



1.1

Vocabulary

Exercise 5

Match 1–6 with a–f to make sentences. There may be more than one correct answer.

- 1 I feel cheerful every time...
- 2 I feel disappointed every time...
- 3 I feel exhausted every time...
- 4 I feel stressed every time...
- 5 I feel surprised every time...
- 6 I feel upset every time...

- a I run fast.
- b I receive a gift.
- c I am with my friends.
- d I fail a test.
- e I have lots of homework.
- f I watch a sad film.

1.2

Grammar

Exercise 4

Complete the sentences with the correct form of the verbs in brackets. Use the given verb tense.

- 1 _____ (you/have) lunch now? (Present Continuous)
- 2 When I _____ (listen) to my playlist, I never _____ (feel) stressed. (Present Simple, Present Simple)
- 3 _____ (you/have) any advice to help us? (Present Simple)
- 4 I _____ (live) near the school, so I _____ (usually/not get up) early. (Present Simple, Present Simple)
- 5 My marks at school _____ (get) better all the time! (Present Continuous)

1.3

Reading and Vocabulary

Exercise 3

Read the article again and complete the sentences with one word.

- 1 The distance between Mumbai and Toronto is about _____ miles.
- 2 People who move to Canada can find a lot of help and _____.
- 3 Arjun recommends joining a club or starting a new _____.
- 4 Arjan likes living in Canada, but he dislikes some certain _____.
- 5 Martina feels like her mother's parent when she has to _____ in the shops.
- 6 Martina and her family are trying to keep a _____ attitude to the challenges.

1.4

Grammar

Exercise 5

Choose the correct answer.

- 1 What *were you doing* / *did you do* at 8 p.m. last night?
- 2 How many mountains *are you climbing* / *have you climbed*?
- 3 *Have you ever eaten* / *Did you ever eat* packaged food?
- 4 Where *have you gone* / *did you go* for your summer holiday last year?
- 5 *Was it raining* / *Has it rained* when you *got* / *were getting* up this morning?



2.1

Vocabulary

Exercise 4

Choose the correct answer.

- One large tree can provide enough *food waste* / *oxygen* for 3–4 people.
- Many creatures live in forests, so cutting down trees leads to more *pollution* / *endangered animals*.
- Sunny areas like the Sahara Desert may be good places for *solar power* / *factory farms*.
- Using *oxygen* / *petrol* in cars and other vehicles is very bad for the atmosphere.
- A lot of *pollution* / *oil* in the sea and rivers comes from plastic.
- Wind power* / *Atmosphere* creates energy from the movement of the air.

2.2

Grammar

Exercise 5

Complete the sentences with the correct past participle.

- The monkeys were sick because a visitor had *given* / *gave* them the wrong food.
- Maria showed me some photos she had *took* / *taken* at the zoo.
- We hadn't *realise* / *realised* how useful animal waste was until we read that article.
- They had already *fed* / *feed* the animals when I got there.
- Had you *hear* / *heard* about biogas before you visited the zoo?

2.3

Reading and Vocabulary

Exercise 3

Read the article again and choose the correct answer.

- What problem did Evan and his friends find on their trip?
 - rubbish in a lovely place
 - a traffic jam on the way to the country
- Who suggested cleaning up the litter?
 - everyone in the group
 - Amy
- What is the objective of Leave No Trace?
 - to take care of the countryside
 - to persuade people not to go camping
- What did Evan and Amy disagree about?
 - banning cyclists from hiking paths
 - reducing the number of visitors to the countryside
- What is the main purpose of the story?
 - to compare hiking in Wales with hiking on Mount Everest
 - to raise a serious environmental issue

2.5

Listening and Vocabulary

Exercise 4

2.12 Listen to four dialogues. Choose the correct answer.

- What is the date of the student election?
 - 
 - 
- What is the boy going to do?
 - 
 - 
- What did Mark's dad use to recycle when he was a boy?
 - 
 - 
- What kind of campaign has Sarah joined?
 - 
 - 



3.1

Vocabulary

Exercise 7

Complete the table with *be*, *have* or *wear*.

1 _____	2 _____	3 _____
pale / dark skin	good-looking	a costume
painted nails	in your thirties	jewellery
pierced ears	slim	
freckles	well-built	
dyed / curly / straight hair	average size / height	

3.3

Reading and Vocabulary

Exercise 3

Read the article. For each gap (1–5), choose the correct sentence (a–e).

- a Reusing clothes like this means we don't throw things away.
- b However, the machines are expensive and it's easier to make shoes than clothes.
- c People wore these items for a short time and then threw them away.
- d Others have made plant leather from pineapples and mushrooms.
- e Alternatively, you can rent a few clothes every month.

3.5

Listening and Vocabulary

Exercise 6

🔊 3.11 Listen again and choose the correct answer.

- 1 Sylvia says the museum
 - a shows only clothes from the past.
 - b has both old and modern clothes.
- 2 'Chopines' were
 - a fifteen centimetres high.
 - b in fashion between the fifteenth and seventeenth centuries.
- 3 Who wore very tall chopines?
 - a both men and women
 - b women who wanted to show their social status
- 4 A 'ruff' is a type of collar that was popular
 - a in the sixteenth and seventeenth centuries.
 - b for men but not for women.
- 5 Napoleon's soldiers had buttons on their sleeves
 - a to help keep their uniforms cleaner.
 - b to make the uniforms more comfortable.

3.6

Speaking

Exercise 6

🔊 3.13 Complete the dialogues with the missing sentences.

You look really smart. Have you had a haircut?
 Yes, I got it yesterday, but I'm not too sure about the colour.
 Yes, it suits you.
 Thank you. I'm glad you like it.

A

That jacket is awesome. Is it new?

1 _____

You look good in blue.

Do you think so?

2 _____

B

3 _____

Yes, I went to the hairdresser's at the weekend.

Honestly, I really like the style. It's cool.

4 _____



4.2

Grammar

Exercise 4

Choose the correct answer.

- They've arranged to visit their friend at the weekend. (arrangement)
They *are visiting* / *visit* their friend at the weekend.
- They're expecting to be well-paid. (prediction)
They think they *are being* / *will be* well-paid.
- The boat is scheduled to leave at 4 p.m. (schedule)
The boat *leaves* / *will leave* at 4 p.m.
- I'm planning to quit my job. (plan)
I *will* / *'m going to* quit my job.

4.3

Reading and Vocabulary

Exercise 2

4.6 Answer the questions with one or two words.

Fearne

- What kind of surgeon does Fearne want to be? *a specialist in* _____
- Who gave her help during a virtual operation? *a* _____
- Which type of training gives better results? _____ *training*

Sean

- According to Sean, what improves trainees' results? _____ *yourself*
- What has he been learning to avoid recently? _____ *situations*
- What will the VR training allow him to do? *get a* _____

Answer questions 7–9 about Dylan in your Student's Book.

4.5

Listening and Vocabulary

Exercise 7

4.12 Listen again and choose the correct answer.

- When she was on TV, Claire appeared
a embarrassed. b calm.
- Claire got her diploma when she was
a seventeen. b eighteen.
- Where was Stuart when he designed his app?
a in the mountains b at home
- Stuart's dad
a owns a sports shop.
b works in a sports shop.
- What does Claire consider her mum to be?
a a friend b a colleague
- How long will Stuart be working with a famous app developer in New York?
a a week b a month

4.6

Speaking

Exercise 6

4.14 Choose the correct phrase to complete the texts. Listen and check.

pay attention be careful Watch out!
Remember not allowed Make sure

- _____ to wash your hands.
_____ your knives are sharp. And
_____ you don't burn yourself.
It's hot.
- _____ That camera is worth
a fortune! Now _____. You're
_____ to speak while we're
filming.



5.1

Vocabulary

Exercise 8

Match the numbers (1–6) to the words (a–f).

- | | |
|---------------|---|
| 1 745 | a five point eight billion |
| 2 9,862 | b seven hundred and forty-five |
| 3 3,600,000 | c eight hundred million |
| 4 5.8 billion | d nine thousand, eight hundred and sixty-two |
| 5 24,222,394 | e twenty four million, two hundred and twenty-two thousand, three hundred and ninety-four |
| 6 800,000,000 | f three million, six hundred thousand |

5.2

Grammar

Exercise 6

Choose the correct answer.

- If I were you, I *will / would* study another language.
- I *don't / wouldn't* look at the sun unless I *have / had* special glasses.
- What *would / will* you do if you *would win / won* a trip to space?
- If I *have / had* enough time, I *would / will* show you how to use the telescope.
- She *wouldn't / didn't* go into space unless somebody *would pay / paid* her.

5.3

Reading and Vocabulary

Exercise 4

Read the article again and choose the correct answer.

- What does the article say about people who have been into space?
 - There have been fewer than 500 of them.
 - The majority prepared for many years.
- Who can become a space tourist?
 - people who can afford it
 - people who work for certain companies
- How far above the Earth would a space plane go?
 - 4,000 kilometres
 - 100 kilometres
- The author believes that
 - the only way to experience space is to become an astronaut.
 - there are lots of affordable alternatives to enjoy space.

5.6

Speaking

Exercise 7

5.17 Choose the correct answer. Listen and check.

- Ben:** I want to build one of the robots from this kit.
- Ivy:** ¹First / ²Second, decide which model you want to build.
- Ben:** Of course. Then ³next / ⁴what do I do?
- Ivy:** After ⁵next / ⁶that, check you have all the pieces.
- Ben:** OK, I'll check them. That ⁷seems / ⁸works easy.
- Ivy:** Oh, and you ⁹important / ¹⁰have to put the batteries in.
- Ben:** No problem. I ¹¹hope / ¹²get it works.



6.2

Grammar

Exercise 4

Read, then choose the correct words to complete the reported speech sentences.

had were finished hurt if

- 1 a 'What time does the doctor finish?'
b I asked what time the doctor *finished*.
- 2 a 'When are they leaving?' Rachel asked.
b Rachel asked when they _____ leaving.
- 3 a 'It hurts,' he told the nurse.
b He told the nurse that it _____.
- 4 a 'I took the medicine this morning,' she said.
b She said that she _____ taken the medicine that morning.
- 5 a 'Did Emma see the doctor?' I asked.
b I asked _____ Emma had seen the doctor.

Answer questions 6–8 in your Student's Book.

6.4

Grammar

Exercise 5

Order the words to make reported statements and questions.

- 2 'Take a seat.'
asked / She / him / take / to / a seat
_____.
- 3 'Please don't be nervous.'
not / nervous / him / asked / be / She / to
_____.
- 4 'Relax.'
relax / told / him / She / to
_____.
- 5 'Can you tell me what the problem is?'
tell / asked / what / the problem / him / was / to / She / her
_____.

Answer questions 6–7 in your Student's Book.

6.3

Reading and Vocabulary

Exercise 4

Read the article again and complete the sentences. Use one word.

- 1 The article states that health-related apps are popular with _____ people.
- 2 Lack of sleep, certain foods or _____ can cause migraines.
- 3 Nathan didn't have enough money to go to the _____.
- 4 Exercising to music can result in much better _____.
- 5 Luke's family are now eating much healthier _____.
- 6 It's a good idea to ask other people before you choose an _____.

6.5

Listening and Vocabulary

Exercise 8

6.13 Listen again and complete the notes with words or numbers.

Zara's extreme party!

Where: ¹*The Climbing Wall* opposite the
²_____ and next to the leisure centre.

When: Saturday, ³11. _____ a.m.

Tell Zara's mum about any ⁴f_____ allergies.

Must wear: ⁵I _____ sleeves and trousers

Phone Katy's mum about lift (mobile no: 079 6473 82 ⁶_____).



7.2

Grammar

Exercise 5

Complete the second sentence using the correct form of *be*.

- Bad weather delayed my train.
My train _____ delayed by bad weather.
- They give out some instructions.
Some instructions _____ given out.
- You must complete the game in an hour.
The game must _____ completed in an hour.
- You can't do it if you don't share ideas.
It can't _____ done if you don't share ideas.
- Someone invited you to an escape room.
I _____ invited to an escape room.
- My cousin Mike took me there.
I _____ taken there by my cousin Mike.

Answer questions 7–8 in your Student's Book.

7.3

Reading and Vocabulary

Exercise 4

Ask and answer the questions in pairs.

- What are reliable sources of news in your country?
- What radio stations do you often listen to?
- What TV channels do you watch at the weekend?
- What news stories were in the press yesterday?
- Do you know any famous journalists in your country?
- What TV channel gets the biggest audience?

7.5

Listening and Vocabulary

Exercise 6

🔊 7.12 Listen to four short dialogues. Choose the correct answer.

- You will hear a girl telling her mother about a pair of jeans she wants to buy. What does she say about them?
a She had a pair like that when she was younger.
b She likes the TV commercial for them.
- You will hear two friends talking about a restaurant. What does the girl like about it?
a You can drink as much as you like for free.
b There's a good choice of salads.
- You will hear two friends talking about a poster for a music festival. Where do they think is the best place to put it up?
a in a supermarket b at the school
- You will hear a boy talking to his father. Why can't his father take him to football training?
a He's working that day.
b He won't be able to use the car at that time.

7.6

Speaking

Exercise 5

Complete the sentences with the question tags in the box.

don't we? are you? isn't he? haven't they?
can he? does she? can't you?

- He is from the USA, _____
- She doesn't like pasta, _____
- You can swim, _____
- He can't speak German, _____
- You aren't from Brazil, _____
- They have got two brothers, _____
- We live in a big house, _____



8.1

Vocabulary

Exercise 3

8.2 Choose the correct word to complete each sentence. Listen and check.

- Sculpture / Architecture* is the art of creating objects out of stone, wood, metal, clay, etc.
- Film-making / Photography* is the art of producing pictures using a camera.
- Classic / Pop art* is a style of painting that uses objects from ordinary life. It was very popular in the 1960s.
- Abstract / Classic* art is a style of painting that uses mainly shapes and lines and does not show people or things in a realistic way.
- Design / Architecture* is the art of designing buildings.
- An art installation / Impressionist art* is a piece of art that is made using light, sound, etc. as well as objects.

8.3

Reading and Vocabulary

Exercise 3

Match the questions and the answers.

- | | |
|---|------------------------------|
| 1 Who was in Tyler's first painting? | a at 12 |
| 2 What health problems did Tyler have as a baby? | b on social media |
| 3 At what age did Tyler first paint a famous basketball player? | c his head teacher |
| 4 Where did other celebrities see Tyler's work? | d large |
| 5 What size artwork does Tyler like to paint? | e He was deaf. |
| 6 What does Tyler do after a bad day at school? | f He creates self-portraits. |
| 7 How does Tyler share his art? | g in the news |

8.5

Listening and Vocabulary

Exercise 7

8.12 Listen again and choose the correct answer.

- Freddie won second prize in
 - a photography competition.
 - a story competition.
- The first-prize winner was
 - unwell.
 - friendly.
- In the office, Freddie
 - met some journalists.
 - watched TV programmes.
- What was Freddie's headline about?
 - a new brand of crisps
 - bad habits of birds

Answer questions 5–6 in your Student's Book.

8.7

Writing

Exercise 4

Complete the sentences with the missing linkers of contrast.

- A _____ it is an old painting, it looks very modern.
- I _____ all the details, I find this image relaxing.
- D _____ being one of his early works, it is brilliant.
- E _____ this is a great film, I prefer the book.



9.2

Grammar

Exercise 3

Choose the correct answer.

- 1 I'm the kind of guy *who / where* prefers lying on a warm beach.
- 2 This is Zac, *who / whose* favourite hobby is lying down.
- 3 Lots of people enjoy the Festival of Sleep Day, *which / who* is on 3 January.
- 4 The idea is to help people *that / which* stay up partying too long.
- 5 I know a few people *who / which* would like to celebrate that day.
- 6 This is the day *that / who* gives you the chance to be a pirate.
- 7 Do you know anyone *who / whose* idea of fun is to talk like a pirate?
- 8 My friend Miguel, *who / whose* lives in Costa Rica, is crazy about pirates.

Answer questions 9–10 in your Student's Book.

9.6

Speaking

Exercise 5

Choose the correct answer.

