expression the other pair should use in their answer. If the other pair says the correct date, they win ten points. If they say a date that is no more than two years out either way, they win five points. If they say a date that is no more than five years out either way, they win two points.
- When the groups have asked and answered about all of the cards, elicit the questions and answers and find out which pair won the most points.

Very good, absolutely awesome

1 Match the regular adjectives (1–12) with the strong adjectives (a–l) with similar meanings.

- | | |
|--------------------------------------|--------------|
| 1 ☐ bad | a starving |
| 2 ☐ beautiful | b exhausted |
| 3 ☐ big | c terrible |
| 4 ☐ cold | d boiling |
| 5 ☐ funny | e ancient |
| 6 ☐ good | f ridiculous |
| 7 ☐ hot | g gorgeous |
| 8 ☐ hungry | h freezing |
| 9 ☐ old | i tiny |
| 10 ☐ silly | j awesome |
| 11 ☐ small | k enormous |
| 12 ☐ tired | l hilarious |

2 Write sentences using eight of the adjectives from Exercise 1 with suitable modifying adverbs.

The weather on Saturday was absolutely gorgeous, so we went to the beach with my cousins.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Instructions and Answer key

2.3 Reading and Vocabulary – Very good, absolutely awesome

Materials: One worksheet for each pair of students

Language: Regular and strong adjectives, modifying adverbs

- Tell students that they are going to work in pairs to match adjectives with similar meanings. One adjective will be a regular adjective (e.g. *good*) and the other will be a strong adjective with a similar meaning (e.g. *awesome*).
- Hand out a worksheet to each pair and tell them to complete the matching exercise (Exercise 1). Elicit the answers.
- Then tell pairs to work together to think of and write eight sentences for Exercise 2, using adjectives from Exercise 1 with suitable modifying adverbs, e.g. *really tiny*, *completely exhausted*.
- When the pairs have finished, invite them to share some of their sentences with the class. Make sure they have used suitable adverbs to modify their adjectives.

Answers:

1 c 2 g 3 k 4 h 5 l 6 j 7 d 8 a 9 e 10 f
11 i 12 b

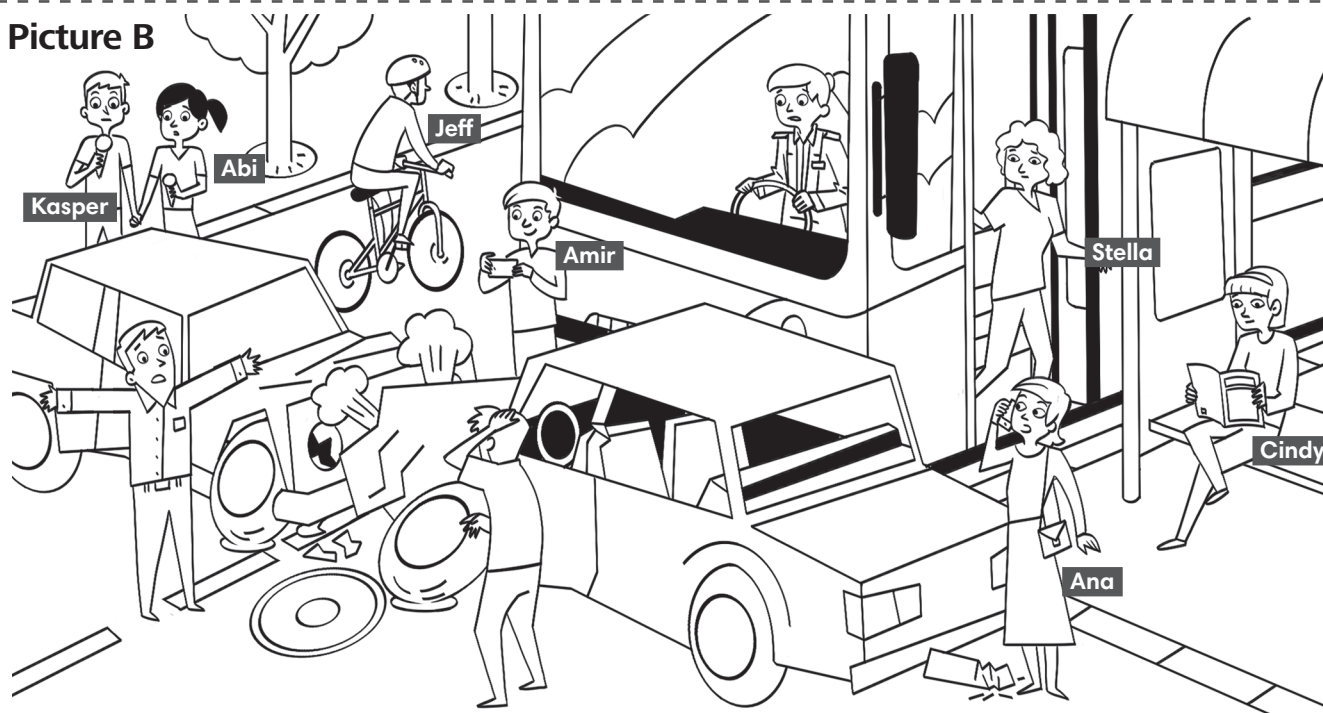
What were they doing?



Picture A



Picture B



Name cards



Picture A Maria	Picture A Jakob	Picture A Lina	Picture A Ali	Picture A Helen	Picture A Asha	Picture A Greg
Picture B Ana	Picture B Amir	Picture B Cindy	Picture B Jeff	Picture B Stella	Picture B Abi	Picture B Kasper

Instructions and Answer key

2.4 Grammar – What were they doing?

Materials: Picture A or Picture B for each student and a set of name cards for each group

Language: Past Simple and Past Continuous

- Ask students to say what they were doing during last break. Elicit some replies and then tell students that they are going to do an activity in which they try to remember what some people in a picture were doing at a certain time.
- Divide the class into groups of eight, if possible. Groups can be smaller if necessary, e.g. if there are thirty students in the class, have two groups of eight and two groups of seven.
- Hand out either Picture A or Picture B to all the students in a group, so that they all have the same picture. Tell them to study the picture carefully and to pay attention to what the different people in the picture were doing at the time of the bank robbery (Picture A) or the accident (Picture B).
- After one minute, collect up the pictures, so that the groups can't look at these any longer. Nominate one student in each group to be the police officer and give this student the name cards for their group (i.e. the name cards for either Picture A or Picture B). The student should place these name cards face down in a pile. Also give him/her the group's picture and tell them not to show it to the rest of the group.
- Explain that the groups are going to role play a crime investigation and the police officers are going to ask what they were doing when the robbery/accident happened.
- The police officer hands a name card to the first student on his/her left. The police officer asks him/her to read out their name card and to say what he/she was doing at the time of the robbery/accident. The student should try to remember what his/her character was doing in the picture. The police officer looks at the picture to check that they are remembering correctly.
- The process is repeated with the other students and name cards. At the end of the activity, the police officer reports to the class about whether or not everyone in their group remembered correctly what they were doing at the time of the robbery/accident.
- If required, the activity can be repeated with the other picture (i.e. groups using Picture A can now use Picture B and vice versa).

Categorise and draw

1 Rearrange the letters and write the words under the correct heading.

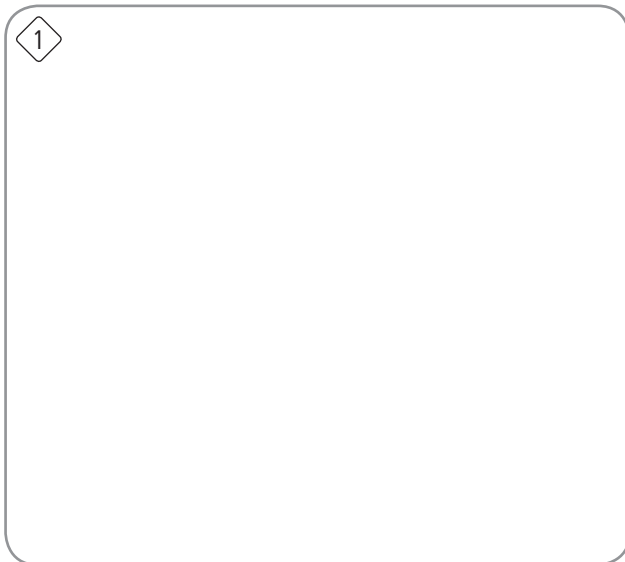
fale tpah veca flatlawer dripse sstenu lwliifed kys rabe tab atrs

Elements of landscape

Wild animals

2 Take turns to draw an item from Exercise 1. See who can guess what you are drawing first.

1



2



3



4



Instructions and Answer key

2.5 Listening and Vocabulary – Categorise and draw

Materials: One worksheet for each pair

Language: Vocabulary for elements of the landscape and animals

- Tell students that they are going to work in pairs to rearrange letters to make words for elements of the landscape and animals and then they will take turns to draw and guess the items.
- Put students into pairs and hand out a worksheet to each pair. Tell them to look at Exercise 1. They should work together to rearrange the letters for each of the items and then write the words under the correct heading on the worksheet.
- When the pairs have written the words, elicit the vocabulary items.
- Then join pairs together into groups of four.
- One student in the group starts drawing one of the vocabulary items from Exercise 1. They should do this in such a way that everyone else in the group can see what is being drawn. The three students can each have one guess to say what the picture is of. If they guess incorrectly, they can't guess a second time. The first student to guess correctly wins a point. If all three students guess incorrectly, though, nobody wins a point. Students take turns to draw one picture each.
- At the end of the activity, invite students to draw one of the items on the board for the class to guess.

Answers:

Elements of the landscape: leaf, cave, waterfall, sunset, path, sky, star;

Wild animals: spider, bear, bat; wildlife

**Situation 1****Student A**

You are a new student in your class and you are finding that some things at your new school are different from your old school.

Listen to your partner's criticism of things you have done and explain why you acted in that way.

Situation 1**Student B**

There is a new student in your class and you are looking after him/her.

You are quite surprised by some of things he/she has done.

- He/She went into the classroom and sat down. You always wait for the teacher outside.
- He/She finished the exercise then started sending a text. You never use phones in lessons at your school.
- He/She stood up when the teacher asked him/her a question. Nobody does that in your school.

Criticise his/her behaviour and tell him/her how things are done in your school.

Situation 2**Student A**

You are the parent of a teenager. It is now Sunday evening and you are quite upset by some of the things he/she did this weekend.

- He/She came home late on Friday and didn't phone to ask if this would be OK.
- He/She went out on Saturday without tidying his/her room. The rule is tidying first and then free time.
- He/She borrowed his/her brother's tablet without asking and deleted some photos which were on it.

Criticise his/her behaviour and tell your child how you want him/her to behave.

Situation 2**Student B**

You are at home. It is Sunday evening and you know your parents are angry with you.

Listen to your parent's criticism of things you have done and explain why you acted in that way.

Instructions and Answer key

2.6 Speaking – I didn't mean to ...

Materials: One set of cards for each pair of students

Language: Criticising and explaining

- Remind students about how to criticise someone's behaviour and how to explain why we acted in a particular way.
- Tell students that they are going to work in pairs to act out two role plays. In one role play they will be criticising behaviour and in the other role play they will be explaining their behaviour.
- Put students into pairs and hand out a set of cards to each pair. They take their card for Situation 1, read it carefully and think about what they are going to say in the role play. If students need support, they can refer to the Speaking box on p. 30. of the Student's Book.
- When the pairs are ready, they act out the role play with one student criticising and the other student explaining, and then the first student either accepting the explanation or giving an opinion about it.
- When the pairs have finished the first role play, they repeat the process using the cards for Situation 2.
- At the end of the activity, invite pairs to act out one of their role plays in front of the class.

Tell me anything



1

Tell me about ...

something / somebody
famous you would like
to meet.

2

Tell me about ...

a TV programme that
anyone / everyone in
your family likes.

3

Tell me about ...

a pop group or singer
that *nobody / anybody* in
your class likes.

4

Tell me about ...

something / anything
you would hate to lose.

5

Tell me about ...

a shop that has
anything / nothing in
it that you would
like to buy.

6

Tell me about ...

a place you know where
everything / anything
looked perfect.

7

Tell me about ...

somewhere / something
you like going to on
your own.

8

Tell me about ...

somewhere / something
that students in your
class like to hang out
after school.

9

Tell me about ...

a town or village you know
where there is *nowhere /*
anywhere for young
children to hang out.

10

Is there ...

anybody / anywhere
you would like
to change places with
for a week?

11

Is there ...

anything / anywhere
you would like
to have that you
don't have enough
money to buy?

12

Is there ...

anything / anywhere
in the world you would
like to visit but probably
never will?

Instructions and Answer key

2.7 Writing – Tell me anything

Materials: One card for each student

Language: Indefinite pronouns

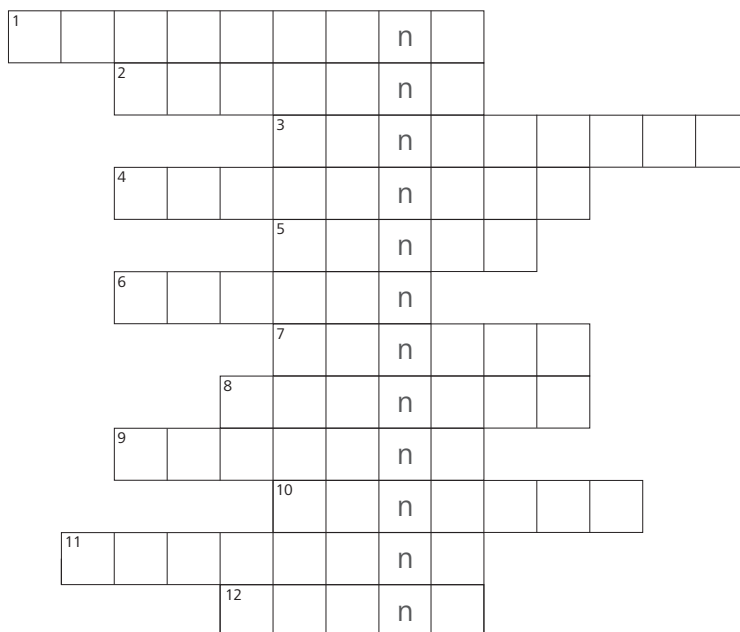
- Tell students that they are going to receive a card with a topic written on it. They first choose the correct indefinite pronoun and then they ask as many classmates as possible about this topic as well as respond to their classmates' questions about their own topics.
- Divide the class into groups of up to 12 students. In a class with 30 students, you could have three groups of 10 students. In a class of 25 students, you could have two groups of 12 students, with one student working together with another student.
- Tell the groups to stand in different parts of the classroom, so that each group has their own area to work in. Hand out a different card to each student in a group and tell them to cross out the incorrect indefinite pronoun. Explain that the aim is to talk to each student in their group for two minutes – one minute to ask their partner about the topic on their own card and one minute to answer questions about the topic on their partner's card.
- If students think that their partner is using the wrong indefinite pronoun, they should ask which indefinite pronoun he/she crossed out and decide whether or not this should have been chosen instead.
- Use a stopwatch and after each minute tell students to swap topics or partners. They should all swap partners at the same time.
- When students have spoken with everyone in their group, invite them to tell the class the topic written on their card and the most interesting response that they received.

Answers:

1 somebody 2 everyone 3 nobody 4 something
5 nothing 6 everything 7 somewhere 8 somewhere
9 nowhere 10 anybody 11 anything 12 anywhere

N in everything

Use these clues to complete the puzzle.



- 1 The _____ travelled at over 150 kph. It destroyed trees and even houses.
- 2 The water is _____. You can make the coffee now.
- 3 Deserts, waterfalls, lakes and mountains are all parts of the _____.
- 4 The _____ bolt hit the tree and started a fire.
- 5 It's extremely cold. The temperature is _____ 10°C.
- 6 My favourite _____ is summer because I love swimming in the sea.
- 7 We took lots of photos of the beautiful _____ and then went home before it got too dark.
- 8 The noise of the _____ scared my dog and he hid under the sofa.
- 9 Sometimes you can see smoke coming from inside the _____, but it never erupts.
- 10 Let's go on holiday somewhere warm with a lot of _____!
- 11 It was absolutely _____ in the Antarctic—about -40°C.
- 12 The weather was wet and _____ all day so we stayed in the house and played games.

Instructions and Answer key

2.8 Unit 2 Vocabulary – N in everything

Materials: One worksheet for each pair of students

Language: Vocabulary from Unit 2

- Put students into pairs and tell them that they are going to work together to complete a puzzle using clues. Explain that every word includes the letter *n*, which is shown in the puzzle.
- Give students a time limit to complete the puzzle and then elicit the answers.
- Tell fast finishers to create a similar puzzle using five words from the Unit 2 wordlist on p. 32 of the Student's Book which all contain the same letter (different from *n*). When they have finished, they swap their puzzle with another fast finisher and try to complete the new puzzle.

Answers:

1 hurricane 2 boiling 3 landscape 4 lightning 5 minus
6 season 7 sunset 8 thunder 9 volcano 10 sunshine
11 freezing 12 rainy

Create a story

1 In pairs, use your imagination to answer these questions.

1 Who were the people?

2 Where were they going?

3 What did they see?

4 What was the weather like?

5 What happened when they arrived?

6 What did they do the next day?

7 How did the local people feel?

8 What natural disaster took place?

9 How did they escape?

10 How did they finally get back safely?

2 Swap your answers with another pair and use their answers to write a story.

Your story should include:

- a regular Past Simple verb
- an irregular Past Simple verb
- an adverb and a regular adjective
- an adverb and a strong adjective
- the use of the Past Simple and Past Continuous with *while*
- the use of the Past Simple and Past Continuous with *when*

Instructions and Answer key

2.9 Unit 2 Grammar – Create a story

Materials: One worksheet for each pair of students

Language: Past Simple, Past Continuous, strong and regular adjectives

- Remind students about when we use the Past Simple and the Past Continuous and discuss the difference between strong adjectives and regular adjectives.
- Tell students that they are going to work with a partner to answer a list of questions using their imaginations. Explain that the questions are connected with one another, so students' answers should make sense when all the answers are joined together, as well as making sense for each of the individual questions.
- Put students into pairs and hand out a worksheet to each pair. When they have finished, they swap their worksheet with another pair.
- The pairs use the new answers to write a story following the instructions on the worksheet.
- When the pairs have completed their stories, they hand the worksheet back to the other pair. They read the story to see how their ideas have been used. Students should correct the grammar and spelling in the story, if necessary.
- Invite pairs to share the stories with the class.

Keep calm

1 Read the teen forum. Who...

- a) is worrying about an exam?
- b) has two plans this weekend?
- c) wants something different than their parent?

**Ryan**

I'm the captain of the school football team and we have an important match on Saturday. The problem is that it's my grandfather's 70th birthday on Saturday, too, and there is a big party for him. I want to play in the match... but I also want to go to the party. What should I do?

**Alesha**

I've got a piano exam next week. I am practising really hard for it, but I'm feeling really stressed and I can't seem to concentrate on what I am doing. Music is really important to me and I really want to do well. What should I do?

**Fauzia**

What should I do? It's the end-of-year school dance next week and my mum wants me to wear the dress that she wore when she had her end-of-year school dance... thirty years ago! It's so important to her because my grandma made it and she kept it for me to wear. The dress is so old-fashioned and horrible that I will look stupid. All of my friends will be in glamorous modern dresses. Help!

2 Read the responses to one of the posts in Exercise 1. Whose post are they responding to? Which do you think is the most useful response?



The best thing you can do is relax more. This will help you to feel less stressed and then you will be able to play better.



I get nervous about exams too. It's normal. They are awful. I failed my last violin exam because I was so stressed!



Poor you! It must be difficult for you. The only thing you can do is to practise as much as you can and then try your best in the exam.

3 Choose one of the other situations in Exercise 1 and think of a response to the problem. Write a response to the post.

4 Have you ever been in a similar situation to the people in Exercise 1? If so, what advice did people give you? Discuss in small groups.

Instructions and Answer key

2.10 Set for life – Keep calm

Materials: One worksheet for each student

Language: Keeping calm, finding solutions



Communication: Understanding messages

The activities are aimed at helping students to make sense of different solutions to a variety of problems. They will help them to develop empathy and sensitivity towards another speaker.

- Give each student a worksheet. Ask them if they can remember any of the Useful tips from the lesson and to tell you a time when they had to keep calm. Encourage them to say if they used any of the Useful tips from the lesson to keep calm.
- Do Exercise 1. Allow students time to read the forum posts and match the sentences with the problems.

Answers:

Exercise 1

- 1 Alesha
- 2 Ryan
- 3 Fauzia

- Check the answers with the class.
- Direct students to Exercise 2 and explain that they are responses to one of the posts in Exercise 1. Ask students to read the first response and elicit whose post it corresponds to (Alesha's). If students don't know the answer, ask them to read the second response. Continue until you can elicit the correct answer.
- Allow students time to think which is the most useful response before they discuss their ideas in pairs. Encourage students to explain their answer and why it is better than the other two responses. Invite students to share their ideas with the rest of the class.
- Direct students to Exercise 3. Explain that students now have to offer another response or solution to one of the other situations. Allow them time to discuss their ideas in pairs. Monitor and assist with any queries.
- When students have finished, ask them to work with a different partner and discuss responses and possible solutions.
- Elicit ideas from the class and write on the board. Then, have a class discussion about everyone's ideas. You could then have a vote to find the class's preferred solution.
- Set a time limit for students to choose which post (Ryan or Fauzia) they want to write a response to. In less confident classes, allow students to work in pairs. In more confident classes, encourage students to write a response to both Ryan and Fauzia.
- When students have finished, you could ask them to swap with a partner for peer correction.
- Invite students to share their responses with the rest of the class.
- Direct students to Exercise 4. Put them into small groups and explain the task. If no student has been in a situation similar to those in Exercise 1, allow them to think of another problem they had, what they did and what responses or solutions other people gave them.

- Allow students time to have their discussion. Monitor and make a note of any errors you hear. When students have finished, invite them to share with the rest of the class some of the things they discussed.
- Write some of the errors that you heard on the board. Invite students to come to the front of the class to correct them.

Food choices

**Section A**

Complete the table with your own ideas.

Listen to your partner's ideas and try to guess the headings.

Food and drink I love	Things my parents/grandparents can cook well
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____
5 _____	5 _____
Snacks I sometimes eat	Three things I'd like to try
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

Section B

Complete the table with your own ideas.

Listen to your partner's ideas and try to guess the headings.

Unhealthy food I sometimes eat	Food and drink my country is famous for
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____
5 _____	5 _____
Healthy food I love	Three things you need for a good breakfast
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

Instructions and Answer key

3.1 Vocabulary – Food choices

Materials: Section A and Section B for each pair of students

Language: Vocabulary for food

- Tell students that they are going to follow category headings to write lists of different kinds of food. Write on the board: *Best ice cream flavours* and write the numbers 1 to 5 underneath. Invite students to give ideas for ice cream flavours and write five of them on the board next to the numbers.
- Hand out an equal numbers of Section A and Section B to students and tell them to work on their own to complete their lists. Explain that they shouldn't show anyone their ideas.
- When students have written their lists, put them into pairs, one student with Section A and the other with Section B.
- The student with Section A starts by reading out their list of items for one of the categories, without saying the category. Their partner has three chances to try to guess the category. If they can't guess, then the student with Section A tells them.
- The student with Section B repeats the process with one of their categories. The pairs take turns until they have read out their lists from all four categories.
- Then students take turns to tell their partner which items they would have written for each of their partner's categories.

Have you ever ...?