- a Do you *happen / appreciate* to know where I should get off for Elm Street?
- b *Thanks / Excuse* me. Sorry to *bother / problem* you. I was *passing / wondering* if I could ask you a question.
- c I'm *sorry / welcome* I don't know. I'm not from here.
- d It's no *alright / problem*. It was nice meeting you. Bye.
- e Yes, of *wonder / course*. Go *ahead / sorry*.

9.4

Grammar

Exercise 4

Rewrite the questions as indirect questions. Use the words in brackets.

- 1 Would you two like to hang out with us? (wondering)
I was _____ if you two _____.
- 2 Where is our hotel? (idea)
Have you any _____ where our hotel _____?
- 3 What street is it in? (remember)
Do you _____ what street it _____?
- 4 Did you have a good time? (like)
I'd _____ to know if you _____.
- 5 When does Mardi Gras start next year? (know)
Do you _____ when Mardi Gras _____?
- 6 Can I take a photo of you? (mind)
Do you _____ if I _____?

9.7

Writing

Exercise 4

Complete the sentences with the phrases in the box.

can make it check out do with dress up
hang out with kick-off

- 1 What time does the surprise birthday party *kick off*?
- 2 I _____ my friends at the weekend.
- 3 My brother can't come to the party, but my best friend _____.
- 4 It's a formal dinner, so you should _____ and wear your best clothes.
- 5 You should _____ this book. It's very interesting.
- 6 I could _____ a new coat. This one is very old.

Need support? worksheets answer key

UNIT 1

1.1 Vocabulary

Exercise 5

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

1.2 Grammar

Exercise 4

1 Are you having
2 listen; feel
3 Do you have
4 live; don't usually get up
5 are getting

1.3 Reading and Vocabulary

Exercise 3

1 12,000
2 support
3 sport
4 stereotypes
5 translate
6 positive

1.4 Grammar

Exercise 5

1 were you doing
2 have you climbed
3 Have you ever eaten
4 did you go
5 Was it raining; got up

UNIT 2

2.1 Vocabulary

Exercise 4

1 oxygen 2 endangered animals
3 solar power 4 petrol 5 pollution
6 Wind power

2.2 Grammar

Exercise 5

1 given 2 taken 3 realised 4 fed 5 heard

2.3 Reading and Vocabulary

Exercise 3

1 a 2 b 3 a 4 b 5 b

2.5 Listening and Vocabulary

Exercise 4

1 b 2 b 3 a 4 b

UNIT 3

3.1 Vocabulary

Exercise 7

1 have 2 be 3 wear

3.3 Reading and Vocabulary

Exercise 3

1 c 2 a 3 e 4 b 5 d

3.5 Listening and Vocabulary

Exercise 6

1 a 2 b 3 b 4 a 5 a

3.6 Speaking

Exercise 6

1 Yes, I got it yesterday, but I'm not too sure about the colour.
2 Yes, it suits you.
3 You look really smart. Have you had a haircut?
4 Thank you. I'm glad you like it.

UNIT 4

4.2 Grammar

Exercise 4

1 are visiting 2 will be 3 leaves
4 'm going to

4.3 Reading and Vocabulary

Exercise 2

1 sporting injuries 2 professor 3 VR
4 enjoying 5 dangerous 6 good job

4.5 Listening and Vocabulary

Exercise 7

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

4.6 Speaking

Exercise 6

1 Remember; Make sure; be careful
2 Watch out!; pay attention; not allowed

UNIT 5

5.1 Vocabulary

Exercise 8

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

5.2 Grammar

Exercise 6

1 would 2 wouldn't; had 3 would; won
4 had; would 5 wouldn't; paid

5.3 Reading and Vocabulary

Exercise 4

1 b 2 a 3 b 4 b

5.6 Speaking

Exercise 7

1 First 2 what 3 that 4 seems
5 have 6 hope

UNIT 6

6.2 Grammar

Exercise 4

1 finished 2 were 3 hurt 4 had 5 if

6.3 Reading and Vocabulary

Exercise 4

1 young 2 stress 3 gym
4 performance 5 meals 6 app

6.4 Grammar

Exercise 5

2 She asked him to take a seat.
3 She asked him not to be nervous.
4 She told him to relax.
5 She asked him to tell her what the problem was.

6.5 Listening and Vocabulary

Exercise 8

2 library 3 .30 4 food 5 long 6 76

UNIT 7

7.2 Grammar

Exercise 5

1 was 2 are 3 be 4 be 5 was
6 was

7.3 Reading and Vocabulary

Exercise 4

Students' own answers

7.5 Listening and Vocabulary

Exercise 6

1 b 2 b 3 a 4 b

7.6 Speaking

Exercise 5

1 isn't he? 2 does she? 3 can't you?
4 can he? 5 are you? 6 haven't they?
7 don't we?

UNIT 8

8.1 Vocabulary

Exercise 3

1 Sculpture 2 Photography
3 Pop art 4 Abstract 5 Architecture
6 An art installation

8.3 Reading and Vocabulary

Exercise 3

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

8.5 Listening and Vocabulary

Exercise 7

1 b 2 a 3 a 4 b

8.7 Writing

Exercise 4

1 Although 2 In spite of 3 Despite
4 Even though

UNIT 9

9.2 Grammar

Exercise 3

1 who 2 whose 3 which 4 that 5 who
6 that 7 whose 8 who

9.4 Grammar

Exercise 4

1 wondering; would like to hang out with us
2 idea; is 3 remember; is in 4 like; had a
good time 5 know; starts next year
6 mind; take a photo

9.6 Speaking

Exercise 5

a happen b Excuse; bother; wondering
c sorry d problem e course; ahead

9.7 Writing

Exercise 4

1 kick off 2 hang out with 3 can make it
4 dress up 5 check out 6 do with

It's true!

Adjective cards



I feel anxious .	I feel calm .	I feel confused .
I feel delighted .	I feel disappointed .	I feel exhausted .
I feel pleased .	I feel surprised .	I feel upset .

Situation cards



When I have to take a difficult exam, ...	When I do yoga or relaxation exercises, ...	When my Maths teacher explains something, ...
When I do really well in my exams, ...	When I'm on holiday by the sea and it rains all the time, ...	When I've been studying all day and all evening, ...
When I work out the answer to a difficult Maths question, ...	When someone I haven't heard from for a long time texts me, ...	When I lose something that is really important to me, ...

Instructions and Answer key

1.1 Vocabulary – It's true!

Materials: One set of adjective cards and one set of situation cards for each group of three students

Language: Adjectives of emotion

- Tell students that they are going to practise using adjectives of emotion and talk about how they feel in certain situations.
- Put students into groups of three. Hand out one set of adjective cards to each group, face-down in a pile. Students take turns to pick up a card and decide when they might feel that emotion.
- Invite students from different groups to share some of their ideas with the class.
- Ask students to put the cards back in a pile face down. Hand out one set of situation cards to each group, also in a pile face down.
- Students take turns to turn over an adjective card and a situation card. Whatever the combination of cards, they must try to convince the other group members that they would feel this way in this situation, giving an explanation, e.g. *When my Maths teacher explains something, I feel pleased because Maths makes me happy!* This continues until all of the cards have been used.
- Invite students from different groups to share their most interesting or funny ideas with the class.

Your turn



I think ...	I'm trying to ...	I usually ...
I don't know ...	I'm looking at ...	I often ...
I have ...	I'm thinking about ...	I don't often ...
I enjoy ...	I'm reading ...	I never ...
I want ...	At the moment, our teacher is ...	I always ...
I prefer ...	At the moment, some students are ...	How often do you ... ?
Do you want ... ?	... is wearing ...	Do you ever ... ?

Instructions and Answer key

1.2 Grammar – Your turn

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

Language: Present tenses

- Tell students that they are going to make sentences using the Present Simple and Present Continuous.
- Put students into groups of three. Hand out one set of cards to each group and place the cards in a pile face down on the desk.
- One student picks up the first card and makes a sentence using the prompt on it. They then pass the card to the student to their left, who has to make a different sentence using the same prompt. This continues until a student either repeats an idea or hesitates for more than five seconds while trying to think of a sentence. The student then keeps that card and picks up the next card from the pile.
- When all the cards have been used, the winner is the student with the fewest cards.
- Invite students from different groups to share their most interesting ideas with the class.

Match up

Word cards



belong	migrants	challenges
population	stereotype	miss
support	translate	arrivals

Sentence cards



1 I live in Canada, but I don't always feel as if I ____ here.	2 It's very difficult for ____ when they can't speak the language of their new home.	3 One of the biggest ____ they faced was finding work and earning money.
4 The ____ of the UK is now over 67 million.	5 It isn't true that all British people drink tea at five o'clock. It's just a(n) ____.	6 The thing I really ____ about my home country is the food.
7 There are a number of places in our city where new arrivals can find help and ____.	8 I speak three languages, so I often ____ for people who can't speak English.	9 We went to welcome the new ____ and then found out that they weren't migrants – they were tourists!

Instructions and Answer key

1.3 Reading and Vocabulary – Match up

Materials: One set of word cards and one set of sentence cards for each group of four students

Language: Vocabulary from Lesson 1.3

- Put students into groups of four and hand out one set of word cards and one set of sentence cards to each group. The cards should be spread out and placed face-down in two separate sets.
- One student starts by selecting and turning over a sentence card. They read the sentence and then select and turn over a word card. They then read the sentence aloud, with the word in the gap, e.g. *I live in Canada, but I don't always feel as if I **translate** here.* If the sentence doesn't make sense (as in the example here), the student turns the cards back face-down on the desk, in the same position they were in before. If the sentence makes sense, the student keeps both cards as a matching pair.
- The process is repeated, with students taking turns to select and match cards in the same way. By remembering where different cards are, students 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.

Answers:

1 belong 2 migrants 3 challenges 4 population
5 stereotype 6 miss 7 support 8 translate 9 arrivals

Find someone who ...



Find someone who:		Name
1	was playing computer games at eight o'clock yesterday evening.	
2	went to bed after midnight last Friday.	
3	has never watched a reality TV show.	
4	got a text message while they were having breakfast this morning.	
5	felt ill last week.	
6	has had an interesting dream recently.	
7	met a friend while they were walking to school today.	
8	lost something important last month.	
9	has just had a great idea.	
10	had an accident while they were playing sport last year.	
11	bought a new gadget last week.	
12	has never sent a postcard while on holiday.	
13	was wearing black jeans at school yesterday.	
14	received a strange email last week.	
15	has changed their routine recently.	

Instructions and Answer key

1.4 Grammar – Find someone who ...

Materials: One worksheet for each student

Language: Past Simple, Past Continuous and Present Perfect

- Tell students that they are going to try and find out information about their classmates using different tenses.
- Write these sentences on the board (or dictate them for students to write down in their notebooks).
 - *Find someone who went to the theatre yesterday.*
 - *Find someone who was doing their homework at 10 p.m. last night.*
 - *Find someone who has never been to Canada.*
 - *Find someone who has been to Canada.*
 - *Find someone who got some emails while they were doing their homework yesterday.*
- Ask different students around the class to form the questions which will elicit the information in each of the sentences on the board. Remind them to use the same tense as in the statement. Elicit these questions: *Did you go to the theatre yesterday? Were you doing your homework at 10 p.m. last night? Have you ever been to Canada? Did you get any emails while you were doing your homework yesterday?*
- Hand out a worksheet to each student. Ask them to read through all the items and to ask you if there is anything they don't understand.
- Demonstrate for the class. Ask a student the first question: *Were you playing computer games at eight o'clock yesterday evening?* If their answer is *yes*, write their name next to the question on the worksheet. If their answer is *no*, ask a different student the same question.
- Explain to students that they should ask their questions to different classmates and that two is the maximum number of questions they can ask any one student.
- When students have finished, elicit the names of people that students wrote for each statement and ask follow-up questions, e.g. for question 1: *What game were you playing at that time? How long did you play for? Did you play any other games?*

What are you like?

**Alex****You are active.**

Last week, I played tennis, went swimming, and went for a bike ride and a hike.

Yesterday, _____

Riley**You are competitive.**

Last week, I entered a short story competition at school. I really wanted to win and spent the whole week writing the story.

Yesterday, _____

Blake**You are creative.**

Last week, I designed a website for my dad. I chose some good colours and designs, and made it look really cool.

Yesterday, _____

Charlie**You are curious.**

Last week, my parents were having a conversation about the future. I wanted to know more, so I asked them about it.

Yesterday, _____

Ash**You are patient.**

Last week, I helped my little brother with his Maths homework until he understood everything. It took three hours, but I didn't mind.

Yesterday, _____

Sam**You are generous.**

Last week, my aunt in the USA sent me a big packet of sweets. I took them to school and gave some to everyone in the class, and to my teacher, of course.

Yesterday, _____

Chris**You are organised.**

Last week, my parents asked me to go shopping. First, I made a list of things to buy. I took three bags. In one bag I put cleaning things, in another fruit and vegetables, and in the third packets and tins.

Yesterday, _____

Angel**You are reliable.**

Last week, I was on time for all my meetings, I did what people asked me to do and I didn't forget to do anything.

Yesterday, _____

Instructions and Answer key

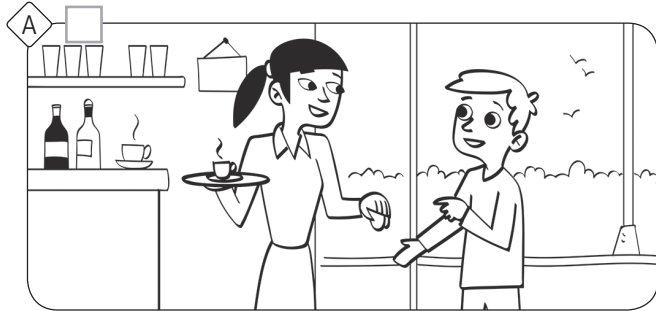
1.5 Listening and Vocabulary – What are you like?

Materials: One card for each student
Language: Personality adjectives

- Write the word *sensible* on the board.
- Ask students to think of a situation which would show that someone is sensible. You could give an example: Somebody is going on a walk in the mountains. Before they leave, they make sure they have all the right equipment and waterproof clothes in case of rain. They let people know where they are going and what time they expect to return.
- Tell students that they are going to get a card with a character's name and a personality adjective. Underneath is a situation which demonstrates this quality of their character. In the space provided, students should describe a second situation which also illustrates the personality adjective. Explain that they shouldn't show their card to anyone.
- When they have finished writing, explain that they should mingle and take turns to say their character's name and read out the two situations without saying the personality adjective. The student listening should note down the character's name and try to guess the personality adjective. They then repeat the process with a different student.
- Allow enough time for students to talk to several other students about their characters. Students may talk to two people with the same character, in which case the second student only has to read out their second situation.
- Invite different students to read the descriptions they wrote for their character to the class.

Can you help me?

1 Read dialogues 1–4 below quickly and match them to pictures A–D. Don't worry about the gaps for now.



- 1 A: Can you help me?
B: Of ¹ _____. What's wrong?
A: I can't find my phone. It's here somewhere. ² _____ you help me look for it?
B: Here it is – under your jacket.
A: Oh, great! Thanks, Mum.
- 2 A: ³ _____ me. ⁴ _____ you mind helping me?
B: No, of course ⁵ _____.
A: I need to take these suitcases to my taxi, but I can't carry them all. Could you give me a ⁶ _____ with them?
B: ⁷ _____. Oh wow, this is heavy!
- 3 A: Good afternoon. May I ⁸ _____ you?
B: Er ... I'm waiting for my friends. Can I sit down?
A: Of course. Can I ⁹ _____ you anything while you're waiting? A drink? Something to eat?
B: Yes, that ¹⁰ _____ be great, thanks. An orange juice, please.
A: OK, I'll be ¹¹ _____ you ¹² _____ a minute.
- 4 A: Good morning. What can I ¹³ _____ for you?
B: I'd like a map of the town centre, please.
A: Of course. Here you are. This shows all the places of interest, bus routes and hotels.
B: Thank you.
A: Do you need anything ¹⁴ _____? Tickets? Postcards?
B: No, I'm ¹⁵ _____ now, thanks.