Game cards



1 Have you ever ...? try Vietnamese food	2 Have you ever ...? swim in an ocean	3 Have you ever ...? climb a mountain
4 Have you ever ...? upload photos to social media	5 Have you ever ...? cook a meal for friends	6 Have you ever ...? play a musical instrument in public
7 Have you ever ...? ride a horse	8 Have you ever ...? live in a different town or city	9 Have you ever ...? eat something that other people were too scared to try
10 Have you ever ...? speak English outside the classroom	11 Have you ever ...? see the Milky Way	12 Have you ever ...? delete a social media account
13 Have you ever ...? be outside while it was thundering and lightning	14 Have you ever ...? sleep outside	15 Have you ever ...? fail an exam

Instructions and Answer key

3.2 Grammar – Have you ever ...?

Materials: One worksheet for each pair

Language: Present Perfect with *ever* and *never*

- Put students in pairs. Explain they are going to take turns to ask questions about their partner's life experiences.
- Give each pair a worksheet and direct them to the first question prompt. Elicit the correct question (*Have you ever tried Vietnamese food?*). Ask a few students the question, making sure they answer correctly with either *Yes, I have* or *No, I haven't / No, I have never tried Vietnamese food*.
- Allow students time to read through the question prompts before they cut them out and place them face down in a pile on the table.
- Students take turns to ask and answer the questions.
- In less confident classes, go through the question prompts and elicit the past participle form of each verb before students complete the task.
- In more confident classes, encourage students to ask past simple questions to get more information about their partner's life experiences if their initial answer is *Yes, I have*.

Answers:

1 Have you ever tried Vietnamese food? 2 Have you ever swum in the ocean? 3 Have you ever climbed a mountain? 4 Have you ever uploaded photos to social media? 5 Have you ever cooked a meal for friends? 6 Have you ever played a musical instrument in public? 7 Have you ever ridden a horse? 8 Have you ever lived in a different town or city? 9 Have you ever eaten something that other people were too scared to try? 10 Have you ever spoken English outside the classroom? 11 Have you ever seen the Milky Way? 12 Have you ever deleted a social media account? 13 Have you ever been outside while it was thundering and lightning? 14 Have you ever slept outside? 15 Have you ever failed an exam?

Sugar and spice



10 seconds

20 seconds

30 seconds

one minute



1

What foods are
good for you?

2

Name as many spicy
foods as you can.

3

What food goes well
with salad?

4

What foods aren't
good for you?

5

Which is tastier:
dark chocolate or fruit?
Why?

6

Do you like spicy food?
Why? Why not?

7

What foods can protect
you from a cold?

8

What foods are full
of sugar?

9

Name as many salty
foods as you can.

10

What words would
you use to describe a
packet of crisps?

11

Name as many fatty
foods as you can.

12

Invent a healthy
smoothie. What's in it
and why is it good
for you?

13

What foods can you
describe as creamy?

14

What foods and drinks
go well with burgers?

15

Name as many snacks
as you can.

Instructions and Answer key

3.3 Reading and Vocabulary – Sugar and spice

Materials: One set of cards for each pair or small group of students

Language: Food, flavours, collocations, adjectives to describe food

- Ask students to describe the last thing they ate using as many of the adjectives from p. 39 of the Student's Book as they can. Elicit a few responses from the class.
- Put students into pairs or small groups and give them a worksheet.
- Ask them to cut out the times and the sentences and put them face down in two piles on the table.
- Explain that students should take turns to take a time card then a sentence card and then answer the question on the questions card, speaking for the amount of time on the time card they turned over.
- Groups can set their own rules about how strict to be about pausing, repeating information, etc. For strong students, you may like to suggest that they are not allowed to pause or repeat something they've already said. You can also choose how competitive the game is, and whether to award points for each successful attempt to speak for the amount of time in answering the question.
- The game is over when all the task cards have been completed.

All her life

1 Write the time expressions in the right column. Can you add more expressions to each column?

yesterday five months last year my birthday a year five days last night I woke up a moment midnight
6 o'clock a century a long time twenty minutes lunchtime the summer the last time I saw you

for	since

2 Complete the sentences with your own ideas. Use for and since and the time expressions above.

- 1 I have _____
- 2 I haven't _____
- 3 My family _____
- 4 My teacher _____
- 5 My best friend _____
- 6 _____
- 7 _____

3 Listen to your partner's sentences. Ask past simple questions to get more information.



I have lived in this city since last year.

Where did you live before?



Instructions and Answer key

3.4 Grammar – All her life

Materials: One set of cards for each student

Language: Present Perfect with *for* and *since* and Present Perfect and Past Simple

- Give each student a worksheet and allow them time to complete the first task. Alternatively, you may want to do this as a class with less confident students.
- When students have finished, direct them to the sentence starters in Exercise 2. Explain that they should complete the sentences 1–5 with true information using the Present Perfect and *for* or *since*. In 6 and 7, students write their own sentences. Elicit ideas how the first sentence can be completed.
- Allow students time to write their sentences before you put them into pairs.
- Explain the task and, if necessary, do the first as an example using true information about yourself. Encourage the class to ask three Past Simple questions to get more information.
- Set a time limit for students to complete the task in pairs then invite students to share with the rest of the class any interesting information they found out about their partner.

Answers:

For: five months / a year / five days / a moment / a century / a long time / twenty minutes

Since: yesterday / last year / my birthday / last night / I woke up / midnight / 6 o'clock / lunchtime / the summer / the last time I saw you

Food adjectives

1 Complete the adjectives with one letter in each gap.

1



b _ _ _ _ r

2



d _ _ y

3



d _ _ _ _ _ s

4



h _ _ _ d

5



r _ _ _ h

6



s _ _ _ r

7



s _ _ _ _ y

8



s _ _ _ _ t

9



h _ _ t

2 Draw a picture of some food that can be described by this adjective. Then, describe this food to your friend.

tasty

Instructions and Answer key

3.5 Listening and Vocabulary – Food adjectives

Materials: One worksheet for each pair of students

Language: Adjectives to describe food

- Elicit a few adjectives which can be used to describe food.
- Tell students that they are going to work with a partner to look at some pictures of different kinds of food and complete adjectives to describe what they are like, writing one letter in each gap. When they have done this, they are going to read an adjective and think of and draw a kind of food that can be described by this adjective.
- Put students into pairs and hand out a worksheet to each pair.
- When the pairs have finished, join two sets of pairs together to make groups of four. The pairs compare their ideas for the nine adjectives, then show each other what they have drawn for the final adjective, giving their reasons why.
- Elicit the adjectives and invite pairs to come to the board to draw their food item for the adjective *tasty*.

Answers:

1 bitter 2 dry 3 delicious 4 hard 5 rich 6 sour
7 spicy 8 sweet 9 hot

What's in it?

- 1 In pairs, think about what dishes you would put on a menu for a restaurant. Give your dishes interesting names but do NOT write the descriptions.
- 2 Swap menus with another pair. Role play a restaurant situation. The customers ask the waiters what the different dishes are and write the descriptions on the menu.

Menu

Starters

Price

1 _____ soup

Description: _____

2 _____ salad

Description: _____

3 _____

Description: _____

Main courses

1 _____

Description: _____

2 _____

Description: _____

3 _____

Description: _____

4 _____

Description: _____

Desserts

1 _____

Description: _____

2 _____

Description: _____

Instructions and Answer key

3.6 Speaking – What's in it?

Materials: One worksheet for each pair of students

Language: Menus and describing restaurant food

- Tell students that they are going to work in pairs to create an imaginary menu for a restaurant. Elicit the words *starter*, *main course* and *dessert*, and ideas for different dishes a restaurant could offer for each course.
- Put students into pairs and hand out a worksheet to each pair. They work together to write the menu, thinking of and writing interesting names for the different dishes, e.g. instead of calling a dish *tomato soup*, it could be called *peasant's soup* or *Greek surprise soup*. Tell pairs *not* to write the descriptions of the dishes.
- When the pairs have written their menus, they join together with another pair to make a group of four. The pairs swap their menus.
- The groups role play a restaurant situation. One pair play the role of restaurant customers and the other pair play the role of two waiters. The customers ask about each of the dishes on the menu they were given. The waiters describe each of the dishes. As the customers listen, they write the descriptions on the menu.
- When all the dishes have been described, the pairs swap roles and repeat the process.
- At the end of the activity, invite students to describe items on the menu they were given and to say which of the dishes they would choose at a real restaurant.



Section A

Complete the email with one word in each gap.



Hi _____,

Thanks for getting in ¹_____. I'm glad you like your new house. How are ²_____ at your new school? Have you made any friends ³_____?

As you know, Beth and I have our birthdays on the same day – the 18th – and we've ⁴_____ to have a party together. It's going to be at her house because she's got a great room downstairs for a party. Her mum's ⁵_____ us a special cake. She's an expert cake maker! Her cakes are always delicious and they look amazing. I'm making Spanish tortilla. They're easy to make. You slice some potatoes and chop an onion. Then you ⁶_____ them in oil until they get soft. Then you ⁷_____ the potato and onion with some eggs, salt and some herbs and spices, and fry that. The only difficult part is turning it over.

Anyway, I was ⁸_____ if you'd like to come to the party. We're asking people to bring crisps. We're going to mix all the different flavours together in bowls so that nobody knows what kind of crisps they are going to eat until they taste them!

⁹_____ me know if you can make it or not. And write and tell me all about your new school too. I can't ¹⁰_____ to hear more about it.

Section B

Write a reply.



Hi _____,

Great to ¹¹_____ from you. Thanks for inviting me to your party.

Bye for now,

Instructions and Answer key

3.7 Writing – Hi!

Materials: One worksheet for each student, divided into Section A and Section B

Language: Writing emails

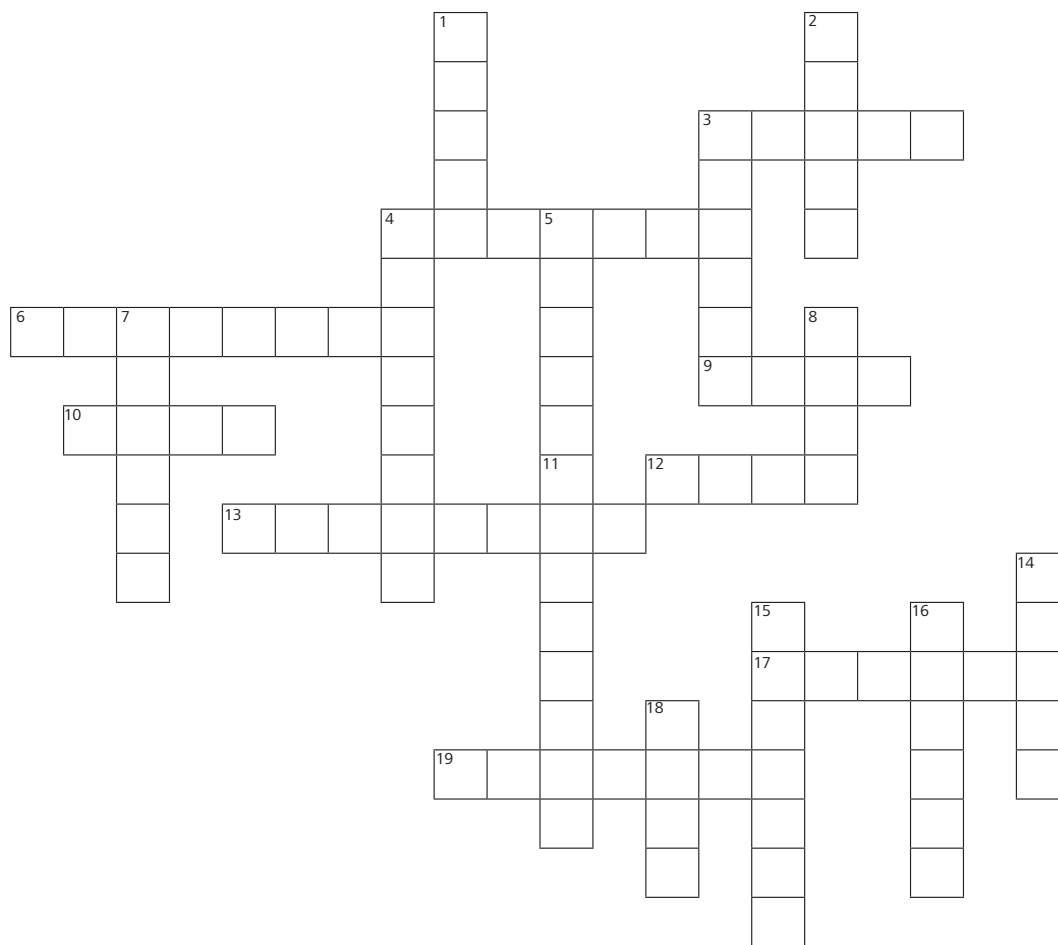
- Remind students about the structure of a friendly email (i.e. starting the email, responding to your friend's news, giving your own news, explaining why you are writing, ending the email).
- Tell students that they are going to complete an email, writing one word in each gap and then write a reply email.
- Put students into pairs and hand out Section A to each student. Students should write their partner's name at the top of the email and sign their own name at the bottom of the email.
- In pairs, students write the missing words. When they are finished, elicit the answers.
- Then hand out Section B to each student. Explain that they are going to work on their own to write the reply email. Point out that they can either accept or reject the invitation, but they should take care to do this appropriately.
- When students have completed their reply email, they 'send' it to their partner. Their partner should read it and make sure it contains the following elements: gratitude, an answer to the invitation and news about the new school.
- When students have finished, invite them to tell the class about what their partner wrote in their reply email and whether or not it included all the elements.

Answers:

- A 1 touch 2 things 3 yet 4 decided 5 making
6 fry 7 mix 8 wondering 9 Let 10 wait
- B 1 hear

Compounds and collocations

Complete the crossword. Write the missing words.

**Across**

- 3 _____ speaker
 4 _____ forecast
 6 _____ unusual plants
 9 _____ for you
 10 _____ a shelter
 12 _____ of sugar
 13 _____ app
 17 _____ control
 19 _____ to the wi-fi router

Down

- 1 charging _____
 2 _____ rain
 3 _____ wind
 4 _____ earbuds
 5 _____ a screenshot
 7 _____ for information online
 8 bread _____
 11 _____ cold
 14 ice _____
 15 _____ from illness
 16 _____ someone on social media
 18 go _____ with

Instructions and Answer key

3.8 Units 1–3 Vocabulary – Compounds and collocations

Materials: One worksheet for each student or pair of students.

Language: Vocabulary from Units 1–3

- Elicit the meaning of *collocation* (two words that are often used together, e.g. *bread and butter*, *fast food*, *do homework*) and *compound noun* (two nouns joined together to make a new word, e.g. *post office*). Elicit more examples of each to ensure that students understand the difference between these.
- Tell students that they are going to do a crossword where the clue is half of either a collocation or a compound noun and they have to write the other half in the puzzle.
- Put students into pairs and hand out a worksheet to each student or pair of students.
- Allow fast finishers to join other pairs and help them complete their crosswords.
- When everyone has completed the crossword, elicit the answers and the meanings of some of the more difficult words.

Answers:

Across: 3 (smart) speaker 4 (weather) forecast 6 (discover) unusual plants 9 (good) for you 10 (make) a shelter 12 (full) of sugar 13 (password) app 17 (remote) control 19 (connect) to the wi-fi router

Down: 1 charging (cable) 2 (heavy) rain 3 (strong) wind 4 (wireless) earbuds 5 (take) a screenshot 7 (search) for information online 8 bread (roll) 11 (freezing) cold 14 ice (cream) 15 (protect) from illness 16 (follow) someone on social media 18 go (well) with

Questions and tasks

17

**PRESENT PERFECT
with *for* and *since***

Tell the group about something you have had for a long time. How long have you had it for?

18

**PRESENT PERFECT
with *for* and *since***

Tell the group about someone you have known for a long time. How long have you known them for?

19

**PRESENT PERFECT
with *for* and *since***

Tell the group about something you have wanted to do for a long time. How long have you wanted to do it for?

FINISH

16

**VERB + *to*-infinitive
and VERB + *-ing***

Make a question.
Ask someone in your group.
What are you looking forward / do next summer / ?

15

**VERB + *to*-infinitive
and VERB + *-ing***

Make two true sentences about something you can't stand and something you forgot.

14

**VERB + *to*-infinitive
and VERB + *-ing***

Make two questions.
Ask someone in your group.

13

PAST SIMPLE

Make three true sentences about things you didn't do last weekend.

9

**PRESENT PERFECT
with *yet***

Make three true sentences about things you haven't done yet but are planning to do soon.

10

**PAST SIMPLE
IRREGULAR VERBS**

Make three Past Simple sentences using these verbs.

- buy
- see
- have

11

**PAST SIMPLE
IRREGULAR VERBS**

Make three Past Simple sentences using these verbs.

- go
- take
- do

12

PAST SIMPLE

Make a question.
Ask someone in your group.
what / you / do / last weekend / ?

8

**PRESENT PERFECT
with *yet***

Make a question.
Ask someone in your group.
you / make / any plans for the weekend / yet / ?

7

**PRESENT PERFECT
with *just***

Make two true sentences about yourself using
I have just ...

6

**PRESENT PERFECT
with *never***

Make three true sentences about yourself using
I have never ...

5

**PRESENT PERFECT
with *ever***

Make a question.
Ask someone in your group.
you / ever / win a sports competition / ?

4

STATE VERBS

Make a question.
Ask someone in your group.
you / know / how to say 'Hello' in five different languages / ?

1

**PRESENT SIMPLE and
PRESENT CONTINUOUS**

Make questions.
Ask someone in your group.
you / often / read novels / ?
you / read / anything at the moment / ?

2

**PRESENT PERFECT
and PAST SIMPLE**

Make questions. Ask someone in your group.
you ever / eat / anything very spicy / ?
where / you / eat / it / ?
you / enjoy it / ?

3

**PAST SIMPLE and
PAST CONTINUOUS**

Make a question.
Ask someone in your group.
you / use / your phone / while you / do / your homework / last night / ?

START

Instructions and Answer key

3.9 Units 1–3 Grammar – Questions and tasks

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

Language: Grammar from Units 1–3

- Tell students that they are going to play a board game in which they move around a board and follow the instructions on the squares. Explain that some squares will require students to put verbs in the correct form and then ask a question to someone else in their group and that other squares will require students to make sentences about themselves.
- Put students into groups of four and hand out to each group a worksheet, four counters and a dice. Students place their counters on the start square.
- One student starts by throwing the dice and moving his/her counter the appropriate number of spaces. He/She then follows the instructions on the square he/she lands on. When he/she has done what was required, he/she marks the square with his/her initials.
- Students take turns to continue from where the previous student landed.
- There is no finishing point in the game. Students continue around the board as many times as is necessary. If a student lands on a square which already has their initials on it, they can nominate another student to carry out the instructions on that square and this student's initials will also be added to the square. If a student lands on the start square, they don't have to do anything on that turn.
- Stop the activity at the end of a time limit and tell whichever student is having his/her turn at the time to complete their task and then to stop.
- Invite groups to share some of their questions, answers and sentences with the class.

Project worksheet: a digital poster

Step 1

- 1 Look at the international dishes below. Which do you think is normally a starter, a main course or a dessert? Where do you think each dish is from? Write *Egypt* or *France*.



1 onion soup _____



2 hamam mahshi _____



3 baba ganoush _____



4 um ali _____



5 confit of duck _____



6 tart tatin _____

- 2 In groups, choose the dishes for your digital poster. You can use the food from either Egypt or France or another country you find interesting. Use the phrases below.



I don't know what dishes to choose.
What do you suggest?



Can I make a suggestion? Let's choose
France. I went there on holiday last year
and the food was so tasty.



Why don't we choose the food from Egypt?
It all looks delicious.

Project worksheet: a digital poster

Step 2

3 Read the questions and match them with the answers below.

Is the dish served hot or cold?

What ingredients does your dish contain?

Is it spicy, bitter or sweet?

1

There are different recipes for um ali, but it usually contains bread, milk and cream. It also has two types of nut: pistachio and almond. Some people use a spice called cinnamon. This gives um ali a bitter taste.

2

Tarte tatin is a dessert, so it is sweet. In fact, it is very sweet. This is because it contains a lot of sugar and lots of apples. People also eat it with ice cream... which is also sweet!

3

People normally eat baba ganoush at room-temperature. This means that the food isn't hot and it isn't cold. However, people can eat it shortly after they have cooked it when the food is still warm.

Step 3

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

- ☐ Did you include some interesting information about your dishes?
- ☐ Did you add pictures of your dishes?
- ☐ Did you use different fonts for the different sections of your poster? This makes it more interesting to look at.

Tip

Choose a descriptive title for your digital poster, such as Delicious Food From France or Tasty Dishes From Egypt.

Step 4

5 Share your poster with the class. Ask and answer questions.



Have you ever tried this dish?

Yes, I have. I tried it while I was on holiday in France last year.



What food/drink goes with it?

People normally eat bread with onion soup.



What other information did you find out about it?

People first made this in France in the 18th century.



Instructions and Answer key

3.10 B B C 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 lots of free tools to use online. 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, a 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 food printed on paper
coloured pens / pencils
glue, tape / adhesive tack

Step 1 Class work

Warm up:

- Ask students what food they associate with their own country or if they know what foods are traditional in their own country. Elicit and write on the board. Make sure students understand starters, main course and dessert then ask them to put the food on the board into one of the three categories.
- 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.

Task:

- Give each student a worksheet. Put students in groups of three and explain they are going to prepare a poster about international food.
- Students do Exercise 1. They could use their mobile phones to quickly look up information to help them with the answers if necessary.

Answers:

Exercise 1

- 1 onion soup, starter, France
- 2 hamam mahshi, main course, Egypt
- 3 baba ganoush, starter, Egypt
- 4 um ali, dessert, Egypt
- 5 confit of duck, main course, France
- 6 tart tatin, dessert, France

- Students work in their groups and do Exercise 2 to choose a country for their poster. They can choose either Egypt or France, or any other country 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 how they will divide up the work and 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.
- Before students create their poster, show them the tip box in Exercise 4 and ask them what other things make 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 and there isn't much text
- Point out students should always give the source of any photos or illustrations they use.

Step 2 Individual work

- Explain that the answers in Exercise 3 are to the questions on the worksheet which are also on p. 47 of the Student's Book. Allow students time to read the answers and write the questions.

Answers:

Exercise 3

- 1 What ingredients does your dish contain?
- 2 Is the food spicy, bitter or sweet?
- 3 Is the food served hot or cold?

- Students work individually at home or in class to research their question and look for photos to use.
- Students write the texts (or bullet points) for their 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.
- Remind students that they should always give the source of any photos or illustrations they use.

Step 3 Group work

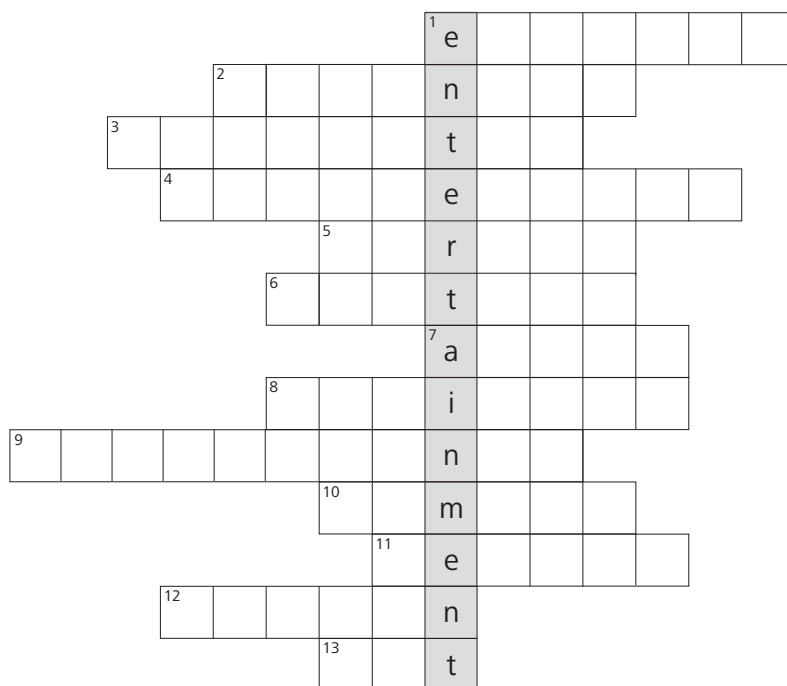
- Students create the poster in their groups. Encourage students to use one of the free digital poster creators if possible.
- Students use the checklist to review their poster and decide if there are any parts which can be improved.
- Students can print their posters (at home or at school) or they can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

Step 4 In class

- Display the posters on the wall or on the whiteboard.
- Students to do Exercise 5. While they are listening to the presentation of each poster, they should make a note of any questions they want to ask or they can use the example questions in Exercise 5. They then ask their questions, discuss each poster, and give comments. They should first say what they liked about each 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 given their posters, students discuss as a class which they found the most attractive or interesting and why.