2 Complete the dialogues in Exercise 1 with one word in each gap. Then choose one of the dialogues and act it out.

3 Now write and act out your own dialogue. Use the dialogues in Exercise 1 to help you.

Instructions and Answer key

1.6 Speaking – Can you help me?

Materials: One worksheet for each pair of students

Language: Asking for and offering help

- Tell students that they are going to practise asking for and offering help.
- Put students into pairs and hand out a worksheet to each pair.
- Ask students to complete Exercise 1. When they have finished, elicit the answers.
- Move on to Exercise 2. Give students a time limit to complete the dialogues, but do not check answers yet. When they are ready, students choose one of the dialogues to act out in their pairs.
- To check answers, invite a different pair to act out each completed dialogue to the class. The rest of the class should listen, check their own completed dialogues and if they think the pair has made a mistake, they should say so at the end of the role play. Confirm the answers for each dialogue at the end.
- For Exercise 3, students write a similar dialogue in their pairs, using language for asking for and offering help. When they have finished writing, give pairs some time to practise their dialogues, then invite them to act them out for the class.

Answers:

Exercise 1

A 3 B 4 C 1 D 2

Exercise 2

1 course 2 Can/Could 3 Excuse 4 Would 5 not
6 hand 7 Sure 8 help 9 get 10 would 11 with
12 in 13 do 14 else 15 fine

Another challenge

1 Complete the blog post with the words below. There are three extra words.

about arrived beginning end gradually loved made now problem
realised scream soon sweat when yawned

Where have you always dreamed ¹ going?

For me, it's the desert. So, ² I heard about a summer camp in the Sahara, I begged my parents to let me go. The ³ was that it was very expensive. So, how did I pay for it? I decided to look for a weekend job. I knew it would be difficult as I've always ⁴ staying in bed until late at the weekend! But I knew that a few early mornings would be worth it. ⁵ after that, I found a job as a waitress in a restaurant. The restaurant opened for breakfast, so I had to start at 7 a.m. That meant I had to get up at half past five – that's early!

My first morning wasn't fun. When I ⁶, the manager welcomed me with a big smile. I tried to say 'good morning', but I was so tired I ⁷ instead. Good start! At the ⁸ it was difficult to be polite and friendly to the customers when I just wanted to go back to bed, but ⁹, I started to enjoy the work and got to know the regular customers. What have I learned? The experience has ¹⁰ me less lazy.

¹¹, even when I don't have to go to school or work, I wake up early. My parents are always shocked when they come downstairs and find breakfast waiting for them! And what was the Sahara like? I decided not to go after all. I found out there are snakes and scorpions there. I ¹² when I see a spider in the bath!

2 Complete sentence a in each pair of sentences.

- 1 a I've always loved _____ .
b I first realised this when _____ .
- 2 a I've always wanted to _____ .
b The problem is that _____ .
- 3 a At the beginning _____ .
b Gradually, I _____ .
- 4 a The experience has made me _____ .
b Now I'm thinking of becoming _____ .

3 Swap worksheets with another pair and complete sentence b in each pair of sentences in Exercise 2.

Instructions and Answer key

1.7 Writing – Another challenge

Materials: One worksheet for each pair of students

Language: Writing about a personal challenge

- Tell students that they are going to read and complete a blog post about a challenge.
- Put students into pairs and hand out a worksheet to each pair.
- Ask students to complete Exercise 1. When they have finished, elicit the answers.
- Move on to Exercise 2. In their pairs, students now use their imagination to complete the first sentence (sentence a) in the four pairs of sentences.
- When they have finished, students do Exercise 3: they swap worksheets with another pair, read that pair's sentences and complete sentence b for each item in a suitable way.
- As a follow-up, pairs join together with the pair whose worksheet they have and share their ideas. Invite students from different groups to share their sentences with the class.

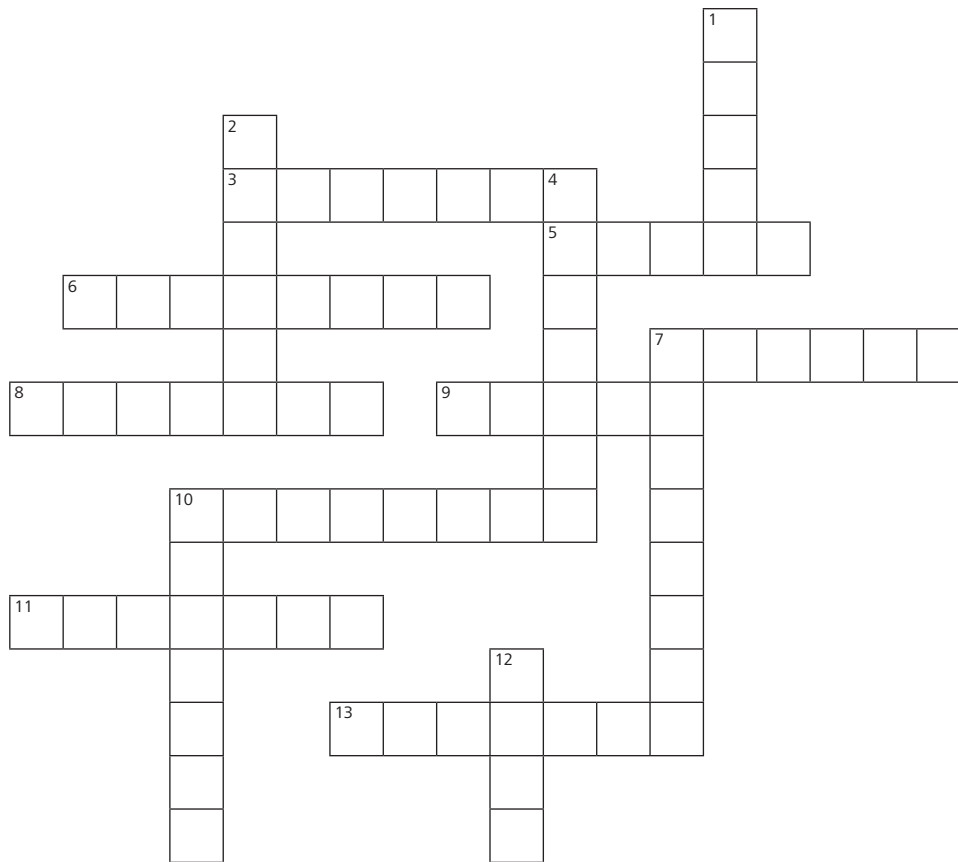
Answers:

Exercise 1

1 about 2 when 3 problem 4 loved 5 Soon
6 arrived 7 yawned 8 beginning 9 gradually
10 made 11 Now 12 scream

Anagram clues

1 Order the letters to complete the crossword. The first letter of each word is in bold.



Across

- 3 oxsunia
 5 t**u**pes
 6 atere**c**vi
 7 vi**s**ehr
 8 ti**p**eatn
 9 awest
 10 fundoes**c**
 11 igt**m**nar
 13 sa**p**elde

Down

- 1 e**s**kah
 2 ga**m**ane
 4 duec**s**ec
 7 desert**s**
 10 rsoc**c**uui
 12 spa**g**

2 Write the words from the crossword in Exercise 1 in the correct category.

- 1 Adjectives of emotion: _____, _____, _____, _____,

- 2 Personality adjectives: _____, _____, _____
- 3 Verbs that express emotion: _____, _____, _____, _____
- 4 Verbs of success and failure: _____, _____
- 5 People: _____

Instructions and Answer key

1.8 Unit 1 Vocabulary – Anagram clues

Materials: One worksheet for each student or pair of students

Language: Vocabulary from Unit 1

- Tell students that they are going to rearrange letters to complete a crossword.
- Hand out a worksheet to each student or pair of students. Tell them not to open their Student's Books, but to try to remember as many words as possible from Unit 1. Encourage them to start with the easiest words, which will give them some letters as prompts to help with the rest of the crossword.
- When students have finished, elicit the answers.
- Students now look at Exercise 2 and write the words in the correct categories. When they have finished, elicit the answers.

Answers:

Exercise 1

Across

3 anxious 5 upset 6 creative 7 shiver
8 patient 9 sweat 10 confused 11 migrant 13 pleased

Down

1 shake 2 manage 4 succeed 7 stressed
10 curious 12 gasp

Exercise 2

Adjectives of emotion: anxious, pleased, upset, confused, stressed

Personality adjectives: creative, curious, patient

Verbs that express emotion: shake, gasp, shiver, sweat

Verbs of success and failure: manage, succeed

People: migrant

Correct or not?

	Do you think it's correct?	✓/✗	Write <i>OK</i> or rewrite the sentence.	Points
1	What do you think about extreme sports?			
2	I usually find Maths easy, but I'm not understanding this exercise.			
3	I'm not often watching television on schooldays.			
4	I can't go out now. I've just started eating dinner.			
5	While my dad was driving to work, he was seeing his cousin.			
6	We've been to the cinema last Friday.			
7	You're very quiet. What do you think about?			
8	I haven't done anything interesting recently.			
9	We're here for three days now and we still haven't been to the beach.			
10	Did you buy any milk while you were at the supermarket?			
11	I never heard this song before. Is it new?			
12	Did anyone call while I've been out?			
13	We're trying to make our own website, but we're having a few problems.			
14	The students aren't usually this noisy, but today they're very excited.			
15	Did you finish your homework yet?			
TOTAL				

Instructions and Answer key

1.9 Unit 1 Grammar – Correct or not?

Materials: One worksheet for each pair of students

Language: Present and past tenses

- Tell students that you are going to give them fifteen sentences, and that some of them contain errors.
- Put students into pairs and hand out a worksheet to each pair. Explain that the incorrect sentences have only one mistake: an incorrect use of the verb tense.
- In their pairs, students decide which sentences are grammatically correct and which are not, and correct the sentences they think are incorrect.
- Students should also choose how many points (1–10) they want to use for each sentence. Explain that the more confident they are that a sentence is correct or that they have rewritten a sentence correctly, the more points they should use. If they are correct, they will win this number of points, but if they are incorrect, they will lose the points, so they should be careful. It might be a good idea to set a minimum and maximum number of points for students to use for each sentence.
- When pairs have finished, ask them to swap their worksheet with another pair.
- Go through the answers. If an answer is correct, pairs add the number of points written. If an answer is incorrect, they deduct the number of points written. They should then add up all the points to see which pair got the most. The pair with the most points are the winners.

Answers:

- 1 ✓
- 2 I usually find Maths easy, but ~~I'm not understanding~~
I don't understand this exercise.
- 3 ~~I'm not often watching~~ I don't often watch television
on schooldays.
- 4 ✓
- 5 While my dad was driving to work, he ~~was seeing~~ saw
his cousin.
- 6 ~~We've been~~ We went to the cinema last Friday.
- 7 You're very quiet. What ~~do you think~~ are you thinking
about?
- 8 ✓
- 9 ~~We're~~ We've been here for three days now and we still
haven't been to the beach.
- 10 ✓
- 11 ~~I never heard~~ I've never heard this song before. Is it new?
- 12 Did anyone call while ~~I've been~~ I was out?
- 13 ✓
- 14 ✓
- 15 ~~Did you finish~~ Have you finished your homework yet?

Project worksheet: a digital poster

Step 1

1 Match the deserts (a–f) to their location on the map (1–6).

a ☐ Arabian Desert

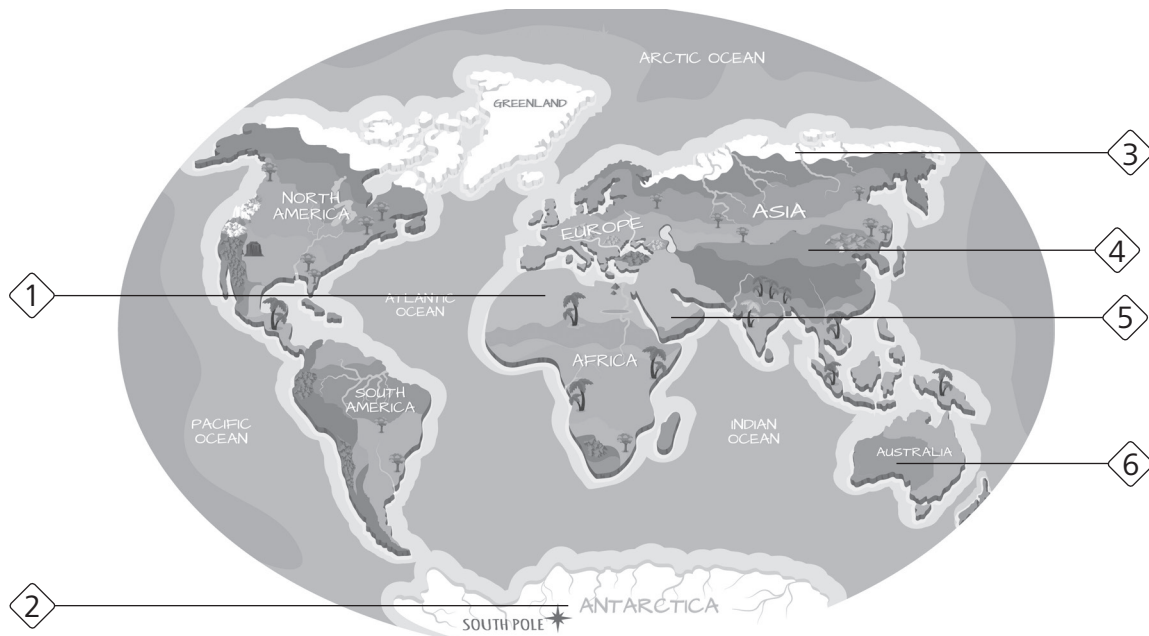
b ☐ Antarctic Desert

c ☐ Arctic Desert

d ☐ Gobi Desert

e ☐ Great Victoria Desert

f ☐ Sahara Desert



2 List the deserts in Exercise 1 in order of size (1–6). Do some research to check your answers. Then find out about the climate of each desert.

3 In groups, decide which desert you want to make a poster about.



Let's make a poster about ...
It's an interesting place because ...

Good idea./I don't know. I'd prefer to make
a poster about ... because ...



4 Decide which of these things you would like to include in your poster. Then decide who is going to do what.

1 ☐ I'd like to include a map of ...

2 ☐ I'd like to include some photos of ...

3 ☐ I'd like to include information about people/plants/animals that live in the desert.

4 ☐ I'd like to research the climate/temperature and include a temperature graph.

5 ☐ I'd like to focus on people's lifestyles/possible dangers.

Project worksheet: a digital poster

Step 2

5 Research the desert you have decided to make a poster about and make notes. Use the phrases below to help you.

- | | |
|---|--|
| 1 | The ... Desert is in (location). |
| 2 | It's a fascinating place because ... (Think about animals/the climate/people's lifestyles.) |
| 3 | The amazing plants and animals that live in this desert include ... |
| 4 | It's a very tough place to live near and travel through because ... (Think about the landscape/climate.) |
| 5 | An interesting fact about the desert is ... |
| 6 | The ... Desert is dangerous because of (the climate/extreme temperatures/dangerous animals). |

Step 3

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

- ☐ Are there any maps? Are they accurate and clearly labelled?
- ☐ Is there an interesting introduction to the poster?
- ☐ Are all the facts (about plants, animals, etc.) accurate?
- ☐ Does the poster talk about the people who live in the desert?
- ☐ Are there any suggestions for finding further information?
- ☐ Are the grammar and spelling correct?

Tip

- Use interesting colours.
- Make sure the photos are big enough to see from a distance.

Step 4

7 Display your poster in a class exhibition. Ask questions and comment on the other posters.



I think the fact about ... was very interesting.

Yes, I agree. I also liked ...



What about ... in the ... Desert? Did you find out anything about that?

Instructions and Answer key

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

Before the lesson: A digital poster is a poster that is not printed but shown on a screen. As it is digital, it can also include interactive material such as videos or animations.

You will need: a computer/laptop with access to the internet; a projector/screen to show the posters, or printer/ paper to print them and tape/adhesive tack. Free tools are available to download (e.g. Canva®). They offer ready-made templates to use, where you work on a drag-and-drop basis.

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 of their posters and stick/draw the elements on.

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

Step 1 **Class work**

Warm up:

- Ask students what they know about deserts. Elicit the names of famous deserts and their climates. Explain that not all deserts are hot and sandy. There are cold, icy polar deserts too.
- If possible, show students some examples of digital posters. Then tell them that they are going to create a digital poster about a desert.

Task:

- Put students into small groups and hand out one copy of the worksheet to each student.
- Students do Exercises 1 and 2. They could use their mobile phones to quickly look up information to help them decide if necessary. Point out that they should try to use reliable sources/websites as far as possible, and double-check facts using more than one source/website.

Answers:

Exercise 1

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

Exercise 2

List by size:

1 Antarctic Desert 2 Arctic Desert 3 Sahara Desert
4 Arabian Desert 5 Gobi Desert 6 Great Victoria Desert

Climate (suggested answers):

Antarctic Desert: freezing cold, with temperatures between -37°C and 10°C

Arctic Desert: freezing cold, with temperatures between -10°C (by the coast) and -60°C (inland)

Sahara, Arabian and Great Victoria Deserts: subtropical, hot and sunny, dry, with hardly any rainfall, with temperatures between over 40°C during the day and 0°C at night

Gobi Desert: cold, with little rain and an average temperature of 2.8°C, but ranging from 40°C to -40°C

- In Exercise 3, students choose which desert they would like their poster to be about. Ask them to think about the climate of each desert and what could be interesting about it. 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.
- In Exercise 4, students think about what they would like to focus on and include in the poster. They then decide who will do each part of the poster.
- Advise students to think about how much text and how many pictures they want to include so they can then choose the correct template/layout for their poster.
- Point out to students that they should always give the source of the material, e.g. the website address or the name of the photographer if it is known.

Step 2 **Individual work**

- Go through the phrases in Exercise 5 and encourage students to use them when they write their texts or bullet points for their part of the poster.
- Students then write their texts or bullet points.

Step 3 **Group work**

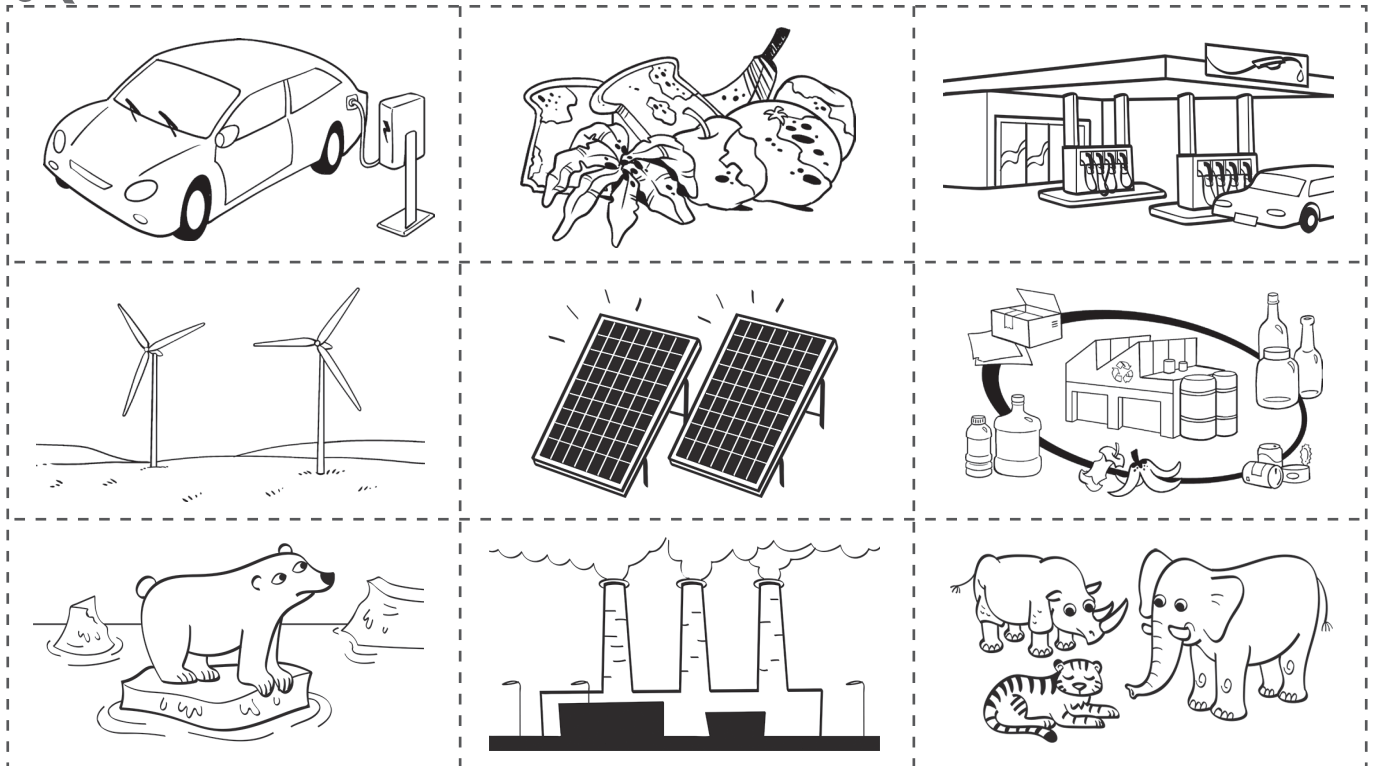
- Students create the poster in their groups. Encourage them to use a free digital poster creator if possible.
- Students use the checklist in Exercise 6 to review their poster and decide if there are any parts which can be improved.
- Students can print their posters (at home or at school) or they can be displayed using a digital projector or whiteboard.

Step 4 **In class**

- Display the posters on the wall or on the whiteboard.
- Students do Exercise 7. They discuss and comment on each poster, and ask and answer additional questions. Point out that when they comment on other groups' posters, they should first say what they liked and then focus on the areas that could be improved.
- Give feedback to each group, praising them for their efforts and highlighting any areas for improvement.
- After all the groups have shown their posters, students discuss as a class which posters they found the most attractive. Ask them if they are inspired to find out more about any of the deserts.

Get the words

Picture cards



Word cards



electric	car	food
waste	petrol	station
wind	power	solar
power	recycling	centre
climate	change	carbon
dioxide	endangered	animals

Instructions and Answer key

2.1 Vocabulary – Get the words

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

Language: Compound nouns related to the environment

- Tell students that they are going to match compound nouns to pictures.
- Put students into groups of three and hand out a set of picture cards to each group. Each student takes three cards. Students look at their pictures and think about what they show. They mustn't show the other students their cards.
- Now hand out one set of word cards to each group. Each student takes six cards. They look at their cards and see if they can make any compound nouns to match their pictures. If they can, they put their picture and the two words on the desk for the other students in their group to check.
- One student now starts by discarding one card which they don't need for their pictures. The next student picks this up and also discards one card. If they make a compound noun, they put the words and picture on the desk as before.
- Students continue until one person has found the compound nouns for all three of their cards. That student wins the game.
- Elicit the compound nouns from students and ask them to describe the pictures they match.

Answers:

electric car food waste petrol station wind power
solar power recycling centre climate change
carbon dioxide endangered animals

By the time I arrived, ...



Group A

You are Sam, Nina, Yasmin and Idris.

Shruti, Jack, Asim and Abi went to a party. By the time you arrived, lots of things had happened.

- Shruti had eaten two large packets of crisps and was feeling very ill.
- Jack had _____ and was _____.
- Asim had _____ and was _____.
- Abi had _____ and was _____.

Group B

You are Shruti, Jack, Asim and Abi.

Tom, Mina, Jess and Wei were in their classroom. By the time the teacher arrived, a lot of things had happened.

- Tom had drawn some pictures on the board and was trying to clean them off.
- Mina had _____ and was _____.
- Jess had _____ and was _____.
- Wei had _____ and was _____.

Group C

You are Tom, Mina, Jess and Wei.

Makiko, Callum, Neal and Fiona agreed to meet you at the café. By the time they arrived, lots of things had happened.

- Makiko had bought lots of clothes and was having problems carrying all the bags.
- Callum had _____ and was _____.
- Neal had _____ and was _____.
- Fiona had _____ and was _____.

Group D

You are Makiko, Callum, Neal and Fiona.

Sam, Nina, Yasmin and Idris decided to play football. By the time they got home, a lot of things had happened.

- Sam had fallen over and was having problems walking.
- Nina had _____ and was _____.
- Yasmin had _____ and was _____.
- Idris had _____ and was _____.

Instructions and Answer key

2.2 Grammar – By the time I arrived, ...

Materials: One card for each group of four students

Language: Past Perfect

- Tell students that they are going to use their imagination to say what people were doing at a certain time in the past and what had happened before that time. Elicit or tell them which tenses they will need to use (the Past Continuous and the Past Perfect). Give an example: *At seven o'clock yesterday evening, I was crying. I had chopped an onion for my dinner.*
- Put students into groups of four. Some groups can be smaller if necessary. If so, some students will have to take on more than one role.
- Hand out one card (A, B, C or D) to each group. Ask students to choose one name from their card each. They will need these later.
- Students look at their situation and the first sentence in the bulleted list. They discuss ideas together and complete the other three sentences.
- Choose Group A to start. They give the names of the people they wrote about and the students with those names come to the front of the class.
- Group A read out their first sentence. The student at the front playing the part of Shruti has to act out eating two large packets of crisps and feeling very ill. Group A then continue with the other three sentences until they have all been acted out.
- Repeat with Groups B, C and D. If there are more than one of each group, allow the additional groups to do the same.

You and the world around you

Keeping the countryside tidy: are you part of the problem or the solution?

- 1 How do you travel to beauty spots?
 - a By car.
 - b You cycle or use public transport.
- 2 What food do you eat on your trip?
 - a A picnic.
 - b A barbecue cooked on a campfire.
- 3 What do you do with your litter?
 - a You pick it up.
 - b You leave it behind.
- 4 How important do you think it is to keep streams clean?
 - a Clean water is very important.
 - b It's OK if you drop some litter in the water.
- 5 Do you complain when you pick up other people's litter?
 - a Yes, it's not your litter.
 - b No, we need to keep the countryside tidy.
- 6 What does a beauty spot look like after you've visited it?
 - a A mess.
 - b As beautiful as it was before.
- 7 How do you feel about the environment?
 - a You respect it.
 - b You aren't interested in it.
- 8 Where do you camp?
 - a Anywhere you want to.
 - b At proper campsites.
- 9 Do you think national parks should be protected?
 - a Yes, of course.
 - b No, not necessarily.
- 10 Do you keep to the paths when asked to?
 - a No, hardly ever.
 - b Yes, usually.

fold here

Score chart

Question	Answer A score	Answer B score	Your partner's score
1	0	2	
2	2	0	
3	2	0	
4	2	0	
5	0	2	
6	0	2	
7	2	0	
8	0	2	
9	2	0	
10	0	2	
Total			

Results

0–10 points: You're part of the problem. You must try harder.

10–19 points: You're getting there! You care about the environment, but can still do more!

20 points: Well done! You're a real environmentalist and part of the solution.

Instructions and Answer key

2.3 Reading and Vocabulary – You and the world around you

Materials: One worksheet for each student

Language: Vocabulary related to the environment

- Tell students that they are going to do a quiz to find out whether they are helping to keep the countryside tidy. Elicit or explain the meaning of *countryside* if necessary.
- Put students into pairs and hand out one worksheet to each student. Ask them to fold the worksheet where indicated and to look at the quiz.
- Discuss the title of the quiz as a class. Ask: *How can you keep the countryside tidy?* Elicit some examples.
- Students do the quiz in their pairs. They ask each other the questions and mark their partner's answers (not their own) on the quiz.
- When they are ready, ask them to unfold the worksheet so that they can check the quiz results. Explain that first they need to calculate their partner's score: they should write their partner's score for each question in the fourth column of the score chart, then add up those numbers to get the total score, which they then tell their partner.
- Once they both have their total score, they read and discuss their result.
- As a follow-up, ask students how they think they could improve their scores. What could they do to become 'part of the solution'? Encourage them to use *I could/should* and *I need to*.

Spot the changes



Section A

Date: today



Section B

Date: 1950

cinema factory farms houses school shops traffic



Instructions and Answer key

2.4 Grammar – Spot the changes

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

Language: *used to*

- Tell students that they are going to compare two pictures of a town and make sentences about what it used to be like compared to what it's like now. Give an example: *There used to be a toy shop next to the bank, but now there's a clothes shop.*
- Put students into pairs and hand out a copy of Section A to each pair.
- Students work together to describe the town today, e.g. *There is a lot of traffic. There is a park. There are lots of houses. There is a wind farm.*
- Set a time limit of two minutes. Then hand out Section B, which has a picture of the town in 1950 and a word box. Tell students that they have to compare what the town used to be like with what it is like now. They should write sentences about the places/buildings in the box.
- Invite students to share their sentences with the class.

Possible answers:

Cinema: There didn't use to be a cinema. Now there is one.

Factory: There used to be a factory. Now there is a wind farm.

Farms: There used to be some farms outside the town. Now there are houses.

Houses: There used to be a few houses in the centre of town. Now there are a lot of houses on the outskirts of the town.

School: The school used to be small. Now it is big.

Shops: There used to be a few small shops. Now there is a big supermarket.

Traffic: There didn't use to be much traffic. Now there is a lot of traffic.

CAMPAIGN QUESTIONNAIRE

- 1** What is the aim of your campaign?

- 2** What is the name of your group?

- 3** Who is the leader of your group? Was there an election to choose him/her?

- 4** Can anyone become a member of your group?

- 5** How can you persuade people to join your group?

- 6** What type(s) of events does your group organise?

- 7** Are there any activities members can sign up for?

- 8** Do members of your group ever have to vote for anything? If so, what?

Instructions and Answer key

2.5 Listening and Vocabulary – Campaigns

Materials: One worksheet for each group of four students

Language: Vocabulary related to elections and campaigns

- Tell students that they are going to discuss some questions about a campaign group.
- Put students into groups of four and hand out a worksheet to each group. Ask them to imagine that they are members of a campaign group.
- Students take turns to read out the questions on the worksheet. Explain that they should discuss their ideas and come to an agreement. The student who read out the question makes a note of the group's ideas on the worksheet, then passes it to his/her left.
- The next student repeats the process with the next question. Students continue in the same way until all the questions have been discussed and the group has come to an agreement.
- When students are ready, invite the groups to present their campaign group to the class.

I'll take that card!

Statement cards



Schoolwork should
all be done on
computers to
save paper.

We shouldn't have
to do homework
during the weekend.

All students over
sixteen should spend
one month a year
at a school in
a different country.

Students should
decide what
after-school clubs
are offered and
help to run them.

We should have
an afternoon
free every week to
clean up the school's
playing fields.

We could have
exercise bikes for
PE which are
connected to the
electricity supply.
We would make our
own energy and get
fit at the same time.

Opinion cards



**I think that's
a great idea.**

Maybe you're right.

I think so too.

I totally agree.

Absolutely!

**You can say
that again.**

I suppose so.

**I'm not sure
about that.**

I totally disagree.

True, but ...

**That's not
always true.**

I don't think so.

Instructions and Answer key

2.6 Speaking – I'll take that card!

Materials: One set of statement cards and one set of opinion cards for each group of three students

Language: Agreeing and disagreeing

- Tell students that they are going to agree or disagree with statements made by other students, but they must always give reasons for their opinions; they can't just say *I agree*. Give an example: *I think smartphones can be useful for students*. Ask different students whether they agree or disagree and why.
- Put students into groups of three. Hand out to each student two statement cards, face down in front of them so they can't see them, and four opinion cards.
- Explain that one student is going to read out a statement and the other two students have to agree or disagree. To do this, the two students have to place one of their opinion cards on the desk and express an opinion beginning with the word/phrase on that card, e.g. *Absolutely!* They must follow up with reasons. The student who read out the original statement can ask them for more details if they want.
- When both students have either agreed or disagreed, the first student decides whose answer was the most convincing and awards that student the statement card.
- Students repeat the process with a different student reading out a statement. Towards the end of the activity, students may be left with only one opinion card and have to agree with a statement which they actually disagree with (or have to disagree with something they agree with). Encourage them to try to come up with reasons to support that opinion, even if it's not their own.
- When all the statements have been read out and all the opinion cards have been used, students count their statement cards. The student with the most cards is the winner.
- Invite different students to share their opinions on the six statements with the class.