That's entertainment

Use the clues to complete the puzzle.



- 1 I've watched every _____ of *On My Block*. I love it.
- 2 I don't like _____ films about two people who are in love.
- 3 My favourite _____ in the Harry Potter films is Draco Malfoy.
- 4 Last night I watched a _____ about animals in the desert.
- 5 My favourite TV _____ is *Chilling Adventures of Sabrina*. I watch it every week.
- 6 I watched an old Disney _____ on TV last week. It was called *Lady and the Tramp*.
- 7 I'd like to be an _____ in films, but not in the theatre.
- 8 The play was good, but some people in the _____ were talking and it was difficult to hear.
- 9 I think that Daniel Craig gave an excellent _____ in his last James Bond film.
- 10 It was a really good _____ and I laughed a lot.
- 11 I wanted to watch the film because I had read a very good _____ of it online.
- 12 It was an exciting _____ film with an amazing car chase through the streets of New York.
- 13 The song was really popular and it was a big _____ for the band.

Instructions and Answer key

4.1 Vocabulary – That's entertainment

Materials: One worksheet for each pair of students

Language: Vocabulary for film and TV

- Tell students that they are going to work in pairs to use clues to complete a puzzle. They can see one letter of each word in the shaded vertical box.
- Put students into pairs and hand out a worksheet to each pair. Give a time limit for completing the puzzle.
- Tell fast finishers to create a similar puzzle using five different words from previous units in the Student's Book and with a shaded vertical box containing a five-letter word. When they have finished, they swap their puzzle with another fast finisher and try to complete the new puzzle.

Answers:

1 episode 2 romantic 3 character 4 documentary

5 series 6 cartoon 7 actor 8 audience

9 performance 10 comedy 11 review 12 action 13 hit

What's better?



more exciting than	more believable than	more talented than	funnier than
the best TV series	the most boring programme	the strangest film	the most confusing TV show
not as interesting as	not as exciting as	not as good as	not as funny as
too long	too dark	too complicated	too similar to
the first	the most recent	the most popular	the scariest
not intelligent enough	not powerful enough	not realistic enough	not old enough

Instructions and Answer key

4.2 Grammar – What's better?

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

Language: Comparatives, superlatives, *too / (not) enough*, *(not) as ... as*

- Write *the best sportsperson* on the board and elicit who this could be, and why, e.g. *Michael Phelps is the best sportsperson ever because he won 28 Olympic medals and that's more than anyone else.*
- Tell students that they are going to do the same thing in groups. One student will pick up a card, read the phrase on it and invite the rest of the group to make a sentence using the phrase and giving reasons for their opinion. They give the card to the student they think has completed the sentence in the most interesting way.
- Put students into groups of four. Hand out a set of cards to each group and place them face down in a pile. Students take turns to pick up cards.
- At the end of the activity, find out who won the most cards and elicit some of the most interesting sentences from each group.

She's a star



1

Ask someone if they have ever downloaded a playlist.

If they have, ask what songs were on the playlist.

2

Ask someone in the class if they have ever been to a live performance.

If so, ask them for more details about it.

3

Ask someone in the class if they have ever lip-synched to a music video.

If so, ask them what the video was and if they thought it was easy.

4

Ask someone if they have ever livestreamed an event.

If so, ask them for more details about the event.

5

Ask someone if they have ever recorded a track.

If so, ask them to tell you more about it.

6

Ask someone if they often sing along to songs.

If so, find out what their favourite song to sing along to is.

7

Ask someone if they stream music.

If so, ask them what websites they use and how often they stream music.

8

Ask someone if they have ever written lyrics to a song.

If so, ask them to sing them to you.

Instructions and Answer key

4.3 Reading and Vocabulary – She’s a star

Materials: One worksheet for each small group

Language: Music collocations

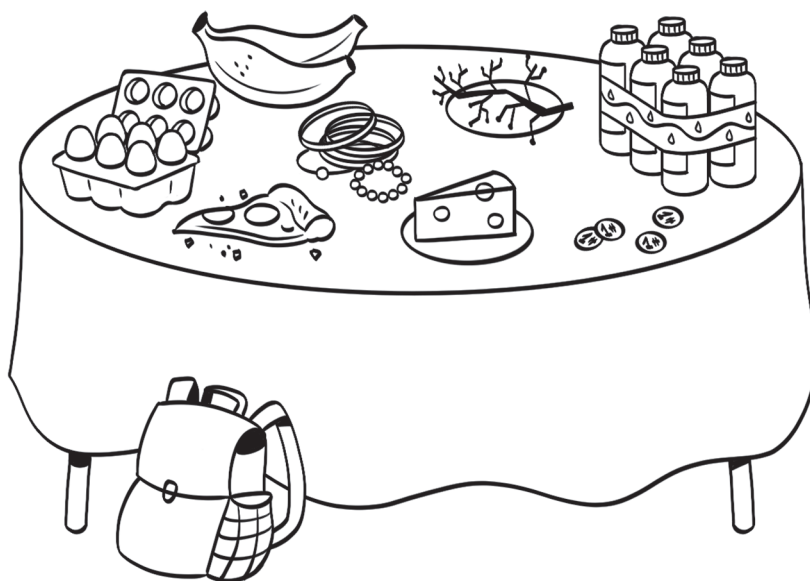
- Explain to students that they are going to discuss music and take turns to ask each other questions.
- Put students into small groups and give each group a worksheet. Ask them to cut the sentence cards out and place face down on the table.
- Students decide in their groups who goes first. He/She takes the first card and asks the student on the left the question. The rest of the group listens to the answer and asks further questions to get more information.
- The student who answered the question now takes the next sentence card. Continue until all the questions have been asked.
- Alternatively, you may want to do this as a class mingle activity. If so, give each individual student a worksheet and ask the class to go around the room asking their classmates the questions.
- When students have finished, ask them to share with the class any interesting information they found out about their classmates.

What's different?

**Picture A**

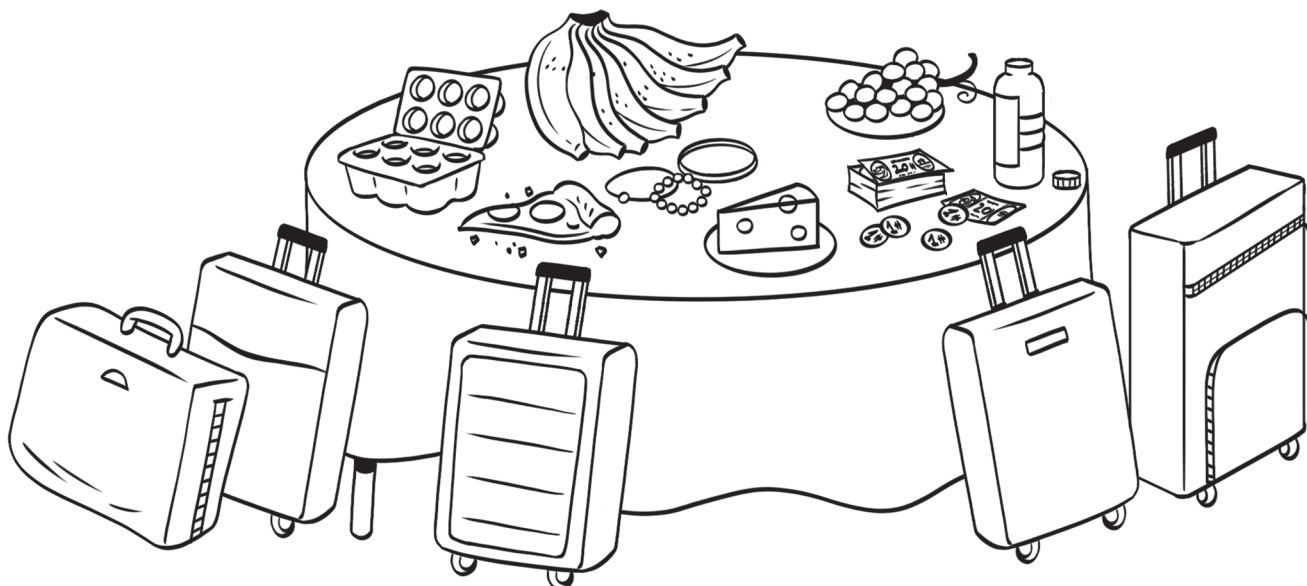
Make sentences about the picture using the words in the box.

little / pizza lot / eggs much / money lot / bracelets much / cheese
any / grapes lot / water much / luggage some / bananas

**Picture B**

Make sentences about the picture using the words in the box.

lot / money much / pizza little / water any / eggs some / bracelets
lot / bananas much / cheese few / grapes lot / luggage



Instructions and Answer key

4.4 Grammar – What's different?

Materials: Picture A and Picture B for each pair of students

Language: Quantifiers

- Tell students that they are going to find similarities and differences between two pictures by taking turns to describe their own picture and to listen to their partner describe their picture.
- Put students into pairs and hand out Picture A or Picture B to each student. Tell them to study their picture and to keep it secret from their partner.
- Students take turns to describe their picture using the words in the box. Explain that they should listen carefully to what their partner says. When both students have described their pictures, they say how the quantities of the things in the two pictures are similar and how they are different.
- When the pairs have finished, allow them to compare their pictures, to see if they have been able to identify all the similarities and differences between the two pictures.

Answers:

A There is a little pizza. There are a lot of eggs. There isn't much money. There are a lot of bracelets. There isn't much cheese. There aren't any grapes. There is a lot of water. There isn't much luggage. There are some bananas.

B There is a lot of money. There isn't much pizza. There is (a) little water. There aren't any eggs. There are some bracelets. There are a lot of bananas. There isn't much cheese. There are a few grapes. There is a lot of luggage.

Differences: money, water, eggs, bracelets, bananas, grapes, luggage

Similarities: pizza, cheese

bed + room = bedroom

Read the clues and find the words.

- 1 You use this to clean your teeth.
- 2 This is school work that you have to do at home.
- 3 You can see this in a desert or on a beach.
- 4 This is when water comes down a mountain.
- 5 You can buy something to read from here.
- 6 You can play this sport on a beach.
- 7 You use these to listen to music.
- 8 This type of music comes from the USA.
- 9 This is the most popular sport in the world.
- 10 You watch this while you listen to a song.
- 11 Some people can wear this for a friend's birthday celebration.

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

Instructions and Answer key

4.5 Listening and Vocabulary – bed + room = bedroom

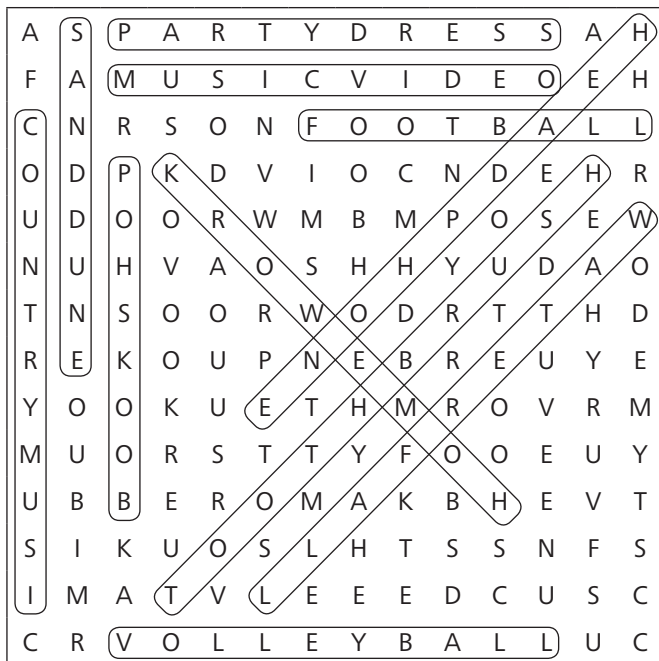
Materials: Section A and Section B for each pair of students

Language: Compound nouns

- Hand out the worksheet to individual students or to pairs of students.
- Tell them to read the clues and find the compound nouns in the word search. Explain that the words can be found horizontally, vertically, diagonally and backwards.
- Ask fast finishers to write similar clues for any other compound nouns they know. Allow them to use a dictionary if necessary.

Answers:

1 toothbrush 2 homework 3 sand dune 4 waterfall
5 bookshop 6 volleyball 7 headphones 8 country music
9 football 10 music video 11 party dress





Situation 1

Student A

You start.

- Suggest to B going out somewhere after school.
Use *(What) would you rather + verb?* Give two options.
- Agree with B's idea. Give reasons why you think it's a good idea.
Use *It sounds ...* or *It looks ...*
- Suggest a time and a place to meet. Use *Where would you rather meet?* Give two options.
- Agree with B's idea and say goodbye.

Situation 1

Student B

Student A starts.

- You aren't keen on A's ideas. Say *I'd prefer not to ...* and give a reason. Suggest something else. Use *I'd prefer ...* and give your reasons.
- You aren't keen on A's idea. Agree with the place but suggest a different time. Use *I'd prefer ...* Or *I'd rather ...* and give your reasons.

Situation 2

Student A

Student B starts.

- You aren't keen on B's ideas. Suggest cooking something at home. Use *I'd prefer ...* and give your reasons.
- You aren't keen on B's suggestions. Say *I'd rather not ...* and give a reason. Suggest going after school on Friday. Use *I'd rather ...* and give your reasons.
- You aren't keen on B's ideas. Agree with the time but suggest a different supermarket. Use *I'd prefer ...* and give your reasons.

Situation 2

Student B

You start.

- Suggest to A going for something to eat on Saturday. Think of a couple of options for food. Use *(What) would you rather + verb?* Give two options.
- Agree with A's idea. Suggest meeting to do the shopping. Use *When would you prefer to meet?* and give two options.
- Agree with A's idea. Suggest a time and a supermarket to go shopping in. Use *Where would you rather shop?* and give two options.
- Agree with A's idea and say goodbye.

Instructions and Answer key

4.6 Speaking – I'd rather not ...

Materials: One set of cards for each pair of students

Language: Stating preferences and giving reasons

- Remind students about how to form sentences with *I'd rather (not)* (+ infinitive without *to*) and *I'd prefer (not)* (+ *to*-infinitive).
- Tell students they are going to act out two role plays, taking turns to make suggestions and stating preferences.
- Put students into pairs and hand out a set of cards to each pair. They take their card for Situation 1, read it carefully and think about what they are going to say in the role play. If students need support, they can refer to the Speaking box on p. 56.
- When the pairs are ready, they act out the role play, making suggestions and stating their preferences for something else.
- When the pairs have finished the first role play, they repeat the process using the cards for Situation 2.
- At the end of the activity, invite pairs to act out one of their role plays in front of the class.

A spectacular film

1 Put the paragraphs in order.



Hi,

All the actors perform brilliantly... especially Scarlett Johansson, who plays Natasha. The British actor Ray Winstone is very good as the villain and David Harbour, who plays Natasha and Yelena's dad, is very funny. The action scenes are absolutely spectacular. Lots of people in the audience were cheering during them. The special effects are really convincing. At one point in the film, I thought the actors were really on a spaceship!

What's the best film you've seen recently? Write back and tell me.

How are you? I've just seen a fantastic action film at the cinema. It's called Black Widow and it's the latest in the Marvel series of films.

It tells the story of two young sisters called Natasha and Yelena who join a group of female secret agents in Russia. They discover that an evil villain called Draykov controls these secret agents, including the two sisters. They escape from Draykov's control and decide to help the other secret agents and destroy the villain.

I love all the Marvel films, but this is one of the best in the series. I highly recommend it. Go and see it!

Yours,

Aleesha

2 Write a response to Aleesha and tell her about a film you have seen recently.



Instructions and Answer key

4.7 Writing – A spectacular film

Materials: One worksheet for each student

Language: A film review on a blog

- Hand out the worksheet to individual students and explain that they are going to order the paragraphs of a film review.
- Check students understand the following words: *play, cheer, secret agent, villain, control, recommend*.
- Allow students time to read the review and order the paragraphs. Then check the answers.
- Tell students they are going to write a response to Aleesha about a film they have seen recently. Allow them to use the review on the worksheet and the one on p. 57 of the Student's Book to help them.
- If necessary, allow students to work in pairs to complete the writing task. If so, encourage them to write about a film they both know.

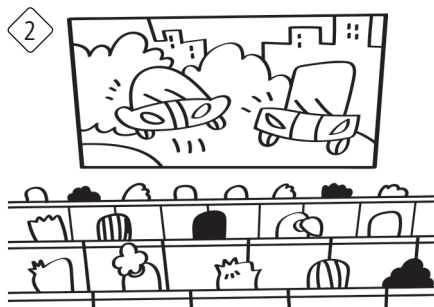
Answers:

1 C 2 D 3 A 4 E 5 B

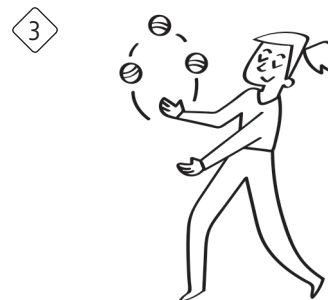
What's the word?



a _ _ _ n f _ _ m



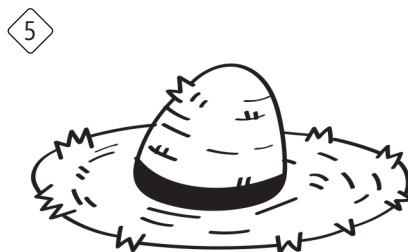
a _ _ _ e _ ce



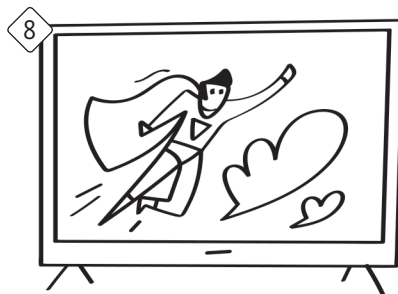
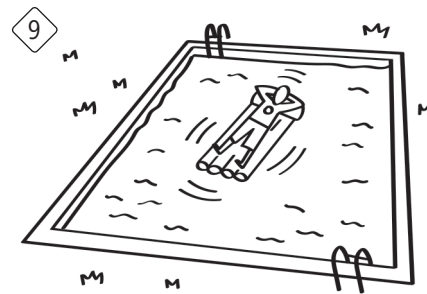
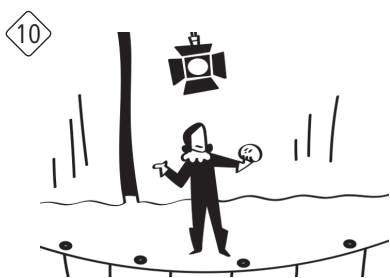
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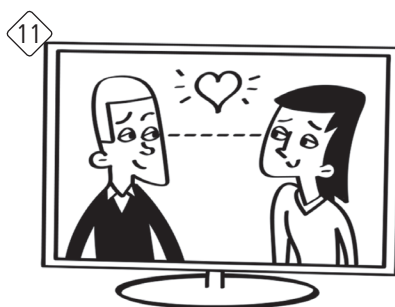
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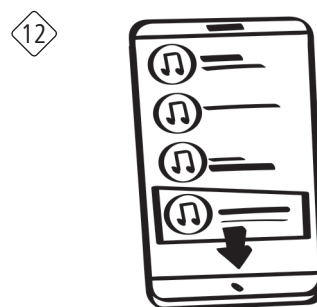
s _ _ _ _ w h _ _ _

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e _ _ _ _ _ ss _ _ _ _ _ r
h _ _ _ _ _ _ y

a _ _ _ _ r



r _ _ _ _ _ e _ _ _ l _

d _ w _ _ _ _ d
a p _ _ _ y _ _ _ t

Instructions and Answer key

4.8 Unit 4 Vocabulary – What's the word?

Materials: One worksheet for each student

Language: Vocabulary from Unit 4

- Tell students that they are going to work in pairs to describe some pictures and then they are going to work on their own to find the missing letters to complete some words.
- Put students into pairs and hand out a worksheet to each student. Set a time limit of five minutes for students to discuss with their partner what they can see in each picture. Tell them to ignore the letters under each one for the time being.
- When students have finished, elicit what they can see in each picture.
- Now students work individually to write the missing letters to complete each word.
- You could ask fast finishers to choose five words from Units 1–3 and write them out with some letters missing. They then give them to a partner to complete the words.

Answers:

1 action film 2 audience 3 entertainer 4 write lyrics
5 straw hat 6 documentary film 7 go to a live
performance 8 special effects 9 summer holiday
10 actor 11 romance film 12 download a playlist

Make a sentence



better



more interesting



funnier



the worst



a few



the most amazing



not as good as



a lot of



not as scary as



too long



too confusing



not simple enough



much



carefully



well



beautifully

Instructions and Answer key

4.9 Unit 4 Grammar – Make a sentence

Materials: One part-sentence for each student

Language: Comparatives and superlatives, adverbs of manner

- Write *easier* in the centre of the board. Ask students to think of a sentence that includes the word *easier*. Elicit students' ideas for sentences and write one of them on the board, e.g. *Last week's test was **easier** than the test we did last month.*
- Tell students that they are going to use given words or phrases to make a sentence, then do a dictation and finally mingle to write down different sentences.
- Hand out a part-sentence, cut out from the worksheet, to each student. Tell them to use the words or phrases in their part-sentence to write a full sentence.
- Then hand out a blank piece of paper to each student. Tell students that you are going to dictate some words and phrases and that they should write all of these on their blank piece of paper except for the word or phrase that they have already made a sentence with. Dictate these words and phrases: *better, more interesting, funnier, the worst, a few, the most amazing, not as good as, a lot of, not as scary as, too long, too confusing, not simple enough, much, carefully, well, beautifully.*
- Invite students to mingle and to take turns to tell one another the sentences they wrote earlier in the activity. On their blank piece of paper they should write down one of their classmate's sentences for each of the dictated words and phrases, so they should continue to mingle until they have been able to do this.
- When they have finished, tell students to decide which sentence they think is the most interesting, funny or unusual. Have a class vote to determine the most popular sentence. (Tell them they can't vote for their own sentence.)

Team up!

- 1** Look at the leadership qualities and put them in order of importance (1- the most important; 4- the least important). Discuss in pairs.

A good leader...

- a motivates people.
- b spreads jobs between all the members of the team.
- c communicates clearly.
- d asks for the opinion of all the members of the team.

- 2** Read the quotes about leadership. Match them to the leadership qualities in Exercise 1.

1 “

Always give tasks to the different members of your team because it is impossible to do everything yourself. The best way to do this is to know your team's strengths – you need to know what things each person is good at and also what things they don't do so well. ”

2 “

Somebody once said that the most important thing about leadership is how you talk to people. That is why I always speak clearly and make sure everybody understands exactly what they have to do and when they have to do it. ”

3 “

If you want people to work well, I think it's important to tell your team members that they are doing a good job and what you like about the work they're doing. And when they have finished, it's always a good idea to say 'thank you.' Your team will feel good, and they will continue to do things as well as they can. ”

4 “

When team members are involved in taking decisions, they are more interested in working hard on the project and feel that they are an important part of the team. ”

- 3** Alex and his friends are organising a charity cake sale. Read Alex's statements and decide if he is a good leader. What should he do or say differently? Discuss in pairs.

I'm the leader, so my opinion is the only one that matters. I don't care what you all think. We are only going to sell chocolate cake at the charity cake sale.

James, I think you should bake the cakes for the cake sale... No, wait, can you do this Anna? In fact, you do it, Rosa. James, can you help Anna bake the cakes... I mean Rosa. And let's all advertise it in different places, too.

OK, you've finished making the cakes, Rosa. Let me try one. Yuck, this is disgusting! Next time, I'll be bake it myself!

- 4** Do you know anyone who is a good leader? It can be someone in your class, in your community or somebody else you know. Explain why they are good leaders and give some examples.

Instructions and Answer key

4.10 Set for life – Team up!

Materials: One worksheet for each student

Language: Leadership qualities, teamwork



Leadership: Fosters Collaboration and Promotes Inclusivity

The activities are aimed to help students to develop both collaboration and inclusivity skills. They help students to understand that the voice of every member of a team is both represented and important. Students will learn that reaching a successful goal often depends on good working relationships with others.

- Give each student a worksheet. Ask them if they can remember any of the leadership qualities from the lesson and to tell you a time when they were the leader of a team. Encourage them to say if they demonstrated any of the qualities from the lesson.
- Do Exercise 1. Allow students time to read and order the leadership qualities individually. Then, ask them to discuss their ideas in pairs or small groups, encouraging them to explain their answers. When students have finished, invite them to share their ideas with the rest of the class. Have a class vote to find out what most people think is the most important leadership quality.
- In pairs, students complete Exercise 2, matching the quotes to the leadership qualities in Exercise 1.

Answers:

Exercise 2

1 b 2 c 3 a 4 d

- Check the answers with the class.
- Direct students to the three comments in Exercise 3.
- In pairs, tell students to read Alex's statements and decide if he is a good leader. Tell them to discuss what Alex should have said differently.

Suggested answers:

- 1 Alex isn't asking for the opinions of the other team members. Because he is the leader, he thinks that his opinion is the only important one. This means that the team has to do exactly what Alex says. Alex should ask the other members for their opinion. Should they only sell chocolate cake or should they offer different types of cake?
- 2 Alex isn't communicating clearly because he is asking different members of the team to do the same job, and everyone is confused. He should know who he wants to make the cakes and he should be clear in his instructions. Also, he is asking everyone to advertise the event, but he hasn't clearly said whose job it is so it's possible no one will do it. He should decide exactly where they should advertise the event and divide up the work among the group or choose someone to work on this.
- 3 Alex isn't praising Rosa after she made the cakes. He is rude and offensive. He should thank her after all the effort she put in and he should say what's good about the cake and also what she could improve, so she feels good and stays motivated.

- When students have finished, invite them to share their ideas with the rest of the class. Have a class discussion about each of the three situations.
- If you want to extend this task, ask students to think about how they would go about organising a charity cake sale, what jobs would be involved and how to divide up the work among the team.
- In more confident classes, put students into pairs and ask them to think of more scenarios in which a leader isn't displaying good leadership qualities. Encourage them to draw a picture for each scenario and add speech or text to describe what is happening. When they have finished, students swap their scenarios with another pair's to describe what is happening in each scenario and what the leader should do.
- Direct students to Exercise 4 and explain the task. Allow them time to think about a good leader that they know before they discuss in pairs.
- When students have finished, ask them to share their ideas with the rest of the class.

**Student A**

Find your partner's words before he/she finds yours! Guess the squares: A1, C5, etc.

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

Student B

Find your partner's words before he/she finds yours! Guess the squares: A1, C5, etc.

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

Instructions and Answer key

5.1 Vocabulary – Sports

Materials: Student A's grid and Student B's grid for each pair of students

Language: Vocabulary for sports and sporting events

- Tell students that they are going to work in pairs to find eight words written on each other's grid. Explain that Student A guesses a square on Student B's grid, e.g. B3, A7. If there is a letter in that square, Student B says which letter it is and Student A writes it in that square on their own grid.
- Put students into pairs and hand out Student A's grid to one student and Student B's grid to the other. They take turns to guess squares so that they can find the words.
- The winner is the first student to find all eight words on their partner's grid.
- Elicit the words and definitions from the class.

Future chat

**Student A**

- 1 Imagine that you've got a problem which you hope other people can help you with. Tell your group about your problem. They will offer to help you.
- 2 Student B is going to tell you about his/her plans and arrangements for the weekend.
Listen and then ask for more details. Use *be going to* and the Present Continuous.
- 3 Student C is going to make a prediction about his/her life in the future.
Listen and then ask him/her to make more predictions. Use *will*.
- 4 Student D is a new student at your school and is going to ask you some questions about the school timetable. Answer their questions. Use the Present Simple.

Student B

- 1 Student A is going to tell you about a problem he/she has. Listen and then offer to help. Use *will*.
- 2 Imagine that you've got plans and arrangements for the weekend. Tell your group about your plans and arrangements and answer their questions.
- 3 Student C is going to make a prediction about his/her life in the future. Listen and then ask him/her to make more predictions. Use *will*.
- 4 Student D is a new student at your school and is going to ask you some questions about the school timetable. Answer their questions. Use the Present Simple.

Student C

- 1 Student A is going to tell you about a problem he/she has. Listen and then offer to help. Use *will*.
- 2 Student B is going to tell you about his/her plans and arrangements for the weekend.
Listen and then ask for more details. Use *be going to* and the Present Continuous.
- 3 Make a prediction about what your life will be like in 30 years' time.
Tell your group about your prediction and answer their questions.
- 4 Student D is a new student at your school and is going to ask you some questions about the school timetable. Answer their questions. Use the Present Simple.

Student D

- 1 Student A is going to tell you about a problem he/she has. Listen and then offer to help. Use *will*.
- 2 Student B is going to tell you about his/her plans and arrangements for the weekend.
Listen and then ask for more details. Use *be going to* and the Present Continuous.
- 3 Student C is going to make a prediction about his/her life in the future. Listen and then ask him/her to make more predictions. Use *will*.
- 4 Imagine that you are a new student at your school and that you aren't sure about the timetable.
Ask your group questions about the school timetable, e.g. what time school starts and finishes and what time different lessons start.

Instructions and Answer key

5.2 Grammar – Future chat

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

Language: Future forms – *will*, *be going to*, Present Simple, Present Continuous

- Tell students that they are going to talk about some imaginary situations in the future. Remind students about different future forms and when they are used (i.e. *will* for decisions made at the time of speaking and predictions with no evidence, Present Continuous for arrangements, *be going to* for plans and for predictions made with evidence and Present Simple for timetabled future events).
- Put students into groups of four and hand out a different card to each student in a group: A, B, C or D. Tell students to read the instructions on their card and to think about what they are going to say. Give a time limit of two minutes.
- Student A starts by telling Students B, C and D about his/her problem. They respond with offers of help and should all use *will*.
- The process is repeated with Students B, C and D, each time with the rest of the group responding appropriately.
- When they have finished, invite groups to carry out one of their four conversations in front of the class.

Running up that hill

1 Match the interview questions with the answers.



Teen sport!

This month's interview is with Ravi Singh, 15, a fell runner from Keswick in the north of England.

- 1 Ravi, can you tell us what fell running is? _____
- 2 Is fell running similar to running along roads in a town or city? _____
- 3 In fell running, do you need different types of skill than in road running? _____
- 4 How often do you practise? _____
- 5 Do you follow a training programme? _____
- 6 Do you have a coach? _____
- 7 Do you have a routine that you follow before and after you go fell running? _____
- 8 Do you do any other type of exercise? _____

Thank you, Ravi.

That all sounds very interesting!

- a Yes, I do. I go to the gym twice a week to work out. You need a lot of strength in your legs and body when you go fell running. I want to be as healthy and strong as I can so that I am a better fell runner.
- b I follow one when I am training for a race. This is so I am 100% prepared.
- c Fell running is when you run in the hills and mountains. You see, a fell is a very old English word for hill or mountain.
- d When I first started fell running, my dad used to coach me. Now, I am a member of a local fell running club, so they coach me.
- e You can't really compare fell running and running in a town or city. It's like comparing baseball and cricket. It's a different type of exercise.
- f I always warm up before I run. To do this, I run very slowly then I go faster and faster. At the end of a run, I cool down by running more slowly before I walk for a short distance. When I have finished, I stretch my leg muscles.
- g Yes, you do. One of the most important of these is balance. This is so you don't fall over because there are lots of rocks and other obstacles in the hills and mountains. You don't need this skill on roads because they are flat.
- h I go fell running five days a week and I run about 50 kilometres in total. On the other two days, I rest my body.

2 Imagine you do a different sport. Change the questions in Exercise 1 accordingly and discuss them with your partner.

Instructions and Answer key

5.3 Reading and Vocabulary – Running up that hill

Materials: One card for each pair of students

Language: Vocabulary for sports and hobbies

- Tell students that they are going to complete an interview with a sportsperson before they create and roleplay their own interview.
- Put students into pairs and hand out a worksheet to each pair. Allow them time to match the questions with the answers. When students have done the task, check answers with the class.
- Then, encourage students to act out the interview, swapping roles when they finish.
- In their pairs, students create a new interview with a sportsperson. It can be an imaginary or real sportsperson. Ask them to think what sport this person does and encourage them to use the questions in the previous task to help them. Explain that they may need to change some of the details in these questions, however. They can do research on the internet to find answers to some of the questions in the interview.
- When students have finished, ask them to perform their interview in front of the class.

Answers:

1 C 2 E 3 G 4 H 5 B 6 D 7 F 8 A

What if ...?



You're going to play: FOOTBALL	You're going to play: TABLE TENNIS	You're going to play: BADMINTON
You're going to play: BASKETBALL	You're going to do: YOGA	You're going to do: KARATE
You're going to do: GYMNASTICS	You're going to do: BOXING	You're going to go: CLIMBING
You're going to go: SWIMMING	You're going to go: SKIING	You're going to go: RUNNING



It's cold.	It's raining.	It's very hot.
It's dark.	There are only two people.	You are on your own.
There isn't a pool.	There isn't any snow.	There are a lot of people.
You haven't got a ball.	It's dangerous.	There's no basket.

Instructions and Answer key

5.4 Grammar – What if ...?

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

Language: First Conditional

- Remind students about how to form First Conditional questions and statements.
- Tell students they are going to work in groups to ask and answer questions about imaginary situations. Explain that you are going to give them a set of cards that contains different activities and different problems. Each student in the group is going to get three problem cards which they can look at and the activities cards are going to be placed face down in a pile. Student A picks up an activity card and says what activity he/she is going to do, e.g. *I'm going to go skiing*. Students B, C and D look at their problem cards and see if they can use any of them to ask a related question, e.g. *How will you go skiing if there isn't any snow?* Student A should then respond with a solution using the First Conditional, e.g. *If there isn't any snow, I'll find a manmade snow park*. Students B, C and D can continue to ask questions, but only if they have relevant problem cards. If Student A can answer all their questions, he/she keeps the activity card. If not, the card is removed. When nobody in the group has any more questions to ask or if Student A can't answer a question, the process is repeated by another student picking up an activity card.
- Put students into groups of four and hand out a set of cards to each group, giving each student three problem cards and putting the activity cards face down in a pile. They take turns until they have asked and answered about all of the activity cards. The winner is the student with the most cards at the end of the activity.
- When the groups have finished, find out who was the winner in each group and elicit some of the problems and solutions the groups discussed.

Complete the gaps

In pairs, decide which word-type is needed to complete each sentence. Then complete the sentences with a suitable word or short phrase.

Sentences	Verb	Noun (person)	Noun (sport / thing)	Noun (place / thing)
1 We're going to buy a new _____ soon.	☐	☐	☐	☐
2 My _____ told me that I should do more exercise.	☐	☐	☐	☐
3 I've never played _____ before, but I'd like to.	☐	☐	☐	☐
4 It's difficult to _____ when you are tired.	☐	☐	☐	☐
5 You need expensive equipment to _____.	☐	☐	☐	☐
6 I can't _____ very well.	☐	☐	☐	☐
7 When I want to be on my own, I go to _____.	☐	☐	☐	☐
8 The _____ doesn't think I'm good enough to play for the team.	☐	☐	☐	☐
9 My favourite possession is my _____.	☐	☐	☐	☐
10 If you _____, you'll feel better.	☐	☐	☐	☐
11 My friends and I like to meet at _____.	☐	☐	☐	☐
12 I always ask my _____ for advice.	☐	☐	☐	☐

Instructions and Answer key

5.5 Listening and Vocabulary – Complete the gaps

Materials: One worksheet for each pair of students
Language: Nouns and verbs

- Write these categories on the board: *verb, noun (person), noun (sport/thing), noun (place/thing)*. Elicit examples for each category.
- Tell students that they will receive a worksheet that contains a number of gapped sentences. Explain that they are going to work in pairs to identify the type of word that is needed to complete each sentence and then think of and write a suitable word or short phrase in the gap.
- Put students into pairs and hand out a worksheet to each pair. Explain that for sentence 5 there are two correct types of word.
- When the pairs have finished, join them together to make groups of four. The pairs take turns to say one of their words or phrases while the other pair guesses which sentence it completed.
- Invite groups to share some of their ideas with the class.

Answers:

1 noun (place/thing) 2 noun (person) 3 noun (action/sport) 4 verb 5 verb 6 verb 7 noun (place/thing)
8 noun (person) 9 noun (place/thing) 10 verb
11 noun (place/thing) 12 noun (person)

Tell me your plans

**Student A**

Ask Student B about his/her plans for tomorrow.

If they only tell you about one thing, ask:
and later?

Student B

Ask Student C about his/her plans for the weekend.

If they only tell you about one thing, ask:
and after that?

Student C

Ask Student A about his/her plans for this evening.

If they only tell you about one thing, ask:
and later?

Student A

Ask Student C about his/her plans for summer.

If they only tell you about one thing, ask:
and then?

Student B

Ask Student A about his/her plans for tomorrow morning before school.

If they only tell you about one thing, ask:
and then?

Student C

Ask Student B about his/her plans for this afternoon after school.

If they only tell you about one thing, ask:
and after that?

Student A

Tell Students B and C about some plans you have got for a different occasion. Use:

First (of all)
Then
Later

Student B

Tell Students A and C about some plans you have got for a different occasion. Use:

First (of all)
Later
After that

Student C

Tell Students A and B about some plans you have got for a different occasion. Use:

First (of all)
Then
After that

Instructions and Answer key

5.6 Speaking – Tell me your plans

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

Language: Talking about plans

- Discuss different ways of talking about plans for the future and how we use sequencers such as *First*, *Then*, *Next*, etc.
- Tell students that they are going to work in groups to ask and answer questions about plans.
- Put students into groups of three and hand out three cards to each student: A, B or C.
- Tell students to read the instructions on their three cards and make sure they understand what they have to do.
- When they are ready, Student A starts by choosing one of his/her cards and following the instructions on it. Then the process is repeated, with students taking turns until they have discussed all nine cards.
- When they have finished, invite students to share some of their plans with the class.

Would you mind ...?

- 1 Find ten words which are wrong in the email. Cross them out and write the correct words.



Hi here,

Just a quickly note to say thank you with inviting me to your party. I had a great time, although I think I ate too many cake! I really enjoyed meet your friends from your new school. They're cool!

Would you mind ask Jack to send me his blog address? He told me all about it and he wrote the address on a piece of paper, but I've lose it.

I've got some photos I took of your party. I'm going to put them on Instagram, but would you want me to email them to you? If you would, please leave me know and I'll send them tonight.

Thanks again.

All the better,

Sam

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

- 2 Complete Fiona's message to Sam with the words from the box. There are two extra words that you don't need.

any cheers if inviting love meeting
message never send soon too want



Hiya Sam,

Thanks for your ¹ _____. I'm glad you enjoyed the party. My friends liked you ² _____. They ³ _____ to meet you again.

I've asked Jack to ⁴ _____ you the blog address. I've ⁵ _____ read it because I'm not really into sports. I'd ⁶ _____ to see your photos. Please send them. I didn't take ⁷ _____.

I'm ⁸ _____ my friends again on Friday evening at Jen's Café at about seven o'clock. We often go there. ⁹ _____ you come, everyone will be very happy to see you.

Hope all is well.

See you ¹⁰ _____,

Fiona

Instructions and Answer key

5.7 Writing – Would you mind ...?

Materials: One worksheet for each student

Language: Writing notes and making requests

- Discuss with students about how to organise a message such as an email and what you might write about in your message.
- Tell students that they are going to receive a message in which there are ten errors, either a wrong word or a word in the wrong form. They should find these ten errors, cross them out and write the correct words. Then they are going to complete a reply to the message using words from a box. Point out that there may be more than one way to correct an error.
- Hand out a worksheet to each student. Ask students to complete Exercise 1, check their ideas with a partner and then complete Exercise 2.
- When students have finished, elicit the answers to both exercises.
- You can follow up the activity by putting students into pairs and telling them to write a second message from Sam to Fiona, thanking Fiona for her invitation and responding to her message.

Answers:

1 Possible answers:

Hi ~~here~~ there,

Just a ~~quickly~~ quick note to say thank you ~~with~~ for inviting me to your party. I had a great time, although I think I ate too ~~many~~ much cake! I really enjoyed ~~meet~~ meeting your friends from your new school. They are cool! Would you mind ask ~~asking~~ Jack to send me his blog address. He told me all about it and he wrote the address on a piece of paper but I've ~~lose~~ lost it. I've got some photos I took of your party. I'm going to put them on Instagram but would you ~~want~~ like me to email them to you? If you would, please ~~leave~~ let me know and I'll send them tonight.

Thanks again.

All the ~~better~~ best,

2

1 message 2 too 3 want 4 send 5 never 6 love

7 any 8 meeting 9 If 10 soon

Collect the words

Word cards



ANBMODITN	RNIWEN	MDTSAUI	SRCAPEIT
LASABKBETL	RRITANE	ISTFNSE	ICKK
IISNKG	ROENVETUL	TQNEEUMPI	YALP
GANYKAIK	LAEPRY	TAONTRUNEM	ATKE PU
GIRAONSDOBWN	REDEFDNE	REEECXSI	OMIERPV

Collecting cards



You need a sport: _____ a person: _____ an other noun: _____ a verb: _____	You need a sport: _____ a person: _____ an other noun: _____ a verb: _____	You need a sport: _____ a person: _____ an other noun: _____ a verb: _____	You need a sport: _____ a person: _____ an other noun: _____ a verb: _____
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Instructions and Answer key

5.8 Unit 5 Vocabulary – Collect the words

Materials: One set of cards for each group of four

Language: Vocabulary from Unit 5

- Check that students understand the meaning of the word *anagram*. Write *LMEDA* on the board. Tell students it is a noun connected with sports and competitions. Elicit *medal*.
- Tell students that they will work in groups to work out anagrams. Explain that each student will receive a *You need* card with the categories of the four words they need to find and that the group will receive a set of anagram cards face down in a pile. They turn over the anagram cards one by one and the first student to guess the anagram wins that card and writes the word in the corresponding category on their *You need* card, e.g. *medal* fits into the 'Other noun' category. Explain that there are five anagrams for each category, to give everyone in the group a chance. To make it more difficult for students to complete their categories, even if a student has already got a word for that category on their *You need* card, they can still guess the anagram and win the card.
- Put students into groups of four, hand out a *You need* card to each student in the group and place the anagram cards face down in a pile. The winner is the first student to guess an anagram for each of the four categories on their *You need* card. The rest of the students should continue, to find out who comes second, third and fourth in the game.
- When the groups are finished, elicit the answers and the meanings of each of the words.

Answers:

sport: badminton, basketball, skiing, kayaking, snowboarding

person: winner, trainer, volunteer, player, defender

other noun: stadium, fitness, equipment, tournament, exercise

verb: practise, kick, play, take up, improve

The party

**Situation 1 Student A**

You are planning a party.
Ask students in your group if they can help in any way.

Situation 1 Student B

Listen to Student A and offer to help with the music.

Situation 1 Student C

Listen to Student A and offer to help with the food.

Situation 1 Student D

Listen to Student A and offer to help with organising the party.

Situation 2 Student A

It is now one week later.
Ask the other students in your group about their plans to help you, to see if they've had any ideas.

Situation 2 Student B

It is now one week later.
Tell Student A your plans for the music – what kind of music you're going to play, what equipment you're going to bring, etc.

Situation 2 Student C

It's now one week later.
Tell Student A your plans for the food – what kind of food, what you're going to buy or make, etc.

Situation 2 Student D

It's now one week later.
Tell Student A your plans for the organisation of the party – about decorations, games and any other things you're going to organise.

Situation 3 Student A

Join a different group.
Tell students in your new group about your party and the arrangements you've made with Students B, C and D.

Situation 3 Student B

Join a different group.
Tell students in your new group about Student A's party and the arrangements you and Students C and D have made with Student A.

Situation 3 Student C

Join a different group.
Tell students in your new group about Student A's party and the arrangements you and Students B and D have made with Student A.

Situation 3 Student D

Join a different group.
Tell students in your new group about Student A's party and the arrangements you and Students B and C have made with Student A.

Situation 4 Student A

Disaster!
Listen to Students B, C and D.
Ask what will happen if they don't come.
Will there be any music? Will there be any food?
Who will organise everything?

Situation 4 Student B

It is the night before the party and you don't feel well.
Tell Student A you might not be able to come to the party.
Respond to Student A's questions by telling him/her what will happen to the music if you aren't there.

Situation 4 Student C

It is the night before the party and your cousins are coming to stay with you tomorrow.
Tell Student A you might not be able to come to the party.
Respond to Student A's questions by telling him/her what will happen to the food if you aren't there.

Situation 4 Student D

It is the night before the party and your parents want you to look after your younger brother while they go out.
Tell Student A you might not be able to come to the party.
Respond to Student A's questions by telling him/her what will happen to the things you were organising if you aren't there.

Instructions and Answer key

5.9 Unit 5 Grammar – The party

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

Language: Future forms and First Conditional

- Remind students about the different structures we can use to talk about the future and when we use each of the structures (i.e. *will* for decisions made at the time of speaking and predictions with no evidence, Present Continuous for arrangements, *be going to* for plans and for predictions made with evidence and Present Simple for timetabled future events).
- Tell students that they are going to work in groups to role play different future situations.
- Put students into groups of four and tell them to decide who is going to be Student A, Student B, Student C and Student D. Explain that for the first part of the activity Student A is going to ask for help and Students B, C and D are going to offer to help with different things. Elicit which structure students should use in this situation (*will*) and why they should use this structure (*they are making a decision at the moment of speaking*).
- Hand out the cards for the first situation to each group and give them a time limit to practise their role play. Then invite one group to act out their conversation in front of the class.
- Tell students that the next part of the activity takes place one week later, when Students B, C and D have had time to make plans about how they are going to help Student A. Elicit which structure students should use in this situation (*be going to*) and hand out the cards for the second situation to each group, making sure that students receive the correct role card (i.e. Student A receives the Student A card, etc.).
- Again, give the groups a time limit to practise their role play. Then invite a different group to act out this part of the conversation in front of the class.
- Put students into different groups consisting of all As, all Bs, all Cs or all Ds. Explain that they are going to tell one another about the arrangements that they have made with their original groups. Elicit which structure students should use to talk about arrangements (*the Present Continuous*). Hand out the cards for the third situation and give the groups a time limit to practise their role play. Then invite groups to discuss some of their arrangements with the class.
- Tell students to return to their original groups. Explain that it is now the night before the party and Students B, C and D have got problems and might not be able to go to the party after all. Student A is worried and wants to know what will happen if Students B, C and D can't make it to the party. Elicit which structure students should use for this part of the activity (*the First Conditional*).
- Hand out the cards for the fourth situation and give the groups a time limit to practise their role play. When they have finished, invite groups to tell the class what they discussed.