Do a survey

1 Do a class survey.

	Find as many people as possible who:	Number of students
1	care about the environment.	
2	are worried about air pollution.	
3	cycle to school.	
4	use public transport.	
5	try to save energy.	
6	use solar power at home.	
7	recycle glass and cardboard.	
8	support an environmental organisation.	

2 Write a survey report using the information you collected in Exercise 1. Use the phrases below to help you.

A

1 The objective

*The objective of the survey was to ...**The aim of this report is to ...*

2 Report findings by question

Look at the phrases in B to help you.

3 Summary conclusions

*To sum up, we found that ...**In conclusion, ...*

B

all

almost all

100%

many/most

three quarters

75%

half

50%

some

a few/not many

25%

none

0%

Instructions and Answer key

2.7 Writing – Do a survey

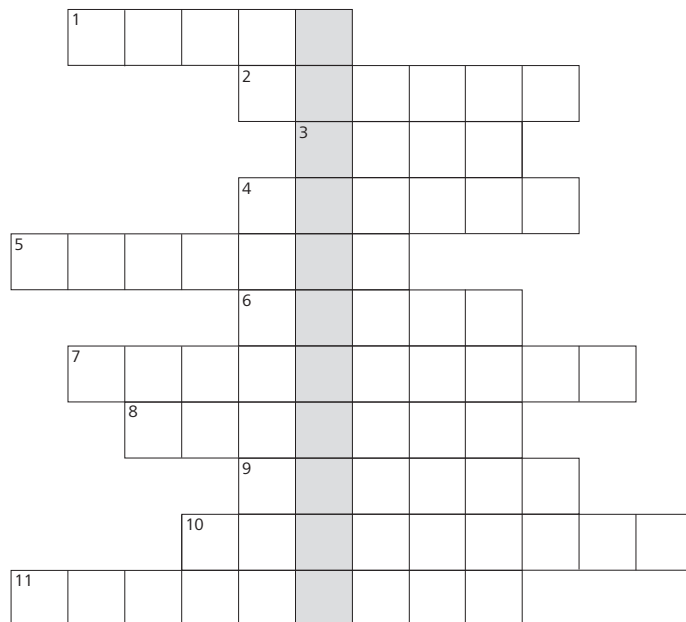
Materials: One worksheet for each student

Language: Writing a survey report

- Ask students: *How could you find out how environmentally-friendly your classmates are?* Elicit by *doing a survey*.
- Tell students that they are going to do a quick class survey to find out how their classmates are helping to protect the environment. Hand out a worksheet to each student and ask them to look at Exercise 1. They can check that they understand the vocabulary in pairs.
- Explain that in Exercise 1, students need to ask the survey questions to as many of their classmates as possible, and record their results in the table. They could record names, but using a tally mark (||||) instead of a name would save time and space. Explain to students how to use tally marks if they don't know how to: each tally mark represents one student. The fifth tally mark is recorded by a cross through the previous four marks.
- Encourage students to mingle quickly and efficiently around the classroom, asking as many people as possible all the questions.
- Once students have completed their survey, move on to Exercise 2. Explain that they are going to write a short survey report, summarising their findings from Exercise 1. Remind them to use the phrases in A and the quantifiers in B in their report. Go through the diagram in B with them before they begin.
- If there is time, after students have written their reports, you could put them in small groups to compare their findings.

Looking after the ...

1 Read the clues and complete the puzzle.



- 1 Don't _____ electricity – switch your computer off when you aren't using it!
- 2 We can get _____ from the wind, sun and sea.
- 3 My parents always _____ for politicians who want to reduce pollution.
- 4 Don't drop _____ on the ground – put it in the bin.
- 5 The air has been much cleaner since the _____ closed down.
- 6 We've got _____ panels on our roof. They give us free warm water on sunny days.
- 7 We should look after _____ animals like elephants and gorillas.
- 8 We need to do more to slow down global _____.
- 9 Scientists are trying to find a cleaner fuel for cars than _____.
- 10 Clean energy from the sun, wind and sea is known as _____ energy because it never runs out.
- 11 Most of the _____ in our town is caused by traffic because the roads are so busy.

2 Complete the phrase with the word in the grey squares in the puzzle.

looking after the _____

Instructions and Answer key

2.8 Unit 2 Vocabulary – Looking after the ...

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.
- Hand out one worksheet to each pair of students.
- Explain that if they write the correct words in Exercise 1, they will find the 'mystery word' in the puzzle, which completes the phrase in Exercise 2.
- Set a time limit, and when students have finished, elicit the answers.
- Ask fast-finishers to create a similar puzzle using five words from the Unit 2 Wordlist on p. 30 of the Student's Book which contain the letters *E-A-R-T-H*.

Answers:

Exercise 1

1 waste 2 energy 3 vote 4 litter 5 factory 6 solar
7 endangered 8 warming 9 petrol 10 renewable
11 pollution

Exercise 2

environment

Complete the sentence



1 Before last year, I had never _____.

2 By the time we arrived, they had _____.

3 Unfortunately, they had already _____.

4 He looked ill because he had just _____.

5 When I checked my email, I noticed someone had _____.

6 I had just _____ when it started to rain.

7 We hadn't _____ when the teacher said, 'Stop!'

8 My grandparents used to listen _____.

9 I didn't use to be _____.

10 Our city used to _____ when I was younger.

11 There didn't use to be _____.

12 I used to love _____.

13 She used to go _____.

14 He didn't use to _____.

15 Our teacher never used to _____.

Instructions and Answer key

2.9 Unit 2 Grammar – Complete the sentence

Materials: One card for each student, one blank piece of paper for each student

Language: Past Perfect, question tags, *used to*

- Write *I used to ...* on the board. Ask students how they could finish this sentence. Elicit ideas and write one of them on the board.
- Tell students that you are going to hand them a piece of paper with the beginning or end of a sentence or question, and they have to use their imagination to complete it.
- Hand out one card to each student.
- When students have written their sentences, hand out a blank piece of paper to each student and ask them to write the numbers 1–15 down the left-hand side. They write their completed sentence in the correct place on the paper (depending on what the number of their sentence is).
- Invite students to mingle with their classmates and to take turns to tell each other their sentences. They should write down all the sentences they are told, continuing until they have written one sentence for each number. If there are more students in your class than sentences, tell students that they only have to write down one of the phrases they hear for each sentence.
- Ask students to decide which of the fifteen sentences they think is the most interesting, funny or unusual. Have a class vote to find out which is the most popular sentence.

Achieving goals

1 Look at attitudes 1–5 to the goal of learning to play the guitar. What do you think about them? How open are they?

- 1 'It's boring, but I'm going to practise every day until I get better.'
- 2 'I've tried really hard and done hours and hours of practice, but I'm getting nowhere.'
- 3 'I can't wait until I'm a famous guitarist and I can play at a music festival.'
- 4 'I haven't got time to practise. I want to go out with my friends.'
- 5 'I think I'm getting better; practice makes perfect!'

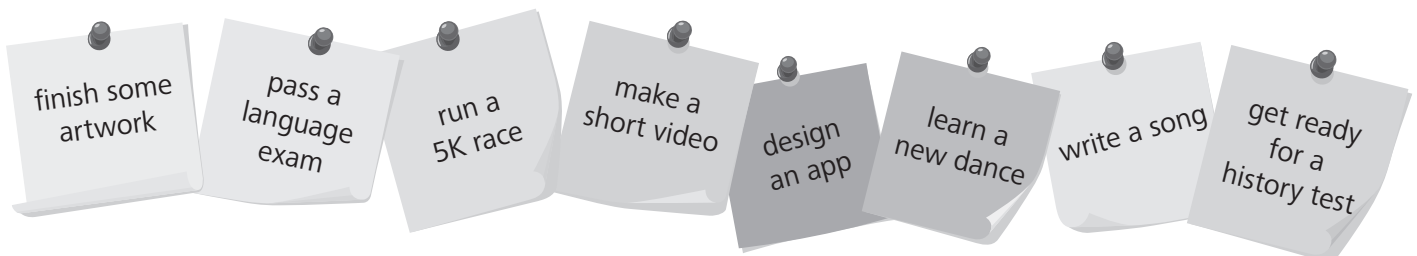


What do you think about attitude 1?

I think attitude 1 shows a growth/ fixed mindset because ...



2 Choose one of these goals. Then look at your role card and make notes for a role play.



Student A

You have a fixed mindset. You don't think you can achieve the goal and want to give up. Think about how to describe difficulties to Student B. Use these phrases to help you.

I can't ...
 I don't have time to ...
 I don't know how to ...
 I need to ...
 I want to give up ...
 ... is boring.
 It's too difficult to ...

Student B

Student A wants to give up on his/her goal. Give him/her some advice and encourage him/her to continue. Use these phrases to help you.

Don't be so negative!
 Have you thought about ...ing?
 How about ... ?
 If I were you, I'd ...
 Take small steps. Don't give up!
 Why don't you ... ?
 You need to ...

3 Use your notes from Exercise 2 to role play the discussion. Then swap roles, choose a different goal and role play another discussion.

Instructions and Answer key

2.10 Set for life – Achieving goals

Materials: One worksheet for each student

Language: Describing obstacles and asking for advice; persuasion and encouragement



Self-management: growth mindset/persistence

Persistence is the ability to continue working on a task despite any obstacle and difficulty in order to achieve a goal. Having a growth mindset can help students be more persistent in the face of obstacles. This lesson asks students to consider how they can develop persistence and a growth mindset.

- Ask students whether they think learning to play a musical instrument is easy. Elicit opinions around the class.
- Put students into pairs and hand out a worksheet to each student. Give them some time to discuss the attitudes in Exercise 1 in their pairs. When the time is up, invite students from different pairs to share their opinions with the class.

Suggested answers:

Exercise 1

- 1 growth mindset
- 2 fixed mindset
- 3 growth mindset
- 4 fixed mindset
- 5 growth mindset

- Move on to Exercise 2. Explain to students that they are going to role play a discussion between two friends, and assign A and B roles (or let students choose).
- Give students time to read through the goals and their role cards, and ask them to choose a goal.
- Student As make notes of objections to completing the goal, while Student Bs make notes on how they can persuade Student As to develop persistence and a growth mindset to achieve their goal.
- Give students time to prepare for their role play and make notes, while you monitor and help as necessary.
- Remind students that they will need to use appropriate intonation to communicate their attitudes. Student As should try to sound pessimistic and negative. Student Bs should try to sound optimistic and positive.
- When students are ready, ask them to role play their conversations in their pairs.
- During the role plays, move around the classroom and make notes for a brief feedback session afterwards, but do not interrupt students.
- At the end of the role plays, give feedback, praising students for their efforts and highlighting any areas for improvement.
- Invite pairs to act out their conversations to the class.

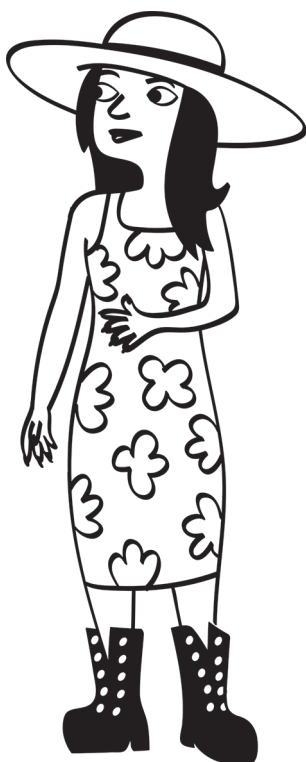
Draw them



Section A



Section B



Instructions and Answer key

3.1 Vocabulary – Draw them

Materials: One Section A or one Section B for each pair of students; one blank piece of paper for each student

Language: Vocabulary related to appearance and clothing

- Tell students that they are going to describe pictures of people and what they are wearing.
- Put students into pairs and hand out Section A or Section B to each pair. Students work together to think about how to describe the people in the pictures on their section of the worksheet.
- Put students into groups of four: a Section A pair with a Section B pair. Tell them not to show each other their pictures. B students each take a blank piece of paper. The two A students each describe one of the people in their pictures. The B students must draw the person being described.
- When they have finished, the pairs swap roles.
- Students show each other the original pictures and what they have drawn to see whose picture is the closest to the original.

Make a sentence



Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

think about / for ages

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

try / since last Friday

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

revise / all night

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

worry / for a long time

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

*save / since my
birthday*

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

*write / since last
summer*

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

listen / for two years

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

do / for three months

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

*look for / for five
minutes*

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

*watch / since the
beginning of
the lesson*

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

*work / since the
beginning of
the school year*

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

practise / for a week

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

read / for three days

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

use / all day

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

take / since January

Make a sentence
using the Present
Perfect Continuous.
It doesn't have
to be true!

USE

*playing / since
I was young*

Instructions and Answer key

3.2 Grammar – Make a sentence

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

Language: Present Perfect Continuous

- Tell students that they are going to use their imagination to make sentences in the Present Perfect Continuous using a verb and time expression written on a card, and any extra information they can think of. Tell them that the sentences don't have to be true. Write an example on the board:
sleep / all day: My dad has been sleeping all day. He works during the night.
- Put students into groups of four and hand out a set of cards to each group, face-down in a pile.
- One student starts by turning over a card and reading the verb and time expression. They then make a sentence. The other students can ask for extra information if they wish.
- The next student then repeats the process with the next card.
- When students have made all sixteen sentences, invite groups to share some of them with the class.

Young people and fashion

**Section A**

In pairs, look at the picture and discuss the questions.

- 1 Do young people dress like this in your country?
- 2 If not, how do they dress when they are hanging out with friends?
- 3 Describe the two people in the picture.
- 4 What do you think about the way they are dressed?
- 5 What would you change if you were them?

**Section B**

In pairs, look at the picture and discuss the questions.

- 1 Do young people dress like this in your country?
- 2 If not, how do they dress when they are going out in the evening?
- 3 Describe the two people in the picture.
- 4 What do you think about the way they are dressed?
- 5 What would you change if you were them?



Instructions and Answer key

3.3 Reading and Vocabulary – Young people and fashion

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

Language: Talking about trends in fashion

- Explain to students that they are going to discuss some questions about people in pictures.
- Put students into pairs and hand out one Section A or one Section B to each pair. Ask them to read the questions and discuss them in their pairs. Set a time limit of five minutes.
- When the pairs have discussed the questions, put them into groups of four: a Section A pair with a Section B pair.
- The pairs show each other their picture and tell each other what they discussed. The other pair can also add their own comments on the pictures.
- When students have finished, invite students from different groups to share their ideas with the class.

Who's got the answer?

Sentence cards



A

Dana and Megan / eat / burgers
they / eat / two each

Tom / read / the newspaper
he / read / four articles

Ellen / write / emails
she / write / two

B

Mark / drive / four hours
he / drive / 320 kilometres

Alex and his sister / bake / cakes
they / bake / twenty-four cakes

Simon and his dad / fish / all night
they / not catch / any fish

C

Mel and Nina / walk / in the mountains
they / walk / ten kilometers this morning

Nick / talk / to friends on his phone
he / make / seven calls

Jon's parents / shop
they / buy / lots of clothes

D

the students / study / History
they / learn / lots of important dates

Sandra / tidy / her room
she / tidy / her desk, wardrobe and shelves

Mr Jones / mark / exam papers
he / mark / twelve / so far

Question cards



A

where / Mel and Nina / walk / ?
how far / they / walk / this morning?

what / Jon's parents / do / ?
what / they / buy / ?

what / Sandra / do / ?
what / she / tidy / so far / ?

B

who / Nick / talk to / on his phone / ?
how many calls / he / make / ?

what / the students / study / ?
how much / they / learn / ?

what / Mr Jones / do / ?
how many / he / mark / so far / ?

C

what / Dana and Megan / eat / ?
how many / they / eat / ?

what / Ellen / write / ?
how many / she / write / ?

what / Alex and his sister / cook / ?
how many / they / cook / ?