Project worksheet: a video podcast

Step 1

1 Label the sports with the words below.

cross-country skiing polo American football bossaball capoeira surfing

1



2



3



4



5



6



2 In groups, choose the traditional sport for your video podcast. You can choose from the sports in Exercise 1 or another sport that interests you. Use the phrases below.



Would you rather choose capoeira or cross-country skiing? Or something else?



I'd rather choose capoeira because I think this sport looks interesting.



I'd prefer to choose bossaball because it looks fun.

Project worksheet: a video podcast

Step 2

3 Read the short descriptions (1–5) and match them with the topics (A–E) that they refer to.

- 1 In cross-country skiing you use skis attached to the boots to move around, or up and down the hill. You also need ski poles and boots. _____
- 2 When performing capoeira, the competitors look like they are fighting, but normally don't touch each other. As any martial arts the fight can be chaotic and unpredictable. _____
- 3 Polo is a sporting team game with horses that originated in ancient Iran. It was considered an aristocratic game. _____
- 4 In American football the goal is to score more points than your opponents. To do this players must move the ball down the pitch before getting the ball into the 'end zone' for a touchdown. _____
- 5 Surfing has been a cultural activity in Hawaii since ancient times. Surf culture includes the people, language, fashion and lifestyle surrounding the sport. _____

A cultural importance

B origins

C possible dangers

D rules

E equipment

Step 3

4 Create your video podcast. Use the checklist below to check it.

- ☐ Does your video podcast include photos, music and videos?
- ☐ Did you research and answer all of the questions?
- ☐ Are there different topics in the podcast?

Tip

Speak slowly and clearly to the camera while you are recording the video podcast.

Step 4

5 Share your video podcast with class. Ask and answer questions.



Have you ever watched this sport?

No, I haven't, but I would like to.



Do people in other countries practise this sport?

Yes, people play polo in the UK and the USA.



Is polo played only by men?

No, there are also a lot of women doing this sport!



Instructions and Answer key

5.10 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 video, 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 with a digital presentation. Students work in groups and do exercises 1, 2, 3 and 4. They create their scripts. In the semi-digital option, they could use a presentation tool (e.g. Microsoft PowerPoint) to display text and photos to accompany their presentation and play music and show videos.

For a non-digital option you will need:

Print out texts and photos, etc. about the sports in Exercise 1 (cross-country skiing, polo, American football, bossaball, capoeira, surfing). If you work in class, you can decide to put these materials on different desks for each sport, with names of the sports on big pieces of paper, and ask students to go to the desks of their choice.

Step 1 Class work

Warm up:

- Ask students what sports they like to watch and to play. Write them on the board. Ask students to work in pairs to choose one of the sports on the board and brainstorm all that they know about it. Set a time limit of one minute then invite students to share their ideas with the rest of the class.
- Elicit or explain what a video podcast is and ask students if they watch these. If so, do they have any favourites and what are they about?
- If necessary, show students an example of a video podcast and ask what elements they can contain (videos, music, photos, etc.).

Task:

- Give each student a worksheet. Put students into groups of four and explain that each group is going to create a video podcast about a traditional sport.
- Students do Exercise 1. Allow them to use their mobile phones to quickly look up information to help them with the answers if necessary.

Answers:

Exercise 1

1 polo 2 bossaball 3 cross-country skiing 4 American football 5 surfing 6 capoeira

- Students work in their groups and do Exercise 2 to choose a sport for their video podcast. They can choose one of the six sports in Exercise 1, or any other 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 how to divide up the work and who will do each part of the video podcast.

- Tell students they should always give the source of any materials they use, e.g. the website address of any videos or the name of the photographer if they use photos. Tell them that there are websites available which publish photos, video and music which are free to download and use.

Step 2 Individual work

- Direct students to the five sentences in Exercise 3. Explain that these are model descriptions of different aspects of the sports. Students match the descriptions (1–5) to the topics that they refer to (A–E).

Answers:

Exercise 3

1 e 2 c 3 b 4 d 5 a

- Students individually research their chosen question(s) from Student's Book p. 73.
- Students write their parts of the script and look for photos, videos and music to use.

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.
- They should record the script, then use a video editing tool to combine it with any photos, music and videos that they have found to create their video podcast. Tutorials are available online to help them do this if necessary.
- Students use the checklist in Exercise 4 to review their video podcast 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

- Each group shares their podcast (or podcast link) with the teacher before class. Tell students they can put their podcasts on YouTube and not make them public (then send a link), or send them using an online file sharing service as large files are difficult to send via email. Alternatively, they could upload them to a class website if you have one.
- Each group presents their podcast to the rest of the class (or gives an oral presentation in the non-digital / semi-digital option).
- While students are watching each podcast / listening to each presentation, they should make a note of any questions they want to ask or they can use the example questions in Exercise 5. They then ask their questions, discuss each podcast, and give comments. They should first say what they liked about each podcast 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 shared their video podcasts/given their presentations, students discuss as a class which sport they would like to try and why.

Word cards



sightseeing	facilities	cruise	guests
check in	view	guidebook	map
passport	rucksack	single room	suitcase
sun cream	tent	torch	swimsuit

Definition cards



looking at famous or interesting places	things which a hotel offers, e.g. TV, swimming pool, gym	a holiday on a ship	the people staying in a hotel
arrive and register at a hotel or airport	everything you can see from where you are standing	it has information about places, restaurants, hotels and other things	you can look at this and see where to go
you need to show this when you travel to a different country	kind of luggage which you carry on your back	a hotel room or bedroom for one person to use	kind of luggage which you don't carry on your back
you put this on your skin to stop it burning	you can sleep in this when you go camping	you use this to see in the dark	you wear this to go swimming

Instructions and Answer key

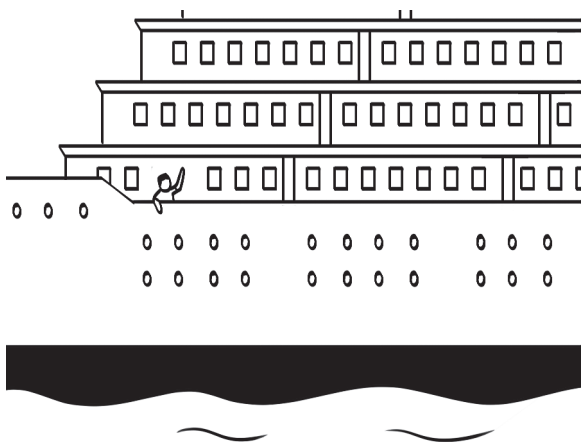
6.1 Vocabulary – Words and definitions

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

Language: Vocabulary for holidays

- Tell students that they are going to work in groups to match words with definitions.
- Put students into groups of four and hand out to each group a set of cards with words on and a set of cards with definitions on. The cards are placed face down spread out on the table in two separate groups. Each card should be visible – they shouldn't be in a pile or overlapping.
- One student starts by picking up a word card. He/She reads out the word and then picks up a definition card and reads it out. If the definition matches the word, the student wins both cards as a matching pair. If not, he/she turns them back face down in the same place that they were in before.
- Students in the group take turns to pick up one of each type of card. By remembering where different cards are, they should be able to find matching pairs more easily as the game progresses.
- The winner is the student with the most pairs of cards at the end of the activity.
- When the activity is finished, tell students to turn the definition cards face down. Invite students to say one of the words that they won during the game and elicit the definition for it from a different student.

Holiday advice



Talk about cruising holidays.
Use these ideas.

have to / must / mustn't / should / shouldn't /
ought to / don't have to
cook your own food / learn to swim /
take your camera / take smart clothes /
take a guidebook / make a reservation in advance /
find out where the ship is going to stop /
take lots of money / take a passport



Talk about backpacking holidays.
Use these ideas.

have to / must / mustn't / should / shouldn't /
ought to / don't have to
cook your own food / pack too much /
take your camera / take smart clothes /
take a guidebook / make a reservation in advance /
buy a suitcase / take a map / take lots of money



Talk about sightseeing holidays.
Use these ideas.

have to / must / mustn't / should / shouldn't /
ought to / don't have to
cook your own food / buy good boots /
take your camera / take smart clothes /
take a guidebook / buy a backpack /
check places online / take lots of money /
learn about the history of the place you are going to



Talk about activity camp holidays.
Use these ideas.

have to / must / mustn't / should / shouldn't /
ought to / don't have to
cook your own food / pack too much /
take your camera / take smart clothes /
take a guidebook / buy a tent /
phone your parents every day / take a map /
take lots of money

Instructions and Answer key

6.2 Grammar – Holiday advice

Materials: Two cards for each pair of students

Language: Modals of obligation, prohibition, advice and lack of obligation

- Write on the board: *School trip – a day out to a local museum 9 a.m.–4 p.m.* Ask: *Do students have to make a reservation?* (No) *Do students have to take a passport?* (No) *Should students take some lunch?* (Yes) *Should students take a notebook and pen?* (Yes)
- Tell students that they are going to work in pairs and will receive two cards about holidays which include some modals and some phrases. They are going to decide which things people on this holiday *have to do*, *mustn't do*, *don't have to do*, *should do* or *shouldn't do*.
- Put students into pairs and hand out two cards to each pair. The pairs work together to think of sentences they can make about their pictures, following the instructions on the cards.
- When they are ready, join together two pairs who have discussed different holiday cards. Pairs take turns to describe a holiday while the other pair guesses what kind of holiday is being described.
- At the end of the activity, invite students to share some of their ideas with the class.

Draw it!



pedestrian

route

return ticket

single ticket

traffic jam

travel card

map

on foot

gondola

water bus

Instructions and Answer key

6.3 Reading and Vocabulary – Draw it!

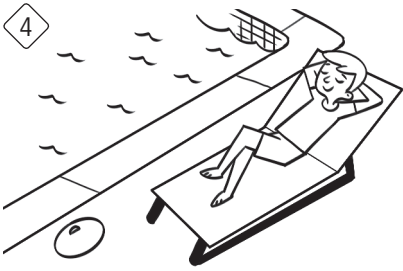
Materials: One worksheet for each small group of students, scissors, pens / pencils, paper

Language: Vocabulary for traffic and transport

- Put students into groups and give each group a worksheet. Make sure each group also has several pieces of paper, pens or pencils and something they can use as a timer, such as a mobile phone.
- Go through the words on the worksheet to check understanding. Then ask students to cut the words out and place them face down on the table.
- Explain that students are going to choose a word then they have 30 seconds to draw it on the piece of paper for their partners to guess. Tell students that they can't speak while they are drawing or use any words in their pictures. The student who guesses the word correctly earns one point.
- When the game is finished, the student with the most points in each group is the winner.
- You may wish to expand the game by using words in Units 1–5 of the Student's Book.

He must be ...



1  _____	2  _____	3  _____
4  _____	5  _____	6  _____
7  _____	8  _____	9  _____



She may be lost.	They must be scared.	They must be upset.
He must feel relaxed.	She could be waiting for someone.	He can't be warm.
It might feel strange.	They must love historic places.	There must be lots of interesting things to buy.

Instructions and Answer key

6.4 Grammar – He must be ...

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

Language: Modals of speculation

- Remind students about how we can speculate about the present, e.g. *He must be clever. They may be lost. It can't be Dave's bag.*
- Tell students that they are going to work in groups to speculate about different pictures, stating ideas about what is happening and about how people are feeling.
- Put students into groups of three, hand out three sentence cards to each student and put a set of picture cards face down in a pile. Tell students to read their sentence cards.
- The groups turn over the first picture card and see if it matches any of their sentence cards. Whoever has the matching sentence card reads it out to the group and writes the sentence below the picture.
- When the groups have matched all the pictures and sentences, they work together to write another speculative sentence about each picture.
- Invite groups to share some of their sentences with the group.

Answers:

1 She may be lost. 2 They must be scared. 3 They must be upset. 4 He must feel relaxed. 5 She could be waiting for someone. 6 He can't be warm. 7 It might feel strange. 8 They must love historic places. 9 There must be lots of interesting things to buy.

Complete the gaps



Text A

Complete the text with one word in each gap. The first letter is there to help you.

Stratford-on-Avon

I'm studying English at a language school in London. I'm here for four weeks. We have lessons five days a week and at the weekend we go on day ¹t_____.

Today we're on an ²e_____ to Stratford-on-Avon, where Shakespeare was born. We're going ³b_____ bus. I've got a ⁴g_____ and I've read all about the places we are going to visit. I love ⁵s_____ and I'm going to take lots of photos. When I get back to London, I'm going to post them on my ⁶t_____ blog. It's called Ela-in-England.

The ⁷j_____ to Stratford-on-Avon will take about three hours because the roads are very busy today. I don't know why. There ⁸c_____ be a special event happening somewhere. That's the problem with travelling by ⁹r_____, but nobody wanted to go by train because it was too expensive. The other students on this bus ¹⁰m_____ be tired because they're all sleeping!

Answers for B

- 1 voyages 2 travelling 3 by 4 must 5 beach 6 journey 7 sightseeing 8 excursions
9 guidebook 10 could

Text B

Complete the text with one word in each gap. The first letter is there to help you.

Boring holidays

I love reading blogs about people who travel to interesting places. I also like reading about historic ¹v_____ around the world. My favourite blog at the moment is about two men who are ²t_____ from England to Australia ³b_____ motorbike. They ⁴m_____ be crazy! At the moment they are in Turkey.

My holidays aren't as adventurous as that. My parents love ⁵b_____ holidays in warm countries. We usually fly to Spain or Greece, so the ⁶j_____ doesn't take long – only two or three hours. My parents aren't interested in ⁷s_____ – they haven't even got a camera. They just lie in the sun all day. I sometimes get bored, but the hotels usually offer ⁸e_____ to places of interest. I don't take a ⁹g_____, but I usually read about the places on the internet. This year my parents want to go to Morocco. They will lie on the beach, as usual, but I think it ¹⁰c_____ be an interesting place to visit. It's so different from anywhere I've been before.

Answers for A

- 1 trips 2 excursion 3 by 4 guidebook 5 sightseeing 6 travel 7 journey 8 could
9 road 10 must

Instructions and Answer key

6.5 Listening and Vocabulary – Complete the gaps

Materials: Text A or Text B for each pair of students
Language: Vocabulary for holidays and travel

- Tell students that they are going to work in pairs to guess the missing words in a blog post.
- Put students into pairs and hand out Text A or Text B to each pair.
- Tell them to read the text and to try to guess the missing words. If they have difficulty guessing any of the words, they should leave them blank.
- When the pairs have finished, join them together with a pair who worked on a different text: Pair A with Pair B. Pair A says the missing words they have guessed for their text and Pair B corrects them, if necessary. Then Pair B says the missing words they have guessed for their text and Pair A corrects them, if necessary.
- When they have finished, the pairs turn over their texts and take turns to give a summary of what they have read.
- The groups then discuss the texts in relation to their own experiences, excursions they have been on, travel blogs they have read, holidays they have taken with their parents, etc.
- Invite groups to share some of their ideas with the class.

Sorry, what did you say?

**Student A**

You are telling people about a flight you are going to take.

Tell them:

- what time you need to get to the airport
- how long you will have to wait at the airport
- where you are flying to and how long the journey will take
- your new mobile phone number in case they want to contact you.

Listen to the other students.

You have problems understanding anything about money and prices. If anyone says anything about money or prices, ask for clarification.

Student B

You are telling people about an excursion you are going to take.

Tell them:

- where the excursion is to
- what time the bus leaves
- how much the ticket costs
- the phone number you can use to reserve tickets.

Listen to the other students.

You have problems understanding anything about places. If anyone says anything about places, ask for clarification.

Student C

You are telling people about a journey you have been on.

Tell them:

- in which year the journey happened
- where you went
- the form of transport you used
- how long the journey lasted and how you felt.

Listen to the other students.

You have problems understanding phone numbers and email addresses. If anyone gives any phone numbers or email addresses, ask for clarification.

Student D

You are telling people about an adventure camp you are going to go on.

Tell them:

- where the camp is going to be
- what the start and finish dates are
- the phone number and email address of the camp organisers
- how much the camp costs and how long it lasts.

Listen to the other students.

You have problems understanding anything about times, hours and minutes. If anyone says anything about times, hours or minutes, ask for clarification.

Instructions and Answer key

6.6 Speaking – Sorry, what did you say?

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

Language: Clarifying and asking for clarification

- Remind students about how to ask for clarification and about clarifying information. Refer students to the Speaking box on p. 80 of the Student's Book, if necessary.
- Tell students that they are going to use their imaginations to talk about a situation written on a card.
- Put students into groups of four and hand out a card to each student in the group. Tell them to read their card and to work on their own to think about what they are going to say.
- When they are ready, Student A starts by telling their group about their situation. The other students listen to what Student A says and ask for clarification according to the instructions on their cards. Then the process is repeated with Students B, C and D.
- When they have finished, invite groups to act out one of their role plays in front of the class.

Travel plans

1 Complete the email with the missing words.

could while book check let better note passport should plans



Hey Reece,

Here's a quick ¹_____ to tell you about the travel ²_____ for our holiday.

We're meeting at the airport on Saturday at one o'clock. We'll have lots of time to ³_____ in and have some lunch before the flight at 2.30 pm. You've got the plane tickets, so don't forget to bring them! And don't forget your ⁴_____.

We arrive in Madrid at four o'clock. It might be ⁵_____ to stop overnight there. ⁶_____ we are there, we can visit the Retiro park. And maybe we can go to the Prado art gallery before we have dinner. We ⁷_____ then take the 10 o'clock train to Sevilla on Sunday and then catch a bus to Tarifa. The campsite isn't far from the bus station. We ⁸_____ decide before we leave so I can ⁹_____ a hotel in Madrid. ¹⁰_____ me know what you think.

Bye for now,
Yusuf

2 Choose the correct words to complete Reece's response.



Hi Yusuf,

Thanks for your email!

I don't think we should meet at one o'clock on Saturday. We'll need more time if we want to have lunch ¹¹**as soon as / before** we fly. Let's meet at midday. And I'll bring the tickets... and my passport!

That's a good idea about staying in Madrid ¹²**until / when** we catch our train on Sunday. In fact, I'd like to visit the Rastro market ¹³**while / until** we are there. I've heard that it's really interesting.

¹⁴**While / When** we arrive in Tarifa, I think we should go immediately to the campsite. And, ¹⁵**as soon as / before** we get there, we should put up the tent ¹⁶**before / until** it gets dark!

See you on Saturday,
Reece

Instructions and Answer key

6.7 Writing – Travel plans

Materials: One worksheet for each student

Language: An email about travel arrangements

- Hand out a worksheet to individual students and ask them to read the first email quickly. Elicit where Yusuf and Reece are going on holiday (Tarifa).
- Explain that students must complete the first email with the words in the box. Set a time limit for this then check answers with the class. In less confident classes, allow students to work in pairs.
- Then, direct them to the second email and ask them to read it quickly. Elicit at what time Reece wants to meet Yusuf at the airport (midday).
- Explain that students must choose the correct future time clauses to complete this email. Again, allow less confident students to work in pairs before you check answers with the class.

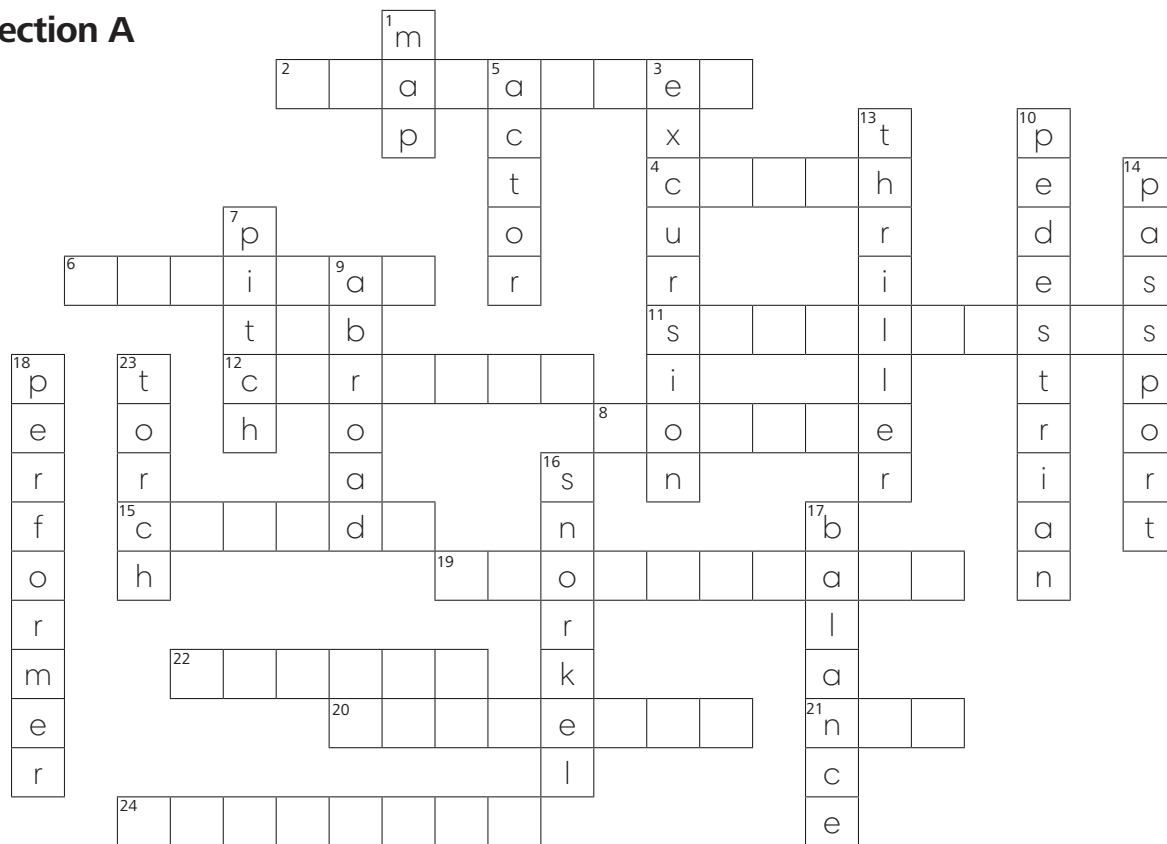
Answers:

1 note 2 plans 3 check 4 passport 5 better
6 While 7 could 8 should 9 book 10 Let 11 before
12 until 13 while 14 When 15 as soon as 16 before

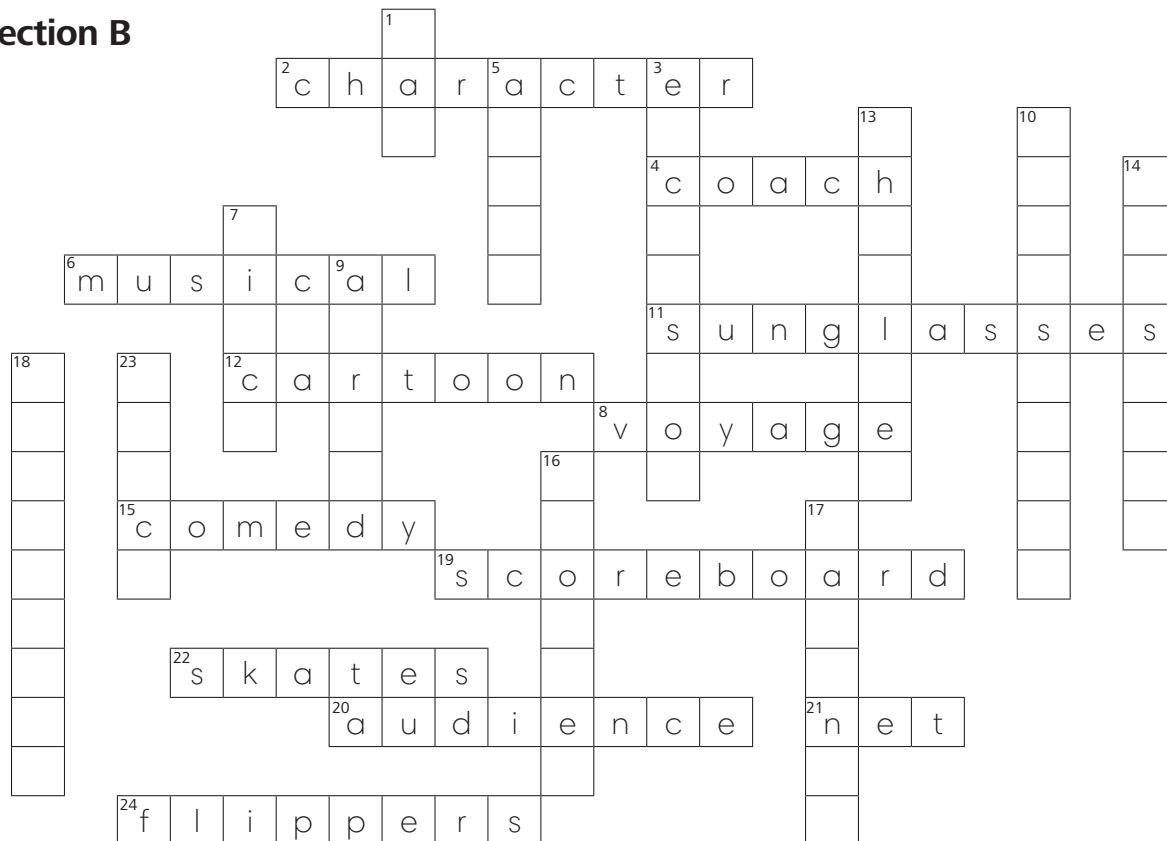
Half a crossword



Section A



Section B



Instructions and Answer key

6.8 Units 4–6 Vocabulary – Half a crossword

Materials: Section A and Section B for each pair of students

Language: Vocabulary from Units 4–6

- Write *tent* on the board. Tell students to define the word or to give other clues to identify it, e.g. *It's something you can sleep in when you go camping; If you haven't got much money on holiday, you can sleep in this.*
- Tell students that they are going to receive a partially completed crossword and they shouldn't show it to their partner. For each word that is shown in their crossword, they should think about how they can define it or give clues about it. Remind students of the words *across* and *down*. Explain that the pairs will take turns to help their partner complete their crossword by defining or giving clues about each of the words on their own partially completed crossword.
- Put students into pairs and hand out Section A to one student and Section B to the other. If you think students need help to develop their definitions or clues, you could pair up students with Section A together and students with Section B together.
- When students have developed their definitions or clues, they should work with their original partner. The student with Section A starts by defining the word for 1 down; the student with Section B guesses and writes the word in their crossword. Then the student with Section B defines the word for 2 across and the student with Section A guesses and writes the word in their crossword. The pairs continue to take turns to define words until they have both completed their crosswords. During the process, they should not use L1 nor tell each other the correct words. When the pairs have finished, they should check their answers by looking at each other's crosswords.
- Invite students to give their definitions of the words and have a class discussion about which definitions are the best.

Talk about it

24 Talk for thirty seconds about things teenagers should and shouldn't do.	25 Make two sentences using the phrases <i>worse</i> and <i>more difficult</i>.	26 Make five predictions about a big sporting competition in the future	27 Make two sentences using the phrases <i>not strong enough</i> and <i>not much</i>.	28 Make two sentences about what might happen in your next English lesson.	FINISH
23 Talk for thirty seconds about what you will do this weekend if it is sunny.	22 Talk for thirty seconds about things you don't have to do at the weekend.	21 Talk for thirty seconds about something that might happen before the end of today.	20 Talk for thirty seconds about how you think people will travel in the year 2050.	19 Talk for thirty seconds about the things in your bedroom using <i>a few</i>, <i>a lot of</i>, <i>some</i> and <i>any</i>.	
12 Talk for thirty seconds about some good advice someone has given you.	13 Make five predictions about the future.	14 Make two sentences using the phrases <i>the best</i> and <i>the most amazing</i>.	15 Think of a sport and think of five things you must or mustn't do when playing it.	16 Make two sentences about your classroom using the phrases <i>a few</i> and <i>too many</i>.	17 Talk for thirty seconds about a town which is more interesting than yours.
11 Talk for thirty seconds about things you mustn't do during lessons.	10 Talk for thirty seconds about something you have to do at home every day.	9 Talk for thirty seconds about something you think must be true about someone famous.	8 Talk for thirty seconds about where you think you will be in twenty years' time.	7 Talk for thirty seconds about what you will do this evening if you aren't too tired.	6 Talk for thirty seconds about something you have got a lot of.
START	1 Talk for thirty seconds about someone who is younger than you.	2 Talk for thirty seconds about the most exciting city you have visited.	3 Talk for thirty seconds about something that is too difficult for you to do.	4 Talk for thirty seconds about things you can and can't do at home.	5 Talk for thirty seconds about something which is as important to you as your phone.

Instructions and Answer key

6.9 Units 4–6 Grammar – Talk about it

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

Language: Ways of making comparisons, speculating about the present, quantifiers, future predictions, First Conditional, modals of obligation and prohibition

- Tell students that they are going to work in groups to play a board game where they throw a die, move that number of squares and follow the instructions written on squares.
- Decide with the class about the finishing rules. Do they need to throw the exact number to land on the final square or can they finish by throwing any number larger than the number of squares left to go?
- When the groups have finished, invite students to report to the class about something they said during one of their turns.

Eco-friendly travel

- 1** Think of a town or city you know. Make a list of the different ways of getting around it. Order them from the most to the least eco-friendly. Discuss in pairs.



I think cars could be the least eco-friendly because they use petrol and there are lots of them on the roads of the city.



Walking must be the most eco-friendly form of transport. Lots of people walk and it doesn't produce any greenhouse gas.

- 2** Read what some countries have done to make their towns and cities more eco-friendly. Which idea do you like the most? Discuss in pairs.



In Bogota, Colombia, cars aren't allowed on many of the city's roads on Sundays. Instead, around 1.5 million walkers and cyclists can use these car-free roads. There are often DJs and bands playing music on the pavements and people selling food and drinks!



Copenhagen, Denmark, is the most cycle-friendly city in the world. About half of all the people who live there travel to work or school by bike every day! To help them, there are cycle superhighways. These are like motorways around the city just for bicycles.



In London, United Kingdom, some places have a kinetic pavement. Every time a person walks on these, they create electricity that can be used in homes and offices around the city.



In Helsinki, Finland, people get free entry to saunas if they walk, cycle or use public transport instead of using their car to get around the city.



In Stockholm, Sweden, since 2017, all buses and underground transport use electricity instead of petrol or diesel. Electricity doesn't cause pollution and around 800,000 people use these forms of transport every day.

- 3** Discuss in pairs the benefits of having eco-friendly transport in a town or city.



There is less pollution so people can breathe more easily. Because of this, they are healthier.



Walking and cycling are good forms of exercise.

- 4** Work in pairs or small groups to create an eco-friendly transportation plan for a town or city that they know.



We could ban cars at the weekend.



Good idea! We could also create a competition. The person who walks the most every week wins money.

- 5** Present your plan to the rest of the class.

Instructions and Answer key

6.10 Set for life – Eco-friendly travel

Materials: One worksheet for each student

Language: Eco-friendly choices, transport



Social responsibility: Environmental competence

The activities on this worksheet are aimed at helping students to understand the impact of everyday travel on the well-being of the planet. The activities will encourage students to think sustainably and offer solutions to environmental issues.

- Give each student a worksheet. Ask them if they can remember any of the eco-friendly travel choices from the lesson. Encourage them to say if they have ever considered the environment when they have travelled.
- Set a time limit for students to do Exercise 1. Students make and order their list individually before they compare and discuss in pairs. Invite students to share their ideas and then have a class vote to find out the most and least eco-friendly method of travelling in the town or city that they know.
- Before students do Exercise 2, pre-teach the following: *pavement, cycle-friendly, kinetic, sauna, renewable*.
- Allow students time to read the texts before they discuss with a partner if there is anything similar in a town or city that the students know. Alternatively, you could ask students if there is anything similar in their own country.
- When students have finished, ask them which of the schemes is their favourite and why.
- Direct students to Exercise 3. Allow them a few moments to think about the benefits individually before they discuss with a partner. When they have finished, invite some students to share their ideas with the rest of the class.
- Explain Exercise 4 to the class. In pairs or small groups, students create an eco-friendly transport plan for a town or city they know. Give them time to do some online research if the students have a smartphone or if you have the technology in the class. Alternatively, they can do this for homework. If it is the latter, make sure students discuss before who is going to research what element of the plan.
- When students are ready, ask them to present their plan to the class. Encourage students to think of questions they would like to ask or any comments they would like to make while they are listening to each presentation. They can ask their questions once the presentation has finished. Then, have a class vote on the best eco-friendly transport plan.
- To finish, you may want to have a class debate. Divide the class into two groups and explain that each group has money to invest in environmentally-friendly transport in a town or city. Tell Group A that they want to invest the money in new cycle lanes and Group B that they want to invest in electric public transport. Explain that you will decide where the money is spent after you have listened to each group. Allow students time to think of their arguments before you have the debate. Encourage students to think of their own possible advantages as well as any possible disadvantages of the other group's suggestion.

Complete and answer

Complete your questions with words from the box. Then ask the other members of the group your questions.

together argument up deal common on great half hang humour away share get
spend step



1 How can people _____ with their problems?	2 Where's the best place in your town to _____ out with friends?	3 Do you sometimes like to _____ time on your own, or do you always prefer to be with other people?
4 Is there someone who you don't see much but really enjoy seeing when you do get _____?	5 When was the last time you had an _____ with someone in your family?	6 In what kind of situations do you really _____ to know someone?
7 Do you think it's important to _____ an interest in the same things as your best friends?	8 What do you think would shock your _____-grandparents most about life today?	9 Have you got the same sense of _____ as your friends? Give some examples of things you find funny.
10 Do you think it is easy or difficult for a teenager to get on well with a new _____-parent?	11 Why do brothers and sisters sometimes get _____ well with each other?	12 When you have grown _____, who do you still want to be friends with from your life now?
13 What do you have in _____ with different people in your family?	14 Imagine you have to move _____ to another town. Who or what will you miss?	15 Do you think having a _____-brother/sister with the same mother as you would be different to having one with the same father? Why?

Instructions and Answer key

7.1 Vocabulary – Complete and answer

Materials: One set of cards and one word box for each group of three students

Language: Phrasal verbs and other phrases related to talking about relationships

- Tell students that they are going to get some questions which they have to complete with one word. Write on the board: *Do you get _____ well with my sister?* and elicit the missing word: *on*.
- Put students into groups of three. Hand out a word box and a set of cards to each group. Each student in the group takes five of the cards. They work on their own to complete the questions, using words from the box.
- Elicit the answers, making sure that students correct their questions if necessary.
- Starting with card 1, students take turns to ask their questions to the other two students in their group. Encourage them to ask any follow-up questions they can think of.
- Invite students to report back to the class about the answers to one of their questions.

Answers:

1 deal 2 hang 3 spend 4 together 5 argument
6 get 7 share 8 great 9 humour 10 step 11 on
12 up 13 common 14 away 15 half

Tell your group why



If you were an animal, what kind of animal would you be?
Tell your group why.

If you could go anywhere in the world for a holiday, where would you go?
Tell your group why.

If you weren't at school today, where would you be and what would you be doing?
Tell your group why.

If your parents decided to move to a different city in your country, where would you want to move to?
Tell your group why.

If you won a car in a competition, what kind of car would you want to have?
Tell your group why.

If you could go to see any singer or band in concert, which one would you want to see?
Tell your group why.

If you had three wishes, what would you wish for?
Tell your group why.

If you could change one thing about your bedroom, what would you change?
Tell your group why.

If you could change one thing about your personality, what would you change?
Tell your group why.

If you wanted to go on holiday with your friends, but didn't have much money, what would you do?
Tell your group why.

If your boyfriend/girlfriend was a vegetarian, where would you take him/her for a meal?
Tell your group why.

If you accidentally broke a window with a ball at school, what would you do?
Tell your group why.

What would you do if you saw someone stealing from a shop?
Tell your group why.

If you didn't like your best friend's boyfriend/girlfriend, would you tell him/her?
Tell your group why.

If you had the chance to learn a new language, which language would you choose?
Tell your group why.

If you heard that an old, empty house was haunted, would you stay in it overnight?
Tell your group why.

If you could have any job you wanted, what job would you choose?
Tell your group why.

If your best friend and your boyfriend/girlfriend both invited you to their birthday party on the same day, which party would you go to?
Tell your group why.

Instructions and Answer key

7.2 Grammar – Tell your group why

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

Language: Second Conditional

- Tell students that they are going to answer questions using the Second Conditional and give reasons for their answers.
- Give an example by writing on the board: *If the internet went off in your house tonight, what would you do?* Elicit ideas, making sure that students start their sentences saying: *If the internet went off in my house tonight, I would ...*
- 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 a card, reading it and then asking the question to the other three students. He/She gives the card to the student who they think has given the most interesting answer.
- Then another student picks up the next card and asks the question and the process is repeated until all the cards have been answered.
- At the end of the activity, find out which student in each group has the most cards. Invite each group to say what they think was the most interesting answer to any of the questions asked.

Friends



Walking with a friend in the
dark is better than walking
alone in the light.

Helen Keller

One loyal friend is worth a
thousand relatives.

Euripides

Friends show their love in
times of trouble,
not happiness.

Euripides

There are no strangers here,
only friends you haven't
met yet.

William Butler Yeats

A friend is someone who
gives you total freedom to
be yourself.

Jim Morrison

A true friend is someone
who is there for you when
he would rather be
anywhere else.

Len Wein

Friendship is one mind in
two bodies.

Mencius

Never explain – your friends
do not need it and your
enemies will not believe
you anyway.

Elbert Hubbard

The sincere friends of this
world are like ship lights in
the stormiest of nights.

Giotto di Bondone

When a friend is in trouble,
don't annoy him by asking
if there is anything you
can do. Think of
something and do it.

Edward W Howe

A friend to all is a friend
to none.

Aristotle

Of all possessions, a friend
is the most precious.

Herodotus

It is not a lack of love, but
a lack of friendship that
makes unhappy marriages.

Friedrich Nietzsche

It is difficult to obtain the
friendship of a cat.

Theophile Gautier

There is no friendship,
no love, like that of the
parent for the child.

Henry Ward Beecher

Instructions and Answer key

7.3 Reading and vocabulary – Friends

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

Language: Vocabulary about friends and friendship

- Tell students that they are going to work in groups to discuss some quotes about friendship.
- Put students into groups of three and hand out a set of cards to each group. Tell students to read the quotes together and make sure they understand what each quote means. Explain that they should discuss which quotes they agree with and which quotes they disagree with. Give them a time limit for their discussion. It doesn't matter if the groups haven't discussed all the quotes by the end of the time limit.
- Invite groups to say which quote they liked best, and why.
- Then tell students to take one of the blank cards each and to work on their own to write their own quote about friendship.
- Give students a time limit to mingle and tell their quote to as many other students as they can.
- When they have finished, invite students to tell the class the best quote they heard.

Get



FIND SOME WORK get a job	BUY A CAT, DOG OR OTHER ANIMAL get a pet	ARRIVE AT THE PLACE WHERE YOU LIVE get home	ARRIVE AT THE PLACE WHERE YOU STUDY get to school
RECEIVE A MESSAGE ON YOUR PHONE get a text	RECEIVE A MESSAGE ON YOUR COMPUTER get an email	RECEIVE SOMETHING FOR YOUR BIRTHDAY get a present	ORDER A TYPE OF ITALIAN DISH THAT IS ROUND WITH CHEESE ON IT get a pizza
ORDER SOME THIN PIECES OF FRIED POTATO get some chips	BECOME LESS ILL get better	PUT YOUR CLOTHES ON get dressed	TAKE YOUR CLOTHES OFF get undressed
BECOME UNINTERESTED get bored	BECOME SOMEONE'S HUSBAND OR WIFE get married	NOT BE AS YOUNG AS YOU WERE get older	ARRIVE AT THE PLACE WHERE TRAINS LEAVE FROM get to the station
FETCH THE THING YOU CYCLE ON get your bike	BECOME LESS LIGHT AS THE SUN GOES DOWN get dark	NOT KNOW WHERE YOU ARE get lost	MEET UP WITH PEOPLE get together
SCORE OVER 90% IN ALL YOUR EXAMS get good marks	PREPARE YOURSELF FOR DOING SOMETHING get ready	BRING GLASSES OF WATER OR OTHER LIQUID FOR YOUR FRIENDS get some drinks	LEAVE YOUR BED IN THE MORNING AFTER YOU WAKE UP get up

Instructions and Answer key

7.5 Listening and Vocabulary – Get

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

Language: Phrases with *get*

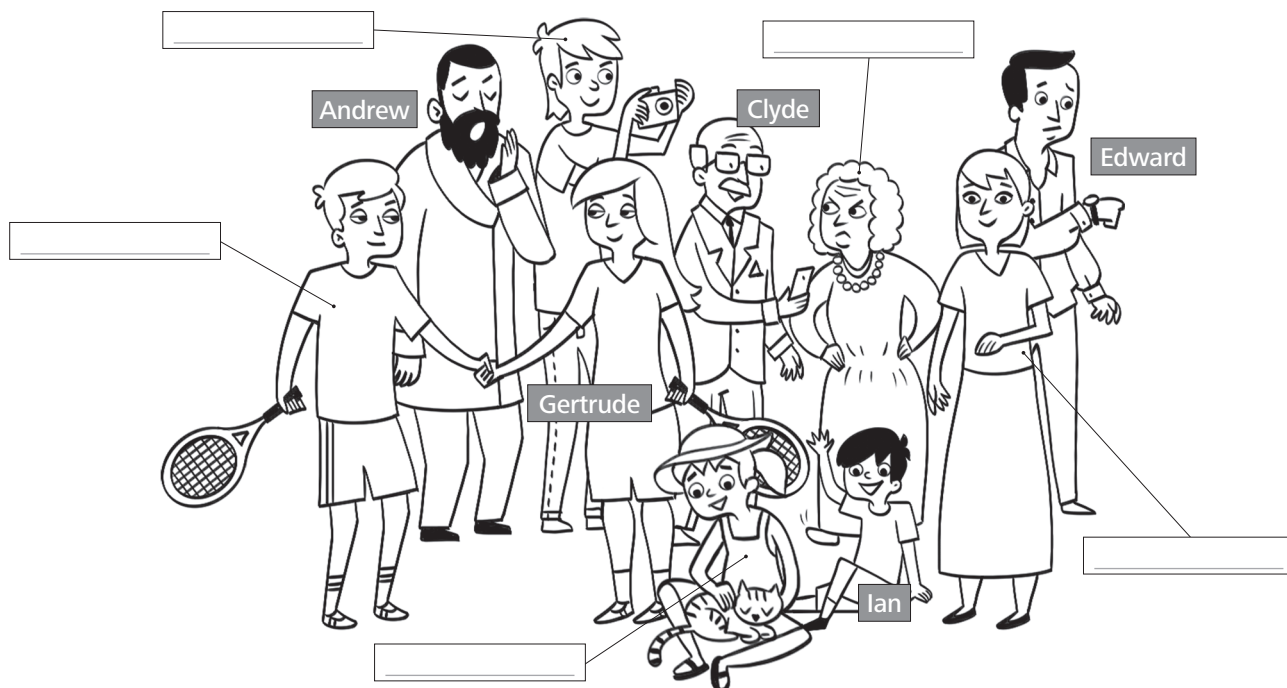
- Tell students that they are going to work in groups to try to guess phrases which include the word *get*. They should try to guess more quickly than the other members of the group. The rules are that students have only one guess and their answer has to be exactly the same phrase that is written on the card.
- Put students into groups of four and give each group a set of cards face down in a pile.
- One student in each group starts by picking up a card and reading out the clue in capital letters. The other three students try to guess the phrase. The first student to guess correctly wins the card, but if no one guesses correctly, the student who read out the clue says the answer and wins the card. The student on his/her left picks up the next card and the process is repeated until all the cards have been won.
- At the end of the activity, find out which student in each group has won the most cards.

Identify them



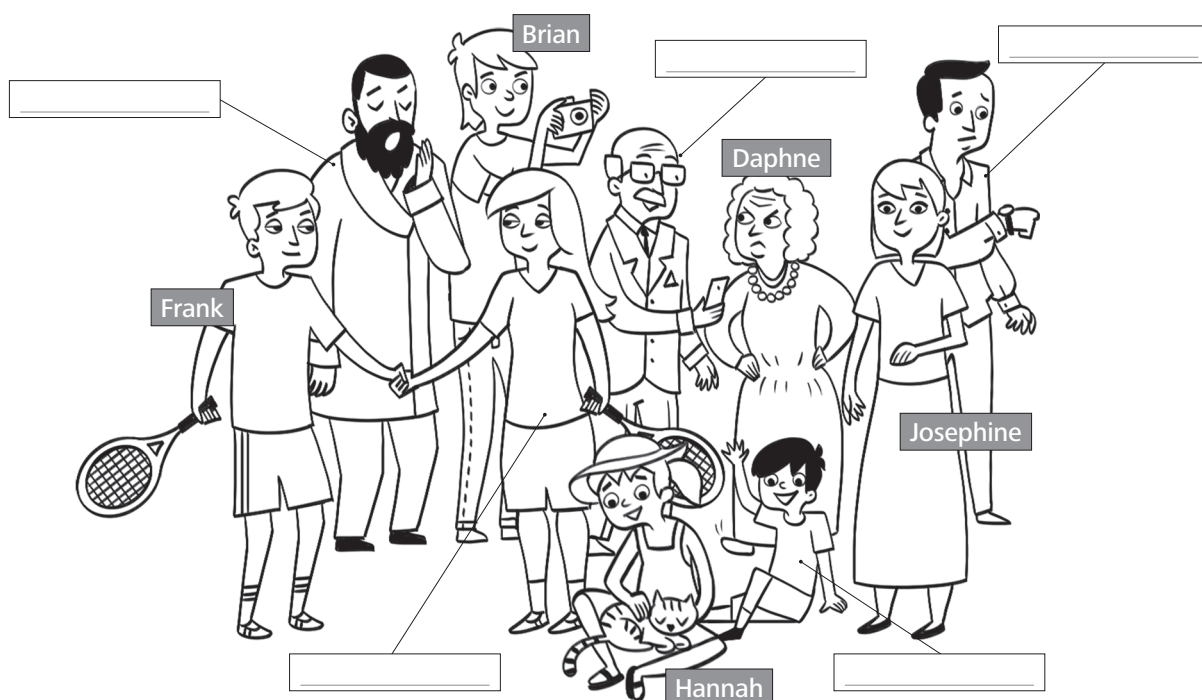
Picture A

Do not show your picture to your partner. Ask questions to identify the unnamed people in the picture. Answer your partner's questions about the named people in the picture.



Picture B

Do not show your picture to your partner. Ask questions to identify the unnamed people in the picture. Answer your partner's questions about the named people in the picture.