D

what / Tom / read / ?
how many / articles / he / read / ?

how long / Mark / drive for / ?
how far / he / drive / ?

what / Simon and his dad / do /
all night / ?
how many fish / they / catch / ?

Instructions and Answer key

3.4 Grammar – Who's got the answer?

Materials: One set of sentence cards and one set of question cards for each group of four students

Language: Present Perfect Simple and Present Perfect Continuous

- Remind students when we use the Present Perfect Simple (to focus on the result of an action) and the Present Perfect Continuous (to focus on the duration of an action or on the fact that it is still ongoing). Give an example of each: *I've done my homework, so I can go out now.* (result) *I've been doing my homework since four o'clock and I still haven't finished!* (focus on the duration; still ongoing).
- Tell students that they are going to get some cards with prompts, which they will use to create sentences using the Present Perfect Simple and Continuous.
- Put students into groups of four and hand out one question card (A, B, C or D) to each student. Tell them not to show it to the other members of the group. Each student should work alone to write full sentences using the Present Perfect Simple and Continuous.
- When students are ready, hand out one question card (A, B, C or D) to each student. Make sure each student gets a different letter, i.e. if a student has a set of A sentence prompts for the first part of the activity, they should get a set of D question prompts for the second part of the activity.
- Students now write questions using the Present Perfect Simple and Continuous.
- When they are ready, move on to the next part of the activity. Student A starts by asking their first question: *Where have Mel and Nina been walking?* The other students look to see if they can answer the question. Student C should find the answer and give it: *They have been walking in the mountains.* A then asks the second question about Mel and Nina: *How far have they walked this morning?* Student C answers: *They have walked ten kilometres this morning.*
- Student B repeats the process by asking their first question. Students continue until they have asked and answered all their questions.

Answers:

Questions

A

Where have Mel and Nina been walking? How far have they walked this morning?

What have Jon's parents been doing? What have they bought?

What has Sandra been doing? What has she tidied so far?

B

Who has Nick been talking to on his phone? How many calls has he made?

What have the students been studying? How much have they learned?

What has Mr Jones been doing? How many has he marked so far?

C

What have Dana and Megan been eating? How many have they eaten?

What has Ellen been writing? How many has she written?

What have Alex and his sister been cooking? How many have they cooked?

D

What has Tom been reading? How many articles has he read?

How long has Mark been driving for? How far has he driven?

What have Simon and his dad been doing all night? How

many fish have they caught?

Answers

A

Dana and Megan have been eating burgers. They have eaten two each.

Tom has been reading the newspaper. He has read four articles.

Ellen has been writing emails. She has written two.

B

Mark has been driving for four hours. He has driven

320 kilometres.

Alex and his sister have been baking cakes. They have baked twenty-four cakes.

Simon and his dad have been fishing all night. They haven't caught any fish.

C

Mel and Nina have been walking in the mountains. They have walked ten kilometres this morning.

Nick has been talking to friends on his phone. He has made seven calls.

Jon's parents have been shopping. They have bought lots of clothes.

D

The students have been studying History. They have learned lots of important dates.

Sandra has been tidying her room. She has tidied her desk, wardrobe and shelves.

Mr Jones has been marking exam papers. He has marked twelve so far.

Spot the differences



Section A

Describe your picture to your partner. Try to find eight differences between your picture and your partner's. Use the words below to help you.

buttons	heels	hood	laces
pocket	sleeve	sole	zip



Section B

Describe your picture to your partner. Try to find eight differences between your picture and your partner's. Use the words below to help you.

buttons	heels	hood	laces
pocket	sleeve	sole	zip



Instructions and Answer key

3.5 Listening and Vocabulary – Spot the differences

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

Language: Vocabulary for parts of clothes and shoes

- Tell students that they are going to look at a picture of two people and, by describing them, they are going to find eight differences between their picture and their partner's.
- Put students into pairs and hand out Section A or Section B to each student. Tell students not to show their pictures to their partner.
- Ask students to look at the words in the box and think about how they can make sentences about their picture using those words.
- Student A starts by making a sentence about their picture. Student B responds by saying how their picture is different.
- Student B repeats the process by making a sentence about their picture.
- Students take turns to make sentences until they have found all eight differences.
- Students look at each other's pictures to see the differences.
- Elicit the answers.

Suggested answers:

- 1 The boy in A has got four buttons on his shirt; the boy in B has got five buttons on his shirt.
- 2 The girl in A is wearing high heels; the girl in B is not – she's got flat shoes.
- 3 The girl in B has got a hood on her top/is wearing a hoodie; the girl in A hasn't/isn't.
- 4 The boy in A has got laces on his shoes/is wearing shoes with laces; the boy in B hasn't/isn't.
- 5 The boy in A has got two pockets on his shirt; the boy in B has got one pocket on his shirt.
- 6 The boy in A is wearing a shirt with short sleeves; the boy in B is wearing a shirt with long sleeves.
- 7 The boy in A has got a hole in the sole of his shoe; the boy in B hasn't.
- 8 The girl in A has got a zip on her top; the girl in B hasn't.



1A

- 1 Your friend is wearing a great new T-shirt. Compliment him/her and ask questions about where he/she bought it, how much it cost, what other new clothes he/she has bought recently, etc.
- 2 You played the guitar in front of the school yesterday. Respond to Student B.

1B

- 1 You are wearing a new T-shirt. Respond to Student A.
- 2 Your friend played the guitar in front of the school yesterday. It was brilliant. Compliment him/her and ask questions about how long he/she has been playing, how often he/she practises, how he/she felt yesterday, etc.

2A

- 1 Your friend has dyed his/her hair. He/She looks amazing. Compliment him/her and ask questions about why he/she decided to do it, what his/her parents said, where he/she had it done, etc.
- 2 You have just won a prize in a drawing competition. Respond to Student B.

2B

- 1 You have dyed your hair. Respond to Student A.
- 2 Your friend has just won a prize for a drawing in a competition. The drawing is awesome. Compliment him/her and ask questions about how long he/she has been drawing, whether he/she has ever entered a competition before, what sort of things he/she likes drawing, etc.

3A

- 1 You have just received your exam results. Your friend has come top of the class in every subject. Compliment him/her and ask questions about how much studying he/she did, what he/she would like to study at university, whether he/she has any private lessons, etc.
- 2 You are wearing new boots. Respond to Student B.

3B

- 1 You have just received your exam results and have come top of the class in every subject. Respond to Student A.
- 2 Your friend is wearing really cool new boots. Compliment him/her and ask questions about where he/she bought them, how much they cost, what other clothes and accessories he/she has bought recently, etc.

Instructions and Answer key

3.6 Speaking – You look great!

Materials: One pair of cards for each pair of students

Language: Giving and responding to compliments

- Remind students about how to give and respond to compliments.
- Put students into pairs. Hand out a pair of cards, A and B, to each pair; give one student card A and the other card B.
- Ask students to read the first set of instructions on their card. Student A starts by giving a compliment to B. B responds and the students ask and answer as instructed.
- When they have finished, the two students look at the second set of instructions. This time Student B starts.
- To extend the activity, students can exchange cards with a pair with a different number and repeat the process with the new instructions.
- Invite pairs to act out one of their conversations in front of the class.

The fashion show

1 Complete gaps 1–10 in the email with the words below. There are four extra words.

ages back come doing let long make news now sooner tell theme up way



Hi Lisa,

I haven't heard from you for ¹_____. What have you been ²_____ to?
Sorry I didn't write ³_____, but I've been busy. We've been organising a fashion show at school. It went really well.

The ⁴_____ of the fashion show was cool clothes from the past.
I wore ^a_____ and
I had ^b_____.

By the ⁵_____, I've made friends with two new students. There's a girl from the Czech Republic called Dana. She's
^c_____.

She was in the fashion show, too. She wore ^d_____
_____ and had ^e_____
_____. There's also a boy called Juan from Spain. He's
^f_____. At the
fashion show, he wore ^g_____
_____. He looked ^h_____
_____.

I've got some amazing ⁶_____. My brother is getting married next month!
I can invite a friend and I would love you to come. I'm going to wear
ⁱ_____.

It's going to be a great day. I hope you can ⁷_____ it.

Write ⁸_____ soon and ⁹_____ me know if you can come.

Bye for ¹⁰_____,

Alison

2 Now use your imagination to complete gaps a–i in the email.

Instructions and Answer key

3.7 Writing – The fashion show

Materials: One worksheet for each pair of students

Language: Writing emails

- Tell students that they are going to complete an email with words given in a box and their own ideas.
- Put students into pairs and hand out a copy of the worksheet to each student. Explain that they should complete gaps 1–10 with the words given in the box, and point out that there are four extra words which they don't need to use. Also point out that there are gaps lettered a–i. Students should ignore these for now.
- The pairs work together to choose the correct words for gaps 1–10.
- When they have finished, elicit the answers.
- Move on to Exercise 2. Explain that students can write any information they think is suitable.
- When they have finished, invite students from different pairs to read out their answers.

Answers:

Exercise 1

1 ages 2 up 3 sooner 4 theme 5 way 6 news
7 make 8 back 9 let 10 now

Spell it!



Ask your group to spell the noun made from arrive . (arrival)	Ask your group to spell the adjective made from create . (creative)	Ask your group to spell the adjective made from cheer . (cheerful)	Ask your group to spell the adjective made from rely . (reliable)
Ask your group to spell the adjective made from sense . (sensible)	Ask your group to spell the noun made from succeed . (success)	Ask your group to spell the adjective made from renew . (renewable)	Ask your group to spell the noun made from connect . (connection)
Ask your group to spell the noun made from organise . (organisation)	Ask your group to spell the noun made from pollute . (pollution)	Ask your group to spell the noun for a person made from council . (councillor)	Ask your group to spell a word the noun made from appear . (appearance)
Ask your group to spell the noun made from collect . (collection)	Ask your group to spell the noun made from extend . (extension / extend)	Ask your group to spell the adjective made from fashion . (fashionable)	Ask your group to spell the adjective made from flower . (flowery)
Ask your group to spell the adjective made from colour . (colourful)	Ask your group to spell the noun made from high . (height)	Ask your group to spell the negative adjective made from comfort . (uncomfortable)	Ask your group to spell the adjective made from check . (checked)
Ask your group to spell an adjective made from stress . (stressful / stressed)	Ask your group to spell the noun made from confident . (confidence)	Ask your group to spell the noun made from electric . (electricity)	Ask your group to spell an adjective meaning <i>in danger</i> made from danger . (endangered)

Instructions and Answer key

3.8 Units 1–3 Vocabulary – Spell it!

Materials: One set of cards for each group of four students;
one blank piece of paper for each student

Language: Vocabulary from Units 1–3

- Tell students they are going to play a game where they race to be the first student to write a word with the correct spelling. To do this, they are going to have to think of word families, i.e. related nouns, verbs and adjectives.
- Give an example. Invite two students to come to the board. Ask a different student to spell the noun formed from *happy*. The two students have to race to be the first to correctly spell *happiness*.
- Put students into groups of four and hand out a set of cards to each group, face-down in a pile. Each student also needs a blank piece of paper.
- One student starts by picking up the first card and reading the instructions. The other three students have to write the correct word. The first to write it correctly takes the card. If all three students finish writing at almost the same time, the person who has the card decides who is the winner.
- The next student repeats the process with the next card.
- When students have finished, the one with the most cards is the winner.

Talk about it

 Talk about someone you have known for more than five years.	 Talk for thirty seconds about a job you used to want to do which you don't want to do now.	 Ask someone about their last holiday.	 Talk about something you have wanted to do since last year.	 Talk for thirty seconds about something that usually happens at school.	FINISH
 Talk for thirty seconds about the weather in your town since last weekend.	 Ask someone about what they do every day.	 Talk for thirty seconds about the clothes you are wearing today.	 Talk for thirty seconds about something that has been happening in your town for several weeks.	 Talk for thirty seconds about what other people in your family had done by the time you woke up this morning.	
 Talk for thirty seconds about music you used to like when you were younger.	 Talk about something you have had for over two years.	 Talk for thirty seconds about something you had never done before this school year started.	 Ask someone in the group about their family.	 Talk for thirty seconds about a film you saw after you had read the book.	 Talk for thirty seconds about what you did last Sunday.
 Talk for thirty seconds about a sports team you have supported for more than a year.	 Talk for thirty seconds about something you used to do at primary school which you don't do now.	 Talk for thirty seconds about something you were doing before the lesson started.	 Talk for thirty seconds about what you ate yesterday.	 Ask someone in the group about their interests.	 Talk for thirty seconds about someone new you have recently met.
START	 Talk for thirty seconds about something you taught yourself to do.	 Talk for thirty seconds about something you do regularly.	 Talk for thirty seconds about what you think someone in your family is doing at the moment.	 Talk for thirty seconds about something you would like to do but haven't done yet.	 Talk for thirty seconds about something you haven't done for at least a year.

Instructions and Answer key

3.9 Units 1–3 Grammar – Talk about it

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

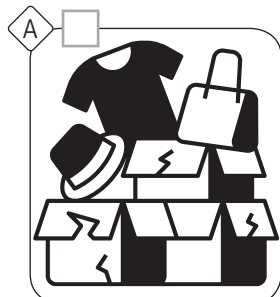
Language: Grammar from Unit 3

- Tell students that they are going to work in groups to play a board game where they throw a dice, move that number of squares and follow the instructions written on the 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?
- Put students into groups of four and hand out a worksheet, a dice and four counters to each group.
- When the groups have finished, invite students to report to the class about something they said during one of their turns.

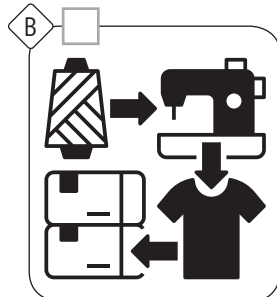
Project worksheet: an infographic

Step 1

- 1 What do you know about fast fashion? Look at the pictures. Cross (X) the problems and tick (✓) the solutions. Are there any which could be both problems and solutions?



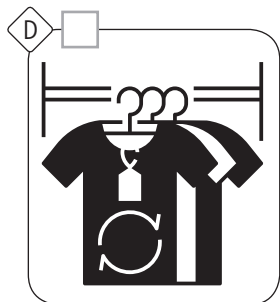
Overconsumption



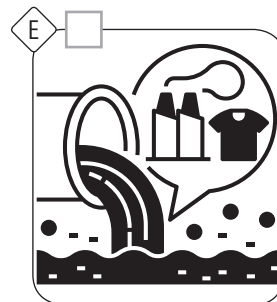
Production process



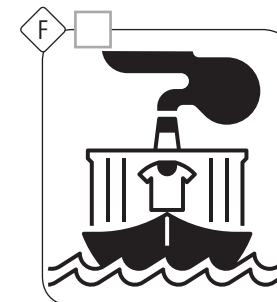
Recycled fibres



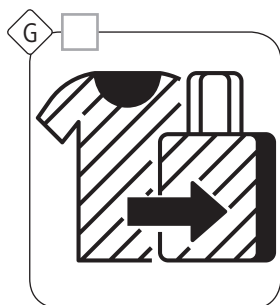
Second-hand clothes



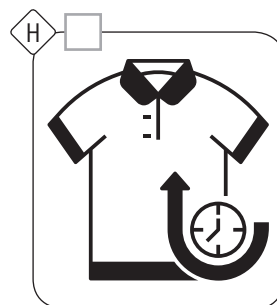
Sewage



Shipping pollution



Upcycling



Useful life



Zero waste

- 2 In groups, look at the questions in step 1 of Project Time on page 47 of the Student's Book. Decide who is going to find answers to each question.



I could find out about our classmates' shopping habits.

OK, and Lara, you could research the next question. What do you think?



Project worksheet: an infographic

Step 2

3 Do the research for your part of the infographic. Use the tips below to help you.

Tips

- Think of **key words** and questions to type into the internet search box. This is the quickest way to find useful information quickly.
- Look for photos to illustrate the information.
- Think about how you can use the information in your text for the infographic.