Instructions and Answer key

7.6 Speaking – Identify them

Materials: Picture A and Picture B for each pair of students

Language: Identifying people

- Remind students about how we can identify people in pictures (*by appearance, by position or by what they are doing*).
- Tell students that they are going to receive a picture of a family gathering and that they will work with a partner to ask and answer questions about the people in the picture, e.g. *Who's that woman wearing a long dress?* Explain that the student answering the question should pretend not to understand at first, to encourage the questioner to ask more questions, e.g. *Who's the woman with the long, dark hair and glasses? Who's the woman standing next to the old man? Who's the woman who is eating an ice cream?* Students should only say the name of someone in the picture when three questions have been asked about that person.
- Put students into pairs and hand out Picture A to one student and Picture B to the other. Students shouldn't show each other their picture. Tell them to study their picture carefully before they start. The student with Picture A starts by asking a question about one of the unnamed people in his/her picture. When he/she has asked three questions and been given the person's name, the student with Picture B asks a question about one of the unnamed people in his/her picture. The process is repeated, with students taking turns until they know the names of all the five unnamed people in their picture.
- At the end of the activity, invite students to share some of their questions with the class.

Making new friends

First, complete gaps 1–12 using the words in the box. Then use your imagination to complete gaps a–h.

aunt first hotel just laughed made midnight month next seven special that

New friends

Last ¹ _____ I was on holiday in ^a _____ in Spain with my parents. While I was there, I ² _____ friends with some local teenagers, who I met while I was ^b _____. On my last day there, they said ‘We want to ^c _____.’

³ _____ of all, they took me to a ^d _____, where we ^e _____. There weren’t any other tourists there. It was a part of the city where only locals went, but it was very beautiful.

⁴ _____, we went for a walk in the old city. I had my camera with me and took lots of photos of ^f _____ and _____.

⁵ _____ then, another boy arrived and said that there was a party at his house that evening. They asked me to go with them. I phoned my parents and they said I could go until ⁶ _____. When I told my friends, they ⁷ _____. That’s the time parties start in Spain! We all went back to the ⁸ _____ where we were staying, to talk to my parents. The boy invited them as well. ‘It’s a big party for my ⁹ _____,’ he said, ‘please come too.’ So we all went, and we stayed until ¹⁰ _____ o’clock in the morning!

Later ¹¹ _____ day, we drove back to Madrid and then flew home. Mum drove because Dad was too tired. We all slept on the plane.

Now, I often write to my new friends. They are going to ^g _____ next year and I have started ^h _____. I’m glad I went to Spain because I made some very ¹² _____ friends there.

Instructions and Answer key

7.7 Writing – Making new friends

Materials: One worksheet for each pair of students

Language: Writing a short story

- Remind students about how to organise a short story and discuss what they might write about.
- Tell students that they are going to get a gapped short story and that twelve of the gaps (gaps 1–12) can be filled with the words provided in a box above the story.
- Put students into pairs and hand out a worksheet to each pair. The pairs work together to choose the correct word for each gap 1–12.
- When they have finished, elicit the answers. Then tell the pairs that they are going to use their imaginations to complete the rest of the gaps in the story (gaps a–h). Explain that they can write short phrases with any information they think is suitable.
- When they have finished, invite pairs to read out their answers for gaps a–h.

Answers:

1 month 2 made 3 First 4 Next 5 Just 6 midnight
7 laughed 8 hotel 9 aunt 10 seven 11 that 12 special

Make a sentence



If _____ would _____ .

Where _____ if _____ ?

If _____ , what _____ ?

_____ who _____ .

_____ which _____ .

_____ where _____ .

_____ that _____ .

_____ , who _____ , _____ .

_____ , which _____ , _____ .

_____ , where _____ .

_____ , which _____ .

If _____ didn't _____ , _____ .

What _____ if _____ ?

Who _____ if _____ ?

If _____ could _____ , _____ ?

If _____ had _____ , _____ ?

Instructions and Answer key

7.9 Unit 7 Grammar – Make a sentence

Materials: One sentence and a blank piece of paper for each student

Language: Second Conditional, defining and non-defining relative clauses

- Write *will* in the centre of the board. Ask students to think of a sentence that includes the word *will*. Elicit ideas and write one students' sentences on the board.
- Tell students that you are going to hand them a piece of paper with one or two words on it and that they should use the word or words to make a sentence.
- When students have written their sentences, hand out a blank piece of paper to each student and tell them to write the numbers 1 to 15 down the left-hand side.
- Invite students to mingle with their classmates and to take turns to tell one another their sentences. They should write down all the sentences they are told, continuing until they have written 15 different sentences.
- Tell students to decide which of the 15 sentences they think is the most interesting, funny or unusual. Have a class vote to find out which is the most popular sentence.

Project worksheet: a presentation

Step 1

1 Label the photos with the terrains below. Can you think of an example of each one?

desert tundra rainforest glacier mountain



glacier

2 In groups, choose a remote place for your presentation. You can choose from the places in Exercise 1 or another place that interests you. Use the phrases below.



How do you feel about doing a presentation on a place in the mountains?



That's a brilliant idea! What about the Andes? They're in South America.



I'm also interested in mountains. But could we do it on the Simien mountains in Ethiopia?

Step 2

3 Read the questions and match them with the answers on the next page.

How do younger generations learn about traditional methods of collecting food?

How do people find food? Is it a traditional method?

Where is the place and what is it like?

1

The Sahara is a desert in north Africa. It is very hot there. The average daily temperature is 38C, but it is very cold at night. It can be below 0C. It doesn't often rain in this desert – only about 0.7 centimetres every year. There are not many towns or cities in the desert, but about two million people live there.

2

The people who live in the Sahara are mainly nomadic. This means they travel from place to place. They eat plants and pick fruit from trees that grow near oases (a place with water, plants and trees in the desert), and they hunt animals, such as rabbits, for their meat. Nomads have collected food like this for thousands of years.

3

Young people watch the older generation collect food and they learn from them. This is so that they know what fruit is edible and how to hunt an animal correctly. They then watch the older generation prepare the meat or use the skin or fur for things like clothes or blankets.

Project worksheet: a presentation

Step 3

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

- ☐ Does your presentation include pictures or videos?
- ☐ Does each slide give important information about your remote place?
- ☐ Have you checked your presentation for any spelling or grammar mistakes?

Tip

Practise your presentation before you perform it in front of the class.

Step 4

5 Share your presentation with the class. Ask and answer questions.



Are there any deserts in Europe?



Do any dangerous animals live in the Sahara?



What other information did you find out about the Sahara?



Yes, there are. There is one in southern Spain, for example.



Yes, lots of snakes live in the Sahara. Nomads have to be careful.



One of the tallest mountains in Africa is in the Sahara.

Instructions and Answer key

7.10 **B B C** Culture – Project worksheet: a 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.

You will need: a computer / laptop with access to the internet; a digital presentation tool; 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.

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 remote place. 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; coloured pens / pencils; glue, tape / adhesive tack

Step 1 **Class work**

Warm up:

- Ask students what remote places around the world they know. If necessary, prompt them by eliciting, for example, the Sahara or the Alps. Write these on the board. Then ask students to work in pairs or small groups to brainstorm what they know about one of the places on the board. Set a time limit and, when it is up, invite students to tell the rest of the class what they know about their chosen remote place.

Task:

- Give each student a worksheet. Put students into groups of three and explain that they will create a digital presentation in their groups.
- Students do Exercise 1. They could use their mobile phones to quickly look up information to help them with the answers if necessary.

Answers:

Exercise 1

1 **glacier:** The Antarctic, The Arctic Circle, etc.

2 **desert:** The Sahara, The Gobi, etc.

3 **mountain:** The Himalayas, The Andes, etc.

4 **rainforest:** The Amazon, The Congo, etc.

5 **tundra:** The Yukon, Greenland, etc.

- Students work in their groups and do Exercise 2 to choose a remote place for their digital presentation. They can choose one of the places in Exercise 1, or any other place 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 digital presentation.

- Point out to students at this stage that presenters will not just read what is on the slides, but will develop the bullet points or text on each slide to give more detailed 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, such as photos and videos. Remind them that they should always give the source of any material they may use, such as who the photographer is and where the video is from. There are websites available which publish photos which are free to download and use.
- Before students create their digital presentation, show them the tip box in Exercise 4. Then discuss what a digital presentation should look like. For example:
 - it 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 and a short text or bullet points
 - the titles should be short and catchy
 - the font size should be big enough to read from a distance

Step 2 **Individual work**

- Direct students to the short texts about the Sahara in Exercise 3. Explain that students can use them as a model for their own presentation. Allow students time to read about the Sahara and match each paragraph with one of the questions.

Answers:

Exercise 3

1 Where is the place and what is it like?

2 How do people find food? Is it a traditional method?

3 How do younger generations learn about traditional methods of collecting food?

- Students then work individually at home or in class to research their question and look for any photos or videos to use.
- Students write the texts (or bullet points) for their part of the digital presentation.

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 it together.
- Students use the checklist in Exercise 4 to review their digital presentation and decide if there are any parts which can be improved.

Step 4 **In class**

- Each group shares their presentation with the other students.
- While students are watching each presentation, they should make a note of any questions they want to ask or they can use the example questions in Exercise 5. They then ask their questions and discuss the presentations. They should first say what they liked about each one 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 given their presentations, students discuss as a class which remote place they found the most interesting and why.

8.1

Vocabulary

Mime, define, draw



thief	break into	court
robber	steal	judge
pickpocket	rob	lawyer
shoplifter	damage	prison
vandal	a fine	a reward
clue	detective	fingerprint
security camera	suspect	witness
solve	case	punishment
theft	burglar	burglary
vandalism	shoplifting	law

Instructions and Answer key

8.1 Vocabulary – Mime, define, draw

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

Language: Vocabulary for crime and punishment

- Write *police officer* on the board. Invite students to show the meaning of the word through a mime. Then invite them to define the word. Finally, invite them to draw a picture of a police officer on the board.
- Tell students that they are going to receive some cards containing words from the lesson. Explain that they can choose to mime the word, give a definition of the word or draw the word, and the rest of the group should try to guess the word.
- 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 (a mime, a definition or a drawing). The other students try to guess the word and whoever guesses the word correctly claims the card. When all the cards have been claimed, the winner is the student with the most cards.
- Then do the activity as a class and invite individual students to mime, define or draw the words for the rest of the class to guess.

She's having her hair cut



I'm at the hairdresser's.



fold here

She's having her hair coloured.

I went to the clothes shop.



fold here

He had a suit made.

I'm at the petrol station.



fold here

He's having his car washed.

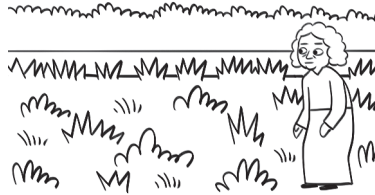
I'm at the dentist.



fold here

He's having a tooth taken out.

The gardener is coming next week.



fold here

She's going to have the grass cut.

I've got an appointment to see the optician on Thursday.



fold here

He's going to have his eyes tested.

We all wore our best clothes to school today.



fold here

They had their picture taken.

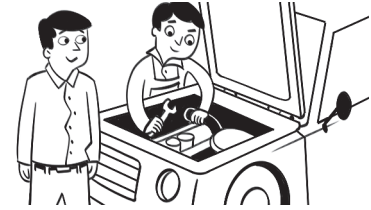
The criminal is at the police station.



fold here

He's having his fingerprints taken.

My car is working again.



fold here

He had his car repaired.

My parents are staying with me.



fold here

They are having their house painted.

Last week Dad went to see a doctor about his heart.



fold here

He had his heart checked.

My brother walked home yesterday.



fold here

He had his car stolen.

Instructions and Answer key

8.4 Grammar – She's having her hair cut

Materials: One picture card for each student in a group of up to twelve students

Language: *have / get something done*

- Remind students about how to form *have / get something done* sentences using the Present Continuous, Past Simple and *be going to*.
- Tell students that they are going to look at a picture and read a line of information and then try to guess what the person is having done, has had done or is going to have done. Give an example on the board. Draw a card. Write at the top of the card *A woman is sitting in a chair*. Below this sentence, draw a man holding a needle and making a picture on the woman's arm. (If you prefer, you can explain the picture.) Below the picture, draw a dotted line and, below the dotted line, write a question mark (?) Ask: *Has the woman had something done or is she having something done now?* Elicit that she is having something done now and elicit the complete sentence: *She is having a tattoo done*.
- Divide the class into groups with up to twelve students in each group. Hand out a different card to each student in a group and tell them to fold it so that the sentence at the bottom is facing the other way.
- Students mingle with one another in their group and show each other their pictures. They take turns to guess the hidden sentence about each other's pictures. The student showing the picture can help, if necessary.
- When everyone in a group has looked at all the pictures and guessed the sentences, discuss the pictures and sentences with the class and ask students to think of more examples of things you can have or get done.

Caught red-handed

1 Match the phrases to the definitions.



**look for
clues**

**arrest a
criminal**

**interview a
witness**

**take
fingerprints**

**search the
area**

This is when the police try to find something that helps them to solve a crime.

This is when the police catch someone they think has committed a crime.

This is when the police speak to someone who has seen a crime happen.
This person might have important information about the crime.

This is what the police do when they are at the scene of a crime.
This helps them identify the criminal.

The police do this when they go to the scene of a crime. It helps them to find clues.

2 Write a short crime story. Include as many of the phrases above as you can.

Instructions and Answer key

8.5 Listening and Vocabulary – Caught red-handed

Materials: One worksheet for each student

Language: Collocations about crime

- Explain that students are going to play a memory game to help them practice crime vocabulary before they write a crime story in pairs.
- Put students into pairs and ask them to cut out the word and definition cards. Ask them to put them all face down on the table in a random order. Students take turns to turn over two cards in order to match a crime collocation with its definition. If they turn over matching cards, they keep them and remove them from the game; if they don't, they turn the cards back over and they are returned to the game.
- Set a time limit for students to play the game. When it is over, the student with the most cards in each pair is the winner.
- Now, students use the crime collocations and other words from the unit to create a crime story in their pairs. Allow them time to think what crime has been committed, who the criminal is and what happens at the end.
- Set a time limit for students to write their story. When they have finished, ask them to read it out to the rest of the class. Then, have a class vote to find out the most exciting crime story.
- Alternatively, when students have finished, ask them to swap with another pair to read and check their story for any mistakes.

Answers:

look for clues – This is when the police try to find something that helps them solve a crime.

arrest a criminal – This is when the police catch someone they think has committed a crime.

interview a witness – This is when the police speak to someone who has seen a crime happen. This person might have important information about the crime.

take fingerprints – This is what the police do when they are at the scene of a crime. This helps them identify the criminal.

search the area – The police do this when they go to the scene of a crime. It helps them to find clues.

Situation 1



STUDENT A

You notice B looks worried. Ask them why.

Use *Is something w* _____?

Encourage B. Use *Then what h* _____?

Reassure B. Use *Don't w* _____. *It'll be fine.*

Respond to B. Use *A* _____!

STUDENT B

You are worried about an angry comment you made on a friend's social media. You tried to delete it, but you couldn't. When A asks you why you look worried, explain.

Tell them you called your friend to apologise, but they didn't answer the phone.

When A reassures you, ask him/her if they will go with you to visit your friend so you can apologize in person.

Situation 2



STUDENT A

You are worried about a sports competition that your football team are going to be taking part in soon.

You don't think you have practised enough. When B asks you why you look worried, explain.

Explain that you don't think you can help your team.

When B reassures you, ask them if they will attend the competition to support you.

STUDENT B

You notice A looks worried. Ask them why.

Use *Are you O* _____?

Encourage A. Use *I'm s* _____ *you practised enough.*

Reassure A. Use *Of c* _____ *you can!*

Respond to A. Use *D* _____!

Instructions and Answer key

8.6 Speaking – You can do it!

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

Language: Keeping a conversation going

- Put students in pairs. Explain that they are going to take turns to keep a conversation going using the phrases in the Speaking Box in the Student's Book on p. 106. Quickly go through the phrases with the students, asking them: *How do you invite someone to talk about something?*, *How do you encourage people?*, *How can you reassure someone?* and *How do you respond?*
- First, they do Situation 1, with Student A beginning. They use the prompts to have a conversation before they move on to Situation 2. Student B begins.
- When students have finished, invite pairs to the front to perform their conversations for their classmates.

Answers:

Student A:wrong; happened; worry; Absolutely

Student B:OK; sure; course; Definitely

I agree!

Student A



'Young people shouldn't have mobile phones until they are 18-years-old.' Do you agree? Explain your ideas.

Some people believe that mobile phones can be a bad thing for young people, but ¹**as a result / in my opinion** there are many advantages to owning one.

²**Personally / However**, I believe that owning a mobile phone makes young people more sociable. They allow us to contact _____ very easily. ³**To / As a result**, we can make plans to meet at the _____ or shopping centre. A mobile phone can also help us with _____. If we don't understand something and we need to look something up, we can use it ⁴**in general / in order to** go online.

⁵**For this reason / However**, I do recognise that there are some negative effects of having a mobile phone. Some _____ use them too much. You can see them at school or hanging out in the park. They are constantly _____ them and not paying attention to the teacher, their friends or what is happening around them. ⁶**For this reason / To**, I think there should be _____ on the time young people use their mobile phone.

⁷**In general / In order to**, a mobile phone is a good thing if we don't use it all the time.

Student B



'Young people shouldn't have mobile phones until they are _____ years old.' Do you agree? Explain your ideas.

Some people believe that mobile phones can be a bad thing for young people, but ¹**as a result / in my opinion** there are many advantages to owning one.

²**Personally / However**, I believe that owning a mobile phone makes young people more _____. They allow us to contact our friends very easily. ³**To / As a result**, we can make plans to meet at the local park or shopping centre. A mobile phone can also help us with homework. If we don't understand something and we need to look something up, we can use it ⁴**in general / in order to** _____.

⁵**For this reason / However**, I do recognise that there are some negative effects of having a mobile phone. Some young people use them too much. You can see them at _____ or hanging out in the park. They are constantly looking at them and not paying attention to _____, their friends or what is happening around them.

⁶**For this reason / To**, I think there should be a limit on the time young people use their mobile phone.

⁷**In general / In order to**, a mobile phone is a good thing if we don't _____.

Do you agree or disagree that young people shouldn't have a mobile phone until they are 18 years old? Think of your own arguments and tell your partner.

Instructions and Answer key

8.7 Writing – I agree!

Materials: One worksheet for each pair of students

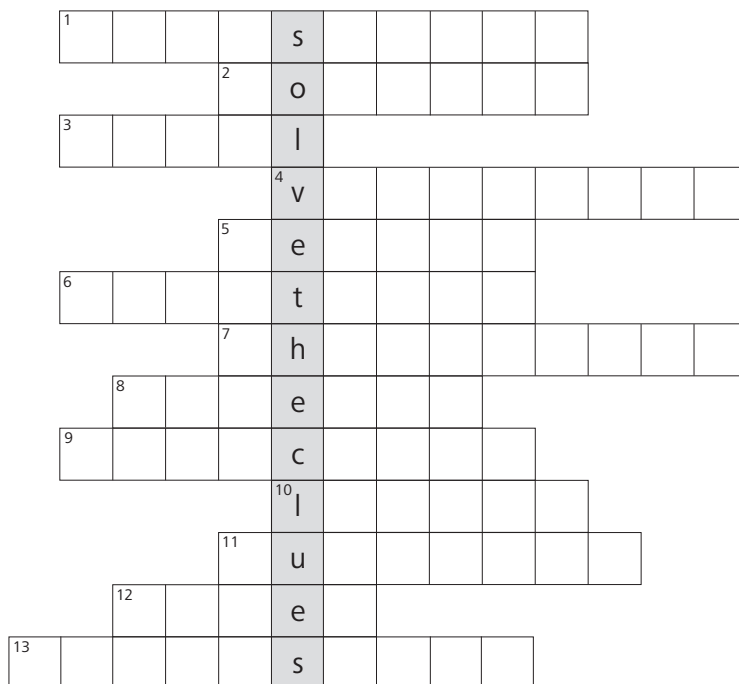
Language: Expressions used in an opinion essay and connectors of purpose and result

- Put students in pairs. 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 opinion essay.
- Explain that students should first go through and select the correct option to complete the texts for 1-6. Students should work individually or weaker classes can work in pairs.
- Explain that they next have to take turns to ask and answer questions about the missing parts of their text and then circle the correct connectors of purpose and result. Do the first gap in both A and B together by eliciting the questions students can ask (A – *Who can we contact very easily?* B – *When should young people have mobile phones?*).
- After students have finished, they compare their texts in pairs. Then check as a class.
- Then, students discuss the question in pairs. Encourage them to give reasons for their answers. Alternatively, you could have a class discussion about it.

Answers:

1 in my opinion 2 Personally 3 As a result 4 in order to
5 However 6 For this reason 7 In general

Solve the clues



Solve the clues to complete the puzzle.

- 1 The judge decides what _____ to give criminals.
- 2 The criminal was arrested for bank _____.
- 3 Don't leave the window open. Someone might climb in and _____ something.
- 4 The four teenagers were arrested for _____ after they broke three windows in their school.
- 5 Meg offered to give a £200 _____ for the safe return of her cat.
- 6 Wait until tomorrow to open your presents. Don't be so _____.
- 7 I think that man is a _____. He just put a packet of biscuits inside his coat.
- 8 Is it _____ to draw graffiti on this wall?
- 9 The _____ came to the scene of the crime to take notes.
- 10 The police have arrested me. I need a _____ to help me.
- 11 Two men were arrested for _____ after they were caught coming out of a house with a laptop and TV.
- 12 The _____ stole £20 from me.
- 13 This Maths homework is so difficult. I can't do Question 5. It's _____ !

Instructions and Answer key

8.8 Unit 8 Vocabulary – Solve the clues

Materials: One worksheet for each pair of students

Language: Vocabulary from Unit 8

- Tell students that they are going to work with a partner to solve clues to complete a puzzle. Explain that they are given one letter from each word.
- Put students into pairs and give them a time limit.
- Tell fast finishers to create a similar puzzle, using five different words and a five-letter word from the Unit 8 wordlist on p. 108 of the Student's Book. When they have finished, they swap their puzzle with another pair and try to complete the new puzzle.

Answers:

1 punishment 2 robbery 3 steal 4 vandalism 5 reward
6 impatient 7 shoplifter 8 illegal 9 detective 10 lawyer
11 burglary 12 thief 13 impossible

Who might say this?

In pairs, write the sentences. Who might say these sentences? Write a classmate's name next to each sentence.

Sentence	Name
1 I / never / have / my hair / colour / .	
2 I / give / something special for my birthday last year / .	
3 I / have / a tooth / take out / last year / .	
4 I / tell / a lie by a friend last month / .	
5 I / have / something / steal / .	
6 I / be going to / have / my nose / pierce / one day / .	
7 I / often / recognise / in the street by people I don't know / .	
8 I / chase / by someone last month / .	
9 I / often / feed / by friends' parents because I look hungry / .	
10 I / never / have / my eyes / test / .	
11 I / have / an exam / re-mark / because I thought the mark was wrong / .	
12 I / often / choose / to represent my school in competitions / .	
13 I / be going to / have / a tattoo / do / one day / .	
14 I / told off / by my parents last week / .	
15 I / have / my photo / print / in a newspaper / .	
16 I / give / a prize for school work last year / .	
17 I / have / my ears / pierce / .	
18 I / shout at / by somebody last week / .	
19 I / be going to / have / my hair / shave off / in the summer / .	
20 I / often / give / help with my homework / .	