4 Create your part of the infographic. Use the phrases below to help you.

- | | |
|---|---|
| 1 | Most of the/Almost all/Many/A lot of the/A few/Some/Very few students in our school/class ... |
| 2 | The problem/issue with (fast fashion) is that ...
... is one of the problems created by ...
(Clothes production) can (cause/create/affect/harm) ... |
| 3 | We can help by ...
... is one way to help (improve/increase/reduce) ...
One possible solution is ... |
| 4 | Alternatives to fast fashion which are less harmful to the environment include ...
... is an alternative to fast fashion which ... |

Step 3

5 In your group, create your infographic. Put all the texts and photos together and decide on the best layout. Use the checklist below to check your infographic.

- ☐ Is there a title?
- ☐ Have you included all the information?
- ☐ Are there photos to illustrate the information?
- ☐ Is the layout clear and easy to follow?
- ☐ Are the grammar and spelling correct?

Step 4

6 Share your infographic with the class. Answer questions about your infographic. Ask questions and comment on the other groups' infographics.



I really liked your idea about ...
I think it can really help reduce the effect of clothes production on the environment.

Yes, I also found that really interesting. Can you tell us a bit more about ... ?



Instructions and Answer key

3.10 **BBC** Culture – Project worksheet: an infographic

Before the lesson: An infographic is a single digital page that presents information about a topic in a highly visual way. Short texts are used to label and/or explain illustrations. Infographics can also contain symbols, icons, graphs and maps to help explain any facts or statistics.

There are ready-made templates online, where students can drag and drop text, illustrations and other design elements. Students can also use SmartArt in Word.

You will need: a computer/laptop with access to the internet; a projector/screen to show the infographics or 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 infographic, students can make an infographic 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 draw their own pictures. They then plan the layout of their infographics and stick the elements on.

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

Step 1 **Class work**

Warm up:

- Ask students what they know about fast fashion. What problems does it cause? Elicit answers around the class. See if anyone can come up with any solutions to the environmental damage caused by fast fashion.
- If possible, show students some examples of infographics. If you don't have access to the internet, you can ask students to look for examples of infographics on their mobile phones or show them infographics in textbooks, on posters or on leaflets. Explain to students that they are going to prepare an infographic about fast fashion.

Task:

- Put students into groups and hand out a worksheet to each student.
- Students do Exercise 1. Explain that they have to look at each picture and decide if it is part of the solution, part of the problem or both. Elicit the answers.

Suggested answers:

Exercise 1

Problems: overconsumption, sewage, shipping pollution

Solutions: production process, recycled fibres, second-hand clothes, upcycling, zero waste

Both: production process, useful life

- Students work in their groups and do Exercise 2 to choose which aspect of fast fashion to focus on. Refer them to p. 47 of the Student's Book. Monitor the groups and encourage students to give reasons to support their choice. Point out that they may have to compromise to find an option that everyone is happy with.

Step 2 **Individual work**

- Explain to students that they now have to research their part of the project. Point to the tip box and show students how to use key words and search boxes to search the internet if they don't already know.
- Go through the phrases in the table and encourage students to use them in their infographics.
- Ask students to write short texts (or bullet points) and remind them to find or draw any illustrations, diagrams or graphs needed for their part of infographic.
- Students think of information they want to include and work individually, at home or in class, doing their research and individual preparation for the infographic.

Step 3 **Group work**

- Students share their individual research with their group. They think about the best way to combine the information to create their infographic and decide on the best layout. Encourage them to consider using a free digital template.
- Advise students to think about how much text and how many illustrations, diagrams or graphs they want to include before they decide on which template to use.
- Before students create their infographic ask them what makes a good infographic. Elicit some ideas, e.g.
 - It has a clear message – the title is visible and it is clear what the infographic is about.
 - It looks good – the illustrations are clear. Point out that sometimes a diagram or a graph conveys more information than an illustration.
 - The information is presented clearly (e.g. in bullet points).
 - There isn't too much text.
- Point out that students should always give the source of any facts, diagrams or images they use.
- Students design their infographic. Encourage them to use the checklist in Exercise 5 to review it and decide if there are any parts which can be improved.
- Students can print their infographics (at home or at school) or they can be displayed using a digital projector or a whiteboard.

Step 4 **In class**

- Display the infographics on the wall or on the whiteboard.
- Students do Exercise 6. They discuss and comment on each infographic, and ask and answer additional questions. Point out that when they comment on other groups' infographics, they should first say what they liked 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 infographics, students discuss as a class which one they found the most eye-catching and thought-provoking. Then they decide if they are inspired to do something to help reduce the negative effects of fast fashion on the environment.

Find your job

Job cards



librarian	cleaner	influencer
interpreter	mechanic	plumber
psychologist	lab assistant	blogger
personal trainer	flight attendant	travel agent
music critic	fashion designer	film director

Description cards



You like organising and tidying. You are interested in literature and books.	You enjoy making things look nice. You always tidy your room and never let shelves get dusty.	You are a social media expert, a good communicator and someone people listen to.
You speak more than one language and can translate quickly from one language to another.	You love cars and motorbikes and enjoy fixing things.	You're good at fixing things, especially sinks, washbasins and toilets.
You enjoy working with people and understand how their minds work.	You love working in a laboratory and helping scientists with experiments.	You love writing your thoughts, opinions and ideas for other people to read.
You love keeping fit and helping other people get fitter and healthier.	You are good with people and also like travelling. You can calm down people who are nervous.	You like working with people and helping them to book the perfect holiday.
You love going to concerts, listening to new artists and writing your opinions about them.	You love clothes and are good at creating new styles which look amazing.	You enjoy making videos of your friends acting out stories.

Instructions and Answer key

4.1 Vocabulary – Find your job

Materials: One card for each student

Language: Vocabulary for jobs

- Tell students that they are going to get a card which will either have a job written on it or a description of someone who would be good at a specific job.
- Give each student a card. Tell students not to show each other their cards. If there are fewer than thirty students in the class, remove some of the matching pairs.
- Ask all the students with description cards to stand up and come to the front of the class.
- Tell the students with description cards that they are going to go to someone with a job card and tell them about themselves. Elicit that they should change *you* to *I* and *your* to *my* when describing themselves.
- The person with the job card doesn't say what their job is. If they think the person would be right for their job, they ask them to sit down and then show them the job card. If they don't think the person would be right, they just say, 'No, sorry,' and the person with the description card has to go to someone else instead.
- When all students have found their partners and sat down, invite pairs to read out their description and see if other students can guess the job.

Answers:

The matching pairs are shown in order on the worksheet.

My plans



Section A

Student A: You are going to talk about the summer holidays.

Arrangements: spend a month in Spain; stay with cousins

Transport: plane; fly from London 23 July, 08.30; fly home from Malaga 21 August, 15.15

Plans: visit Granada; try Spanish food; write a blog; walk along the Caminito del Rey

Predictions with evidence: hot; amazing

Predictions without evidence: sure – get on well with cousins; probably – spend a lot of money; don't think – get homesick

Able to: practise Spanish

Have to: take a lot of sun cream

- Phone Student B and ask how he/she is.
- When he/she asks you about your plans, tell him/her everything about your holiday to Spain.
- Then ask about his/her plans for the weekend.

Section B

Student B: You are going to talk about next weekend.

Arrangements: spend the weekend in Scotland; stay in a castle near Loch Ness

Transport: train; leave from London Friday 21.00; get to Edinburgh 06.00; leave Edinburgh Sunday 22.30

Plans: walk in the mountains; eat haggis; buy a kilt; try to find the Loch Ness Monster

Predictions with evidence: tiring; exciting

Predictions without evidence: sure – amazing views; probably – not like haggis; don't think – see the monster

Able to: sleep on the train

Have to: do homework in the castle

- When Student A phones you, answer his/her question.
- Then ask about his/her plans for the summer.
- When he/she asks you about your plans, tell him/her everything about next weekend.

Instructions and Answer key

4.2 Grammar – My plans

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

Language: Future forms

- Tell students that they are going to role play a phone call.
- Elicit which future forms are used to talk about arrangements (Present Continuous), plans (*be going to*), timetables (Present Simple), spontaneous decisions and predictions with no evidence (*will*), predictions with evidence (*be going to*), future abilities (*will be able to*) and future obligation (*will have to*).
- Put students into pairs and hand out Section A or Section B to each student. Tell them not to show it to their partner.
- Ask students to read their cards, and explain anything they don't understand. Make sure they understand that they are going to role play two conversations.
- Give students some time to prepare for the activity and think about what they are going to say. When they are ready, Student A 'phones' Student B.
- At the end of the activity, invite different pairs to act out their phone calls in front of the class.

VR vet training

1 In pairs, take it in turns to define one of the words below.

experience opportunities skills specialists take part virtual work workshops

2 Complete the online article with the words in Exercise 1.



Training to be a vet using virtual reality



It is not only some doctors who use virtual reality (VR) in their training. Universities around the world are starting to plan veterinary medicine courses which include ¹ _____ training as part of trainees' ² _____ experience. So some vets can do operations using virtual reality as part of their veterinary medicine training and to improve their ³ _____. Interestingly, vets training to be ⁴ _____ who took part in training ⁵ _____ enjoyed the training provided and frequently gave positive feedback on the virtual reality experience. Here's what some of them had to say.

Feedback

- a It's great there is no limit on the number of times trainees can get virtual experience before their exams.
- b It's exciting to get ⁶ _____ to practise on VR models of animals.
- c Experienced veterinary surgeons can guide trainees to do online operations for the first time.
- d As a specialist vet, I can practise my skills quickly using VR before doing a difficult operation.
- e As a trainee vet, I can ⁷ _____ in virtual training workshops.
- f It's a safe, cheap way of getting practical ⁸ _____.

3 In groups, put the advantages (a–f) mentioned in the feedback in Exercise 1 in order of importance (1 = most important). Discuss.

Instructions and Answer key

4.3 Reading and Vocabulary – VR vet training

Materials: One worksheet for each student

Language: Vocabulary from Lesson 4.3

- Ask: *What do vets do?* Elicit that they look after animals. Elicit or say that vets study veterinary medicine at university.
- Tell students that they are going to complete a text about a training programme for vets and then discuss its advantages.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Ask students to do Exercise 1. They need to take turns to define one of the words in the box for their partner to guess.
- Move on to Exercise 2. Students could do this activity in pairs or you could ask them to work individually first and then compare their answers in their pairs.
- When students are ready, elicit the answers.
- Move on to Exercise 3. Join pairs together into groups of four and explain the activity: they need to discuss the advantages mentioned in the feedback in Exercise 1, and put them in order of importance. Remind them to give reasons.
- When groups are ready, you could invite students from different groups to share their decisions (and reasons) with the class.

Answers:

Exercise 1

1 virtual 2 work 3 skills 4 specialists 5 workshops
6 opportunities 7 take part 8 experience

What will you be doing?

Question cards



What will you be doing ... ?	Will you be using social media ... ?	Will you be sleeping ... ?
Where will you be living ... ?	Who will you be talking to ... ?	What sort of music will you be listening to ... ?
What sport will you be playing ... ?	What will you be wearing ... ?	Will you be doing homework ... ?
Will you be watching TV ... ?	Will you be working ... ?	Will you be tidying your room ... ?

Time cards



... in two years' time?	... at midnight?	... at seven o'clock tomorrow morning?
... when you are thirty?	... after the lesson finishes?	... when you are fifty?
... this weekend?	... tomorrow?	... on Friday evening?
... at eight o'clock this evening?	... on Saturday?	... in the future?

Instructions and Answer key

4.4 Grammar – What will you be doing?

Materials: One set of question cards and one set of time cards for each group of three students

Language: Future Continuous

- Tell students that they are going to make some questions using the Future Continuous by combining the beginning of a question with a time phrase. They then have to answer the question, making up the answers if necessary.
- Put students into groups of three and give each group a set of question cards and a set of time cards in two separate piles, face down.
- One student starts by picking up a question card and reading it out, and then picking up a time card and completing the question. The other two students have to answer the question appropriately, even if the combination of question and time phrase is quite strange.
- The next student then repeats the process for the other two to answer.
- Students continue until they have used all the cards.
- Invite students to share the strangest questions and answers with the class.

Tell your group

**Student A**

You have won an award. Before you talk about it with the rest of the group, use your imagination to think of answers to these questions:

- What was it for?
- What did you get?
- Was there a special presentation?
- Who gave you the award?
- Did anyone else win one?
- Did you have to make a speech?

Student B

You are a candidate for a job vacancy. Before you talk about it with the rest of the group, use your imagination to think of answers to these questions:

- What is the job?
- Why do you want the job?
- What happened at the interview?
- Were there any other candidates there?
- Do you think you will get the job? Why?/ Why not?
- What will you do if you don't get it?

Student C

You are trying to choose a career. Before you talk about it with the rest of the group, use your imagination to think of answers to these questions:

- What kind of career are you interested in?
- What subjects do you need to be good at for this career?
- Why is this career attractive?
- Do you know anyone who has this job?
- Where would be the best place to live?
- Is it a stressful career? Why?/Why not?

Student D

You have received a diploma. Before you talk about it with the rest of the group, use your imagination to think of answers to these questions:

- What course did you complete?
- What were the exams like?
- Was the course interesting? Why?/ Why not?
- What did you learn?
- What were the teachers like?
- How will the diploma help you with your future work?

Student E

You own a business. Before you talk about it with the rest of the group, use your imagination to think of answers to these questions:

- How many employees have you got?
- What kind of business is it?
- Have you had any problems with any of your employees?
- How do you find and choose applicants?
- Do you think employees like working for you? Why?/Why not?
- What plans have you got for your business in the future?

Student F

You have recently made a speech. Before you talk about it with the rest of the group, use your imagination to think of answers to these questions:

- Who did you speak to?
- What was the speech about?
- How did you feel before and after the speech?
- Did you use any multimedia?
- How did you start the speech to make everyone listen to you?
- What advice would you give to anyone else giving a speech?

Instructions and Answer key

4.5 Listening and Vocabulary – Tell your group

Materials: One card for each student

Language: Vocabulary from Lesson 4.5

- Tell students that they are going to get a card with a situation and some questions on it. They are going to work individually to think of answers to the questions, and then talk to other students in the group about their topic.
- Put students into groups of up to six and hand out one card (A–F) to each student.
- Set a time limit for students to read their card and think about the answers to the questions. They don't need to write anything.
- When they are ready, students turn their cards face down so they aren't looking at them. Student A starts by telling the group about their situation. When they have finished, the other members of the group can ask questions and Student A has to make up answers.
- The other students repeat the process in order (B–F).
- When they have finished, invite students to tell the class about their situation.

Don't forget to ...

Phrase cards



Remember to ...

Firstly, ... Secondly, ...

Be sure to ...

Whatever you do, don't ...

Try not to ...

After a few minutes, ...

The last thing you need to do is ...

You're not allowed to ...

Don't forget to ...

After that, ...

Always ...

You mustn't ...

You need to ...

Never ...

Try to ...

Next, ...

Situation cards



You're training a new teacher.
Give him/her instructions and reminders
so that they can do their job well and
keep the students interested
and motivated.

You're training a new shop assistant.
Give him/her instructions and reminders
so that they can do their job well and
keep the customers happy.

You're a sports instructor training
someone who has never tried this sport
before. Think of a sport and give him/her
instructions and reminders so that they
can learn quickly and don't get hurt.

You're training a babysitter who has
to look after two children aged seven
and nine. Give him/her instructions and
reminders so you can go out for the
evening and not worry about
your children.

Instructions and Answer key

4.6 Speaking – Don't forget to ...

Materials: One phrase card and one situation card for each pair of students

Language: Giving instructions and reminders

- Tell students that they are going to be given a card telling them about someone who needs instructions and reminders. They are also going to get a card with four phrases, which they have to use to give instructions/reminders to that person. They can use more phrases if they wish.
- Put students into pairs and hand out one phrase card and one situation card to each pair. Students work together to think of what they would say to the person on their situation card.
- When students have finished, invite a pair to come to the front of the class. They choose a person to give instructions and reminders to. This person also comes to the front of the class and is told who they are (new teacher, beginner at a sport, babysitter or new shop assistant).
- The pair give the other person instructions and reminders. The other person replies appropriately and can also ask questions if they want.
- Allow other pairs to come to the front and repeat the process with a different 'volunteer'.

Make it formal

- 1 Read the job application letter. Find language that is too informal and write it in the second column of the table below.

JOB APPLICATION LETTER

Hi Mrs Thompson,

I saw your job ad and I really want the part-time shop assistant job.

You know, I love shopping. I do online shopping every week. You can ask my friend; she says I'm polite and good at maths.

Can you give me a job now? Thanks!

Let me know soon. Bye!
Sarah Davies

Function	Informal language	Formal language
Greeting	<i>Hi Mrs Thompson,</i>	<i>Dear Mrs Thompson,</i>
Reason for writing		
Description of experience		
Description of personal qualities		
Giving thanks		
Ending		

- 2 Now think of formal language that could replace the informal language you identified in Exercise 1. Write it in the third column of the table. You can use some of the phrases below.

I am available ... I am interested in applying for ... I am keen on ...
 I am writing in response to/regarding the post of ... I have a working knowledge of ...
 I have some experience in ... Yours faithfully/sincerely,

Instructions and Answer key

4.7 Writing – Make it formal

Materials: One worksheet for each student

Language: Informal and formal language

- Tell students that they are going to read and improve a job application letter.
- Hand out the worksheets. Allow students time to read the letter before they complete the task.
- Ask: *What's the aim of the letter?* Elicit 'to apply for/get a job'. Ask: *What's wrong with the letter?* Elicit that the language is too informal. (You could ask students to compare this letter with the letter on Student's Book, p. 57.)
- Explain that in Exercise 1 they have to match the informal language in the letter to the functions in the table. Go through the example with the class.
- Before doing Exercise 2, remind students that we use formal language in job application letters and emails as it is important to use polite, more formal language when addressing people we don't know.
- Ask students to complete Exercise 2. Refer them to Student's Book, p. 57 if they need help.
- When students have finished, put them in pairs and ask them to swap letters and make suggestions to their partner on how to improve their letter. You could then give them time to make changes following their partner's feedback.
- Invite a few students to read their finished letter out to the class.

Answers:

	Exercise 1	Exercise 2: suggested answers
Function	Informal language	Formal language
Greeting	Hi Mrs Thomson,	Dear Mrs Thomson,
Reason for writing	I saw your job advert and I really want the shop assistant job.	I am writing in response to your advert for a part-time shop assistant. I am interested in applying for the job.
Description of experience.	You know, I love shopping. I do online shopping every week.	I have some experience with dealing with customers as well as being very interested in fashion.
Description of personal qualities.	You can ask my friend; she says I'm polite and good at maths.	I am polite and I am good at maths, so I think I would be suitable for the position.
Thanks	Can you give me a job now? Thanks!	Thank you for reading my application. I am available for an interview anytime.
Ending	Let me know soon. Bye! Sarah Davies	I look forward to hearing from you soon. Yours sincerely, Sarah Davies

Find the words

Find twenty words in the word search and write them below. Find:

- 1 five jobs: _____ , _____ , _____ , _____ , _____
- 2 five words for people: _____ , _____ , _____ , _____ , _____
- 3 five other nouns related to work: _____ , _____ , _____ , _____ , _____
- 4 five adjectives related to work: _____ , _____ , _____ , _____ , _____

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

Instructions and Answer key

4.8 Unit 4 Vocabulary – Find the words

Materials: One worksheet for each student or pair of students
Language: Vocabulary from Unit 4

- Tell students that they are going to do a word search puzzle to find words they learned/studied in Unit 4.
- Hand out the worksheet to individual students or pairs of students.
- Ask students to look at the word categories and try to guess what the words might be before they look for them in the word search.
- When students have finished, go through the answers and check pronunciation.

Answers:

Five jobs: cleaner, interpreter, librarian, blogger, engineer

Five words for people: candidate, customer, trainee, employer, staff

Five other nouns related to work: overtime, award, career, vacancy, promotion

Five adjectives related to work: available, temporary, voluntary, unemployed, permanent

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

My future

**This weekend**

Future plan:

Future arrangement:

Future ability:

Prediction without evidence:

Prediction with evidence:

Future obligation:

Timetabled future event:

Spontaneous decision:

Activity in progress at a certain time in the future:

Negative plan:

Your studies

Future plan:

Future arrangement:

Future ability:

Prediction without evidence:

Prediction with evidence:

Future obligation:

Timetabled future event:

Spontaneous decision:

Activity in progress at a certain time in the future:

Negative plan:

Your next summer holidays

Future plan:

Future arrangement:

Future ability:

Prediction without evidence:

Prediction with evidence:

Future obligation:

Timetabled future event:

Spontaneous decision:

Activity in progress at a certain time in the future:

Negative plan:

This evening after school

Future plan:

Future arrangement:

Future ability:

Prediction without evidence:

Prediction with evidence:

Future obligation:

Timetabled future event:

Spontaneous decision:

Activity in progress at a certain time in the future:

Negative plan:

Instructions and Answer key

4.9 Unit 4 Grammar – My future

Materials: One card for each student

Language: Future forms

- Elicit the different future forms and when we use each one: *will* for predictions made without evidence or decisions made at the time of speaking, *be going to* for plans or predictions with evidence, Present Continuous for arrangements, Present Simple for timetabled events, *will be able to* as the future form of *can*, *will have to* as the future form of *must/have to*, Future Continuous for an activity in progress at a certain point in the future. Refer students to the grammar sections in the Student's Book if necessary.
- Tell students that they are going to get a card with a future time on it and different types of future functions such as plans, arrangements, predictions, etc. They have to write sentences about themselves, which can be true or made up for each function.
- When students have written their sentences, put them into groups of four so that each person in the group has a card with a different future time on it.
- Students take turns to read out their sentences and the other students ask questions, e.g. *Who are you meeting? Why do you think your next summer holidays will be boring? Why aren't you going to play any computer games this evening?*
- Invite students to share some of their sentences with the class and check that they have used the correct future form in each case.

Job interviews

1 How is a job interview different from a normal conversation? Think about:

- 1 the topic of the conversation.
- 2 where the conversation takes place.
- 3 the length of the conversation.

2 How do you make a good first impression at a job interview? Think about body language. In pairs, discuss the questions and make notes.

- 1 How do you walk in? _____
- 2 How do you sit? _____
- 3 Should you make eye contact? _____

3 Now think about online job interviews. Tick (✓) the things it is important to do before the interview. In pairs, compare and discuss your ideas.

- 1 ☐ Make sure you can use the technology and software.
- 2 ☐ Make sure you know how to travel to the interview location.
- 3 ☐ Check that the microphone and camera work.
- 4 ☐ Choose a suitable background.
- 5 ☐ Put your mobile phone on silent unless you are using it for the interview.
- 6 ☐ Don't forget to bring an umbrella in case it rains.
- 7 ☐ Wear suitable clothes.
- 8 ☐ Make sure you know how long your journey to the interview location will take.

4 Look at the part-time jobs in A. What skills and experience from B would be useful for each job? Discuss in pairs.

A

shop assistant dog walker café assistant cook cleaner baby sitter librarian

B

I'm good at maths/cooking/cleaning/reading/first aid.

I'm good with babies/children/animals/pets/dogs/people.

I enjoy walking/cooking/cleaning/reading.

I have previously worked in/used to work in a café/a supermarket/a library/a school/pet shop.

I know how to cook/walk a dog/clean/classify books/look after a baby.

5 In pairs, role play a job interview for one of the jobs in Exercise 4. Ask these questions when you take on the role of interviewer. Then swap roles, choose another job from Exercise 4 and role play a second interview.

- 1 Can you tell me a little about yourself?
- 2 What are your strengths?
- 3 What are your weaknesses?
- 4 Why do you want this job?
- 5 What have you done in the past that will help you in this job?

Instructions and Answer key

4.10 Set for life – Job interviews

Materials: One worksheet for each student

Language: Talking about strengths and weaknesses, taking about experiences



Self-management: Self-control

Self-control is the ability to manage one's behaviour and emotions to achieve a task or to find a solution to a problem. The activities are aimed to help students understand the benefits of work experience and the students' possible future instead of pursuing more immediate, more gratifying activities

- Ask students to consider the benefits of work experience and getting a part-time job. Ask: *Has anyone had a job interview or a part-time job?* Elicit answers around the class.
- In pairs or small groups, students talk about a job interview or recall their parents' or friends' experiences. Ask them to think about how people need to make a good first impression in a job interview, carefully managing their behaviour and emotions.
- Hand out a copy of the worksheet to each student. Do Exercise 1. Ask students to think about the questions in pairs or individually. Elicit answers from different students.

Suggested answers:

Exercise 1

- 1 Conversation topics are limited to the job and talking about skills and experience and possible interests of the candidate. A normal conversation can be about anything.
- 2 Usually at the place of work, unless it is an online interview. A normal conversation can take place anywhere.
- 3 The interviewer decides on the length of the conversation. Usually there is a specific time limit.

- Students do Exercise 2 in pairs. Elicit answers from different pairs when they have finished. More confident students could demonstrate some of the body language.

Suggested answers:

Exercise 2

- 1 confidently
- 2 You should sit up straight.
- 3 Yes, look straight at the interviewer in a relaxed way.

- Ask students to do Exercise 3 in pairs. After they have finished, elicit some answers.

Answers:

Exercise 3

Students should tick 1, 3, 4, 5 and 7.

- Move on to Exercise 4. Ask students to look at the jobs in A and check they understand all of them. Give them some time to discuss in their pairs, then elicit some suggestions.
- For Exercise 5, students role play job interviews in their pairs. Give them time to prepare for each interview before they begin.
- If time allows, you could ask different pairs to act out their interviews for the class. The class can then say whether they think the candidate would/should get the job.

**Student A**

Hear it	Say it
START	745
8.2 billion	6.7 million
525	3,907
818,361	12,491
1,104,220	891
708	15,210,361
125,789,651	153,685
693	1,452,000

Student B

Hear it	Say it
12,491	16,666
6.7 million	1,104,220
745	1,365
2,789,420	1,655
172,907,318	STOP
21,499	693
7,801	125,789,651
15,210,361	4.8 million

Student C

Hear it	Say it
1,452,000	818,361
3,907	7,801
4.8 million	8.2 billion
891	2,789,420
1,655	525
1,365	21,499
153,685	172,907,318
16,666	708

Instructions and Answer key

5.1 Vocabulary – Hear it, say it!

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

Language: Large numbers

- Tell students that they are going to practise saying large numbers.
- Put students into groups of three and hand out one card (A, B or C) to each student in a group. Tell students not to show it to anyone else in their group.
- Explain the activity. On the board, write the following headings in two columns: *Hear it* and *Say it*. Under *Hear it* write *Start* and under *Say it* write *1*. Tell students that they each have a card, and only one of the cards has the word *Start* on it. That student begins by saying the number next to *Start* in the *Say it* column – for example, they say *one* for the number *1*. The other two students in the group have just heard *one*, so they look for that number in their respective *Hear it* columns. If they see the number *1* on their card, they look at the number next to it in the *Say it* column and say that number. Students continue until one of them says *Stop*. Again, only one student's card has the word *Stop* on it.
- To begin the activity, say *Start*. The student whose card has the word *Start* on it begins.
- When students have finished, elicit some of the numbers from the class.

If ...

Condition cards



If you could go anywhere in the world, ...

If you had a million dollars, ...

If you could do any job you wanted, ...

If you could change places with a famous person, ...

If you could change one thing about your appearance, ...

If you could have one talent, ...

If the weather is nice this weekend, ...

If your friends suggest going to the cinema this weekend, ...

If your mum asks you to tidy your room on Saturday, ...

What will you do this evening ...

Who will you phone this evening ...

If you have problems with friends, ...

What do you usually do ...

Who do you ask for help ...

How do you feel ...

If something goes wrong with your electronic gadgets, ...

Result cards



... where would you go?

... what would you buy?

... what would you do?

... who would you change places with?

... what would you change?

... what would you like to be able to do?

... what do you think you will do?

... will you go with them?

... will you do it without arguing?

... if you finish your homework quite quickly?

... if you want to chat?

... who do you go to for advice?

... if you're bored at the weekend?

... if you can't do your English homework?

... if you have an argument with your friends?

... do you always know how to fix them?

Instructions and Answer key

5.2 Grammar – If ...

Materials: One set of condition cards and one set of result cards for each group of four students

Language: Zero, First and Second Conditionals

- Tell students that they are each going to get the beginnings of four conditional questions and try to match them to the correct question endings.
- Put students into groups of four. Hand out four condition cards to each student and ask them to place the result cards, face-down in a pile. Tell them not to show their condition cards to anyone in the group.
- Individually, students look at their condition cards and think about a) what type of conditional each card has and b) a possible way to complete the question.
- When ready, one student turns over a result card from the pile. The four students look at their condition cards to see if they can make a question with that ending. The others can agree or disagree. If someone makes a question, they keep the two cards and then turn over the next result card.
- When students have each got four full questions, they take turns to ask the other three people in the group the questions.
- Invite different students to tell the class one question they asked and the most interesting answer they were given.



Section A

1 In pairs, complete the sentences with the words below. There are three extra words.

afford attend interested mission require suits travel waiting list

- 1 Some people in my class asked our IT teacher if he could start a training programme for learning how to write computer code. It seems that a lot of my friends are _____ in computer science.
- 2 When I was ten years old, I was really keen on space _____. I read a lot of books about exploring unknown planets.
- 3 I'd love to be an astronaut, but it requires a lot of training and I don't think I'm dedicated enough. I also don't think I'll be able to _____ the training course.
- 4 Astronauts need to wear special space _____ which look really cool. I would like to try wearing one of them some day.
- 5 I'd love to become a space traveller one day. But I think there are already a lot of people on the _____, including many celebrities.

2 Join a Section B pair and read your sentences to them. Don't say the words you added. Say 'blank' instead. The other pair tries to guess the missing words.

Section B

1 In pairs, complete the sentences with the words below. There are three extra words.

affordable certificate flight gravity pass reach space suits virtual

- 1 My mum went on an advanced driving course. It wasn't to help her get a better job or anything – she just loves driving. The course also included _____ reality training. She was thrilled!
- 2 When I _____ this test, I can finally focus on what interests me the most: learning how to direct films and then moving to Hollywood.
- 3 It would be cool to have this zero-_____ experience. Imagine floating like an astronaut!
- 4 There are lots of _____ alternatives to space travel. You can download VR apps and even use your smartphone to learn how to fix a spaceship!
- 5 My brother really wants to learn how to fly a spaceship. He often visits space centres and tries _____ simulators.

2 Join a Section A pair and read your sentences to them. Don't say the words you added. Say 'blank' instead. The other pair tries to guess the missing words.

Instructions and Answer key

5.3 Reading and Vocabulary – In space

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

Language: Vocabulary from Lesson 5.3

- Tell students that they are going to work in pairs and try to complete some sentences with words given in a box.
- Put students into pairs and hand out Section A to half the pairs, and Section B to the other half. Ask students to read the sentences and complete them with the words in the box. Point out that there are three extra words.
- When students have finished, join together a Pair A and a Pair B into a group of four.
- Students take turns to read out their sentences, but say *blank* instead of the gapped word. The other pair guesses the missing word. If they guess incorrectly, the first pair helps with a clue e.g. *the word begins with the letter 'a'*. If the second pair guesses the word without having been given a, they get two points. If they need a clue, they get one point. If they can't guess at all, they don't get any points.
- When students have finished, elicit all the answers and see who got the most points.

Answers

Section A

1 interested 2 travel 3 afford 4 suits 5 waiting list

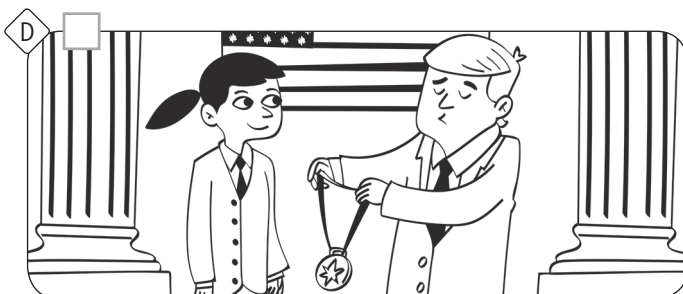