Instructions and Answer key

8.9 Unit 8 Grammar – Who might say this?

Materials: One worksheet for each pair of students

Language: Past Simple Passive and Present Simple Passive, *have / get something done*

- Tell students that they are going to get prompts for twenty sentences. They should write the sentences taking care to use the correct forms of the verbs. Remind students about how to form passive and *have / get something done* sentences. Also discuss when we use the Past Simple and the Present Perfect. (*We use the Past Simple when there is a completed past time mentioned and we use the Present Perfect with just, yet, ever, never and already when no time period is mentioned.*)
- Put students into pairs and hand out a worksheet to each pair. When they have completed the sentences, check the answers.
- Then tell the pairs to think of a student in the class who might say each of the sentences. They should write one name for each sentence, with a different name for each if possible.
- When they have finished, discuss each sentence. Invite pairs to say whose name they have written for it and ask that student if the sentence is true for them or not.

Answers:

1 I have never had my hair coloured. 2 I was given something special for my birthday last year. 3 I had a tooth taken out last year. 4 I was told a lie by a friend last month. 5 I have had something stolen. 6 I am going to have my nose pierced one day. 7 I am often recognised in the street by people I don't know. 8 I was chased by someone last month. 9 I am often fed by friends' parents because I look hungry. 10 I have never had my eyes tested. 11 I have had an exam re-marked because I thought the mark was wrong. 12 I am often chosen to represent my school in competitions. 13 I am going to have a tattoo done one day. 14 I was told off by my parents last week. 15 I have had my photo printed in a newspaper. 16 I was given a prize for school work last year. 17 I have had my ears pierced. 18 I was shouted at by somebody last week. 19 I am going to have my hair shaved off in the summer. 20 I am often given help with my homework.

Hidden words

Find the words in the word search. Write them in the correct categories.

1 Find four adjectives to describe students' attitudes to and abilities for work:

_____, _____, _____, _____

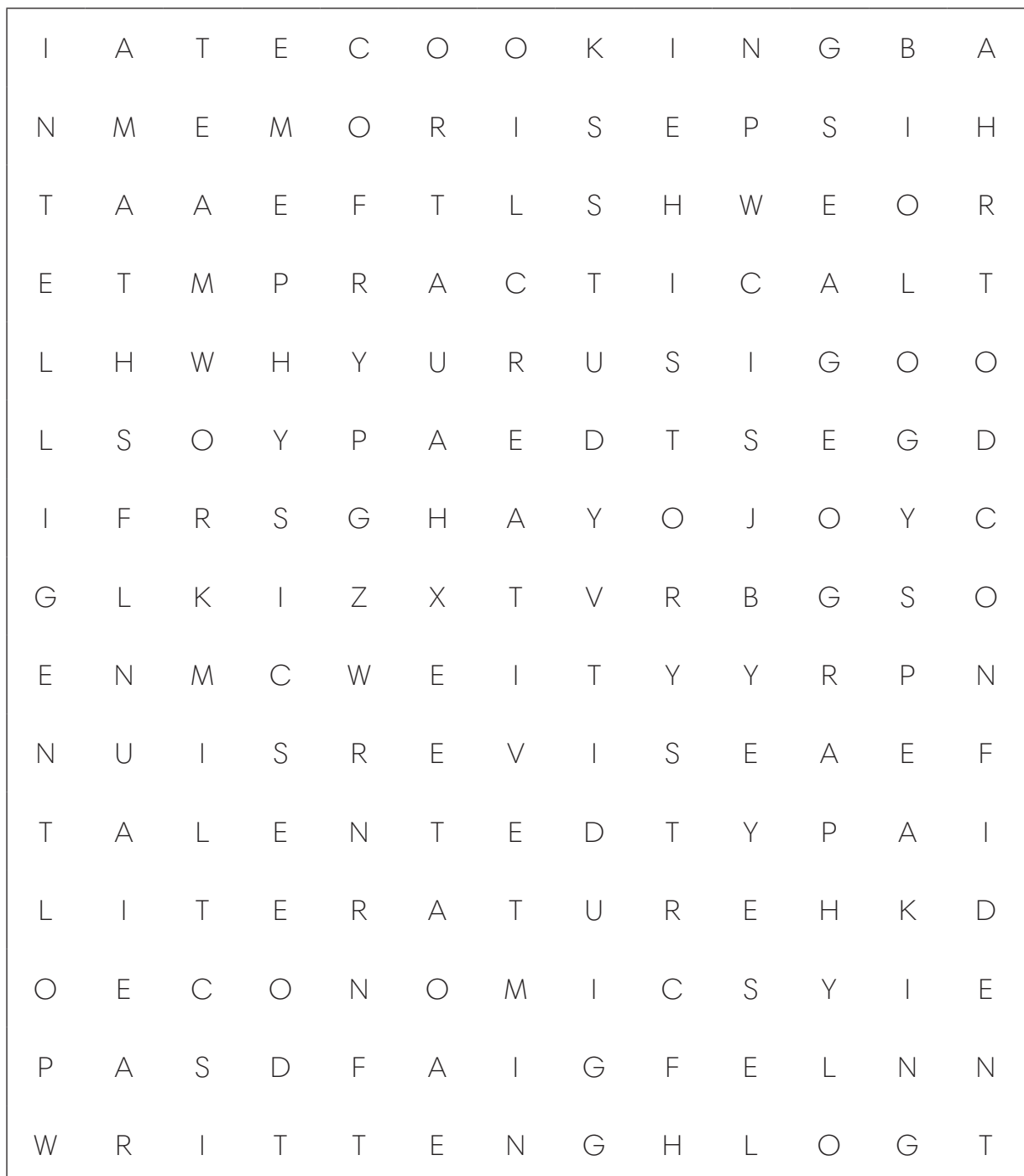
2 Find three verbs related to learning: _____, _____, _____

3 Find three types of exam: _____, _____, _____

4 Find one skill: _____

5 Find eight school subjects: _____, _____, _____, _____,

_____, _____, _____, _____



Instructions and Answer key

9.1 Vocabulary – Hidden words

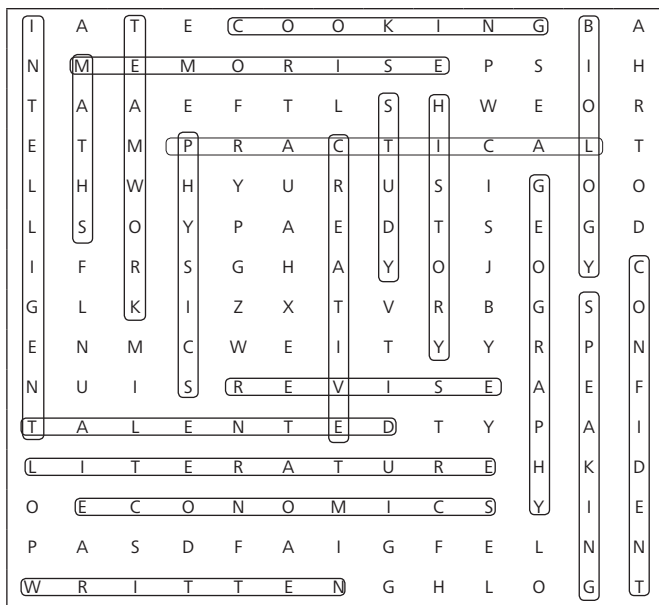
Materials: One worksheet for each student or pair of students

Language: Vocabulary related to education

- Tell students that they are going to find words from different categories in a word search.
- Put students into pairs or let them work on their own and hand out the worksheet. 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, elicit the answers and check pronunciation.

Answers:

1 creative, confident, intelligent, talented 2 memorise, revise, study 3 practical, speaking, written 4 teamwork
5 Biology, Cooking, Geography, History, Literature, Maths, Economics, Physics



Make or take?

1 Write the words and phrases under the correct heading.

a break a mistake a connection notes progress sense a test an exam

take	make	take / make

2 Use a dictionary or an online dictionary to find three more interesting word friends for each verb.

take: _____ , _____ , _____

make: _____ , _____ , _____

3 Write six sentences using the new word friends you found in Exercise 2.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Instructions and Answer key

9.3 Reading and vocabulary – Make or take?

Materials: One worksheet for each pair of students, dictionaries or access to online dictionaries

Language: Collocations with *make* and *take*

- Tell students that they are going to look at collocations with *make* and *take*. Explain that they learned some of the collocations during the lesson and that some of the collocations are new.
- Put students into pairs and hand out a worksheet to each pair. Tell the pairs to look at Exercise 1 and to write the words and phrases in the box under the correct headings. Explain that there is one word or phrase that collocates with both *make* and *take*.
- Elicit the answers and then give students dictionaries or access to online dictionaries and tell them to find three more collocations using *take* and three more collocations using *make*.
- In Exercise 3, the pairs should work together to write sentences that illustrate the meaning of the collocations they found in Exercise 2.
- When the pairs have finished, invite them to share their sentences with the class. Encourage students to make a written record of all the new collocations in their notebooks.

Answers:

1 **take:** a break, a test, an exam

make: sense, a connection, progress

take/make: notes

Ask and answer



Section A

Order the words to make questions. Then ask and answer.

Questions

1 friends / you / go / How / do / often / out / your / with / ?

2 you / the / Are / book / reading / at / a / moment / ?

3 What / weekend / you / did / last / do / ?

4 gives / advice / Who / best / you / the / ?

5 own / you / spending / Do / time / like / your / on / ?

6 people / How / phoned / many / yesterday / you / ?

Partners' answers

Section B

Order the words to make questions. Then ask and answer.

Questions

1 holidays / do / the / What / do / you / in / usually / summer / ?

2 moment / you / the / What / thinking / are / at / about / ?

3 eat / What / last / did / night / you / ?

4 homework / helps / Who / English / your / you / with / ?

5 TV / like / on / Do / news / watching / you / the / ?

6 people / How / yesterday / sent / a message / many / you / ?

Partners' answers

Instructions and Answer key

9.4 Grammar – Ask and answer

Materials: Section A and Section B for each group of four students

Language: Word order in questions, including subject questions

- Tell students that they are going to work with a partner to make questions by rearranging words.
- Put students into pairs and hand out either Section A or Section B to each pair. They should write the correct questions on the worksheet.
- Then join pairs together to make groups of four, so that a pair with Section A is working with a pair with Section B. The pairs take turns to ask one another their questions and to note down the other pair's answers.
- When they have finished, elicit the correct word order of the questions and invite groups to share their most interesting answers with the class.

Answers:

A

1 How often do you go out with your friends? 2 Are you reading a book at the moment? 3 What did you do last weekend? 4 Who gives you the best advice? 5 Do you like spending time on your own? 6 How many people phoned you yesterday?

B

1 What do you usually do in the summer holidays? 2 What are you thinking about at the moment? 3 What did you eat last night? 4 Who helps you with your English homework? 5 Do you like watching the news on TV? 6 How many people sent you a message yesterday?

Calm down!



Section A

1 In pairs, complete the short dialogues.

Dialogue 1

A: _____

B: _____

A: _____

B: Calm down!

Dialogue 3

A: _____

B: I don't want to miss out. Let's go!

A: _____

B: _____

Dialogue 2

A: _____

B: _____

A: Get on with your work!

B: _____

Dialogue 4

A: _____

B: Look it up online.

A: _____

B: _____

2 Work with another pair. Act out your dialogues. Listen to the other pair's dialogues and decide which is the funniest or most interesting.

Section B

1 In pairs, complete the short dialogues.

Dialogue 1

A: _____

B: _____

A: _____

B: Make sure you look over everything when you've finished.

Dialogue 3

A: Could you hand these out, please?

B: _____

A: _____

B: _____

Dialogue 2

A: Stop writing and hand in your exam papers.

B: _____

A: _____

B: _____

Dialogue 4

A: _____

B: _____

A: You have to fill it in or I can't go on the school trip.

B: _____

2 Work with another pair. Act out your dialogues. Listen to the other pair's dialogues and decide which is the funniest or most interesting.

Instructions and Answer key

9.5 Listening and Vocabulary – Calm down!

Materials: Section A or Section B for each pair of students

Language: Phrasal verbs

- Remind students about the phrasal verbs in the Vocabulary box on p. 117 of the Student's Book (*calm down, fill in (a form), get on, hand in / out, look over, look up, miss out*) and elicit their meanings.
- Tell students that they are going to write four short dialogues and that each dialogue is going to contain one of these phrasal verbs.
- Put students into pairs and hand out either Section A or Section B to each pair.
- When the pairs have written their dialogues, they should join together with another pair so that a pair with Section A is working with a pair with Section B.
- The pairs take turns to act out their dialogues. The other pair should choose which of their dialogues is the funniest or most interesting.
- When they have finished, invite pairs to act out the chosen dialogues in front of the class.

Sort them out

Complete the conversations with the questions a–j.

- a What kind of music do you like now?
- b Have you ever been to Scotland before?
- c How was your journey?
- d What would you like to eat?
- e Are you hungry?
- f Do you want me to come and get you?
- g Hi, how have you been?
- h Are you very tired?
- i Are you busy this evening?
- j Do you fancy joining us?

Conversation A

- A: ¹ _____
- B: Good, thanks. School has finished and I'm enjoying the holidays.
- A: ² _____
- B: I listen to anything from jazz to metal to rap.
- A: Cool. ³ _____
- B: No, why?
- A: I'm meeting some friends and we're going to a concert. ⁴ _____
- B: Yes, it sounds interesting.
- A: Great, they're friends of mine from college. You'll like them. ⁵ _____
- B: Yes, if that's OK. Have you got a car?
- A: Well, it's my mum and dad's, but I passed my test last month.

Conversation B

- A: Good to see you. ⁶ _____
- B: Not bad, but the train was full and I had to stand up for the first hour.
- A: Oh no! ⁷ _____
- B: Not at the moment, but I might fall asleep quite early tonight.
- A: ⁸ _____
- B: Yes, once. I went to Edinburgh with my parents, but I don't really remember it.
- A: ⁹ _____
- B: Yes, I am. I haven't eaten since early this morning.
- A: Oh right. ¹⁰ _____
- B: I don't mind. Anything – pizza, fast food. Something quick!
- A: OK, I know a good place just round the corner. Let's go!

Instructions and Answer key

9.6 Speaking – Sort them out

Materials: One worksheet for each pair of students

Language: Exchanging personal information

- Elicit the sorts of things students may talk about with friends or when they meet new people.
- Tell students that they are going to receive two dialogues with the questions removed and given separately. They should read the dialogues and write the questions in the correct places.
- Put students into pairs and hand out a worksheet to each pair. When the pairs have finished, elicit the answers.
- Tell the pairs to choose one of the dialogues and to add three more questions and answers to the end of the dialogue.
- When the pairs are ready, invite them to act out their dialogues in front of the class.

Answers:

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

- 1 is a greeting? _____
- 2 says why the person is writing? _____
- 3 asks for information? _____
- 4 gives information? _____
- 5 is a sentence you use before you finish a letter? _____
- 6 ends a letter? _____

- a** I look forward to hearing from you.
- b** I think that I am the ideal candidate for this job. I am very hardworking, I am responsible and I learn things very quickly. I love all animals and I would like to become a vet when I am older.
- c** Yours sincerely,
- d** Dear Ms Jones,
- e** I'm writing to find out more information about the job.
- f** What are the responsibilities? How many hours would I need to work at the weekend? Could you tell me how much the salary is?
- For more details

[illegible]

For more details, contact Ms Jones.

For more details, contact Ms Jones.

Instructions and Answer key

9.7 Writing – A formal letter

Materials: One worksheet for each student

Language: Writing a formal letter

- Hand out a worksheet for each individual student and explain that they have to identify the parts of a formal letter before they write one of their own.
- Allow students time to read the job advert in Exercise 1 before they complete the task. Check answers with the class.
- Then, students read the job advert in Exercise 2 before they write a formal letter asking for more information. Tell them to use the letter in the previous task and the one in the Student's Book on p. 119 to help them.
- When students have finished, ask them to swap letters with a partner to make suggestions how to improve their work if necessary. Students then make any changes to their letter.
- Invite students to read their finished letter out to the rest of the class.

Answers:

1 d 2 e 3 f 4 b 5 a 6 c

Choose and ask

20 Make a question with <i>have something done</i> and ask your group. When / your / parents last / have / something / fix / at home?	21 Choose the correct word(s) and talk about a useful present that someone <i>has bought / was bought / bought</i> for you when you were younger.	22 Use reported speech to tell your group three things your teacher said in this class.	23 Make a Passive sentence and finish it so it's true for you. The best present / I ever received / give / by...	FINISH
19 Make a Passive question and ask your group. Who / your favourite film / direct / by?	18 Make a Second Conditional question and ask your group. How / you / feel / if / your friends / be / an hour late for a meeting?	17 Choose the correct word and talk about something that you have had <i>do / doing / done</i> for you recently.	16 Make a Second Conditional question and ask your group. What / you do if you / win the lottery?	15 Choose the correct word and talk about someone <i>which / what / who</i> you would like to spend your weekend with.
10 Make a Passive question and ask your group. Who / your favourite book / write / by?	11 Choose the correct word and talk about a place <i>where / which / what</i> you had a great time.	12 Make a question with <i>have something done</i> and ask your group. When / you / last / have / your photo / take?	13 Choose the correct word(s) and talk about an interesting story that <i>told / was told / is told</i> to you last month.	14 Use reported speech to tell your group something three people said to you today.
9 Make a Second Conditional question and ask your group. What / your parents / say if you / come home with a tattoo?	8 Make a Present Simple question and ask your group. What time / your mum or dad / wake up / morning?	7 Choose the correct word and talk about something <i>which / what / who</i> you would like to buy.	6 Make a Passive sentence and finish it so it's true for you. The best meal I ever had / make / by ...	5 Make a subject question and ask your group. How many people / send / you / a postcard / last summer?
START	1 Make a Second Conditional question and ask your group. What / you / do if someone / steal your phone?	2 Make a Passive question and ask your group. Who / your favourite song / sing / by?	3 Choose the correct word and talk about someone <i>which / what / who</i> you once met.	4 Make a question with <i>have something done</i> and ask your group. When / you last / have / your hair / cut?

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: Second Conditional, passives, defining relative clauses, *have / get something done*, questions in different tenses

- Remind students about the different structures they have learned over the last three units.
- Tell students that they are going to play a board game in groups and that they will need one coin and one counter (a small piece of paper would be fine). Explain that they need to flip the coin to move around the board. If the coin lands heads up, they move two places and if it lands tails up, they move one place. Each student uses the same counter and starts from where it last landed, not from the beginning of the board.
- Explain that when a player lands on a square, they should follow the instructions. They either use the words on the square to make a question in the specified form and then ask the question to the other two players, who both have to answer, or they choose the correct word(s) and then talk about the topic for thirty seconds.
- The student on their left then starts from that square, not from the start and repeats the process.
- Explain that this isn't intended as a competitive game to see which individual player can finish first, but rather that the players take turns to move everyone through the board game.
- Put students into groups of three and hand out a worksheet to each group.
- When the groups have got to the end of the game, invite them to ask and answer some of the questions in front of the class.

Answers:

1 What would you do if someone stole your phone? 2 Who was / is your favourite song sung by? 3 who 4 When did you last have your hair cut? 5 How many people sent you a postcard last summer? 6 The best meal I ever had was made by ... 7 which 8 What time does your mum or dad wake up in the morning? 9 What would your parents say if you came home with a tattoo? 10 Who was your favourite book written by? 11 where 12 When did you last have your photo taken? 13 was told 14 Students' own answers. 15 who 16 What would you do if you won the lottery? 17 done 18 How would you feel if your friends were an hour late for a meeting? 19 Who was your favourite film directed by? 20 When did your parents last have something fixed at home? 21 bought 22 Students' own answers. 23 The best present I ever received was given by...

Project worksheet: a website

Step 1

- 1 Look at the online questionnaire about a new school in your community. Answer the questions and then compare your ideas in groups.

We are creating a new school for your community. Please let us know what you think by answering the questions below! Give reasons for your answers.

1 What school subjects do you think people should study? _____	3 What will students do after the lessons? _____
2 What do you think the timetable should be? _____	4 How do you think students should spend their day at school? _____

- 2 In groups, choose what you want to include in your school website. Use the phrases below and Exercise 1 to help you.



We could teach computer coding at the new school.

Great idea! Coding is a very important skill to learn.



And what about teaching Mandarin Chinese? Over 1.3 billion people speak it.

Step 2

- 3 Read some responses to the questionnaire. Match responses A–D with questions 1–4 from Exercise 1.

A

Students should spend their day doing lessons and other activities, for example meditation and yoga. Meditation will help to improve the students' concentration and yoga will help them to relax so they learn better.

B

In the new school, there should be a combination of traditional subjects and subjects that prepare students for life in the 21st century. For example, students should learn how to take care of the environment and prevent climate change.

C

The timetable should be flexible. This could allow students to start school when they want in the morning. For example, if they start at 7 AM, they can finish at 3 PM. However, if they start at 9 AM, they will finish at 5 PM. This will help because everyone learns best at different times.

D

Students should do after-school clubs after their lessons. There will be traditional after-school clubs, such as art and sports, and more modern clubs, such as software development or learning about artificial intelligence, so there is something for everyone.

Project worksheet: a website

Step 3

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

- ☐ Did you design and include a logo for your new school?
- ☐ Did you think about the timetable and what students will do after the lessons?
- ☐ Did you describe a day in the life of a student at the school?
- ☐ Have you checked your website for any spelling or grammar mistakes?

Tip

Make sure the text on your website is clear and that you've only included a few images. Your website will be easier to read and follow.

Step 4

5 Share your website with the class. Ask and answer questions.



How many students do you want at the new school?



I think there should be no more than one hundred students.



Will there be exams at the new school?



No, there won't. Students will do projects instead.



What food will there be at the new school?



There will be lots of healthy food.

Instructions and Answer key

9.10 **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. During the lesson, students will design a home page of a website.

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

A non-digital option: Without access to a computer or the internet, or if you only have limited access, students can make a poster for the school.

Students work in groups of four and do Exercises 1, 2 and 3. They write texts for their parts of the poster and look for images in magazines or use materials printed from the internet to illustrate their posters.

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

Step 1 **Class work**

Warm up:

- Ask students to work in small groups and brainstorm all the things they like about their school. Encourage them to think about the subjects they study, their friends, the timetable, and after-school clubs, etc. Then, ask them to think about what things they would change if they could. Then invite students to share their ideas with the rest of the class.

Task:

- Give each student a worksheet. Put students into groups of four and explain that they will create a website for a new school.
- Students do Exercise 1. Ask them to answer the questions individually before they discuss them in their groups. Remind them to give reasons for their answers.
- Students work in their groups and do Exercise 2 to choose the things they want to include in their new school, such as the subjects and the timetable, etc. They can use their answers to the questions in Exercise 1 to help them. 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 create each part of the website, using the questions in Exercise 1 to help them.
- Discuss what materials students might like to use on their websites, such as photos and videos. Remind them that they should always give the source of any material they may use, such as who the photographer is and where the video is from. There are websites available which publish photos which are free to download and use.
- Before students create their website, show them the tip box in Exercise 4 and discuss what a good website should look like. For example:
 - it should be easy to find the information you want
 - the photos should be clear and attractive
 - the font size should be big enough to read on a screen

- Tell students they should use the checklist to review their website when they have finished and decide if any parts can be improved

Step 2 **Individual work**

- Direct students to Exercise 3 and explain that the sentences are replies to the questions in Exercise 1. Students read them and match to the questions.

Answers:

Exercise 3

A 4, B 1, C 2, D 3

- Students work individually at home or in class to prepare their parts of the website according to the questions in Exercise 1. They also look for any photos or videos they want to use.
- Students write the texts for their part of the website.

Step 3 **Group work**

- Students create the website. Encourage them to use one of the free website creators if possible. Alternatively, they could create 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 **In class**

- Students send their projects 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 has watched each presentation, ask them to think of any questions they would like to ask or they can use the example questions in Exercise 5. They then ask their questions and discuss their websites. Point out that students should also say what they like about the website and school, before they 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 school website which they found the most interesting and why.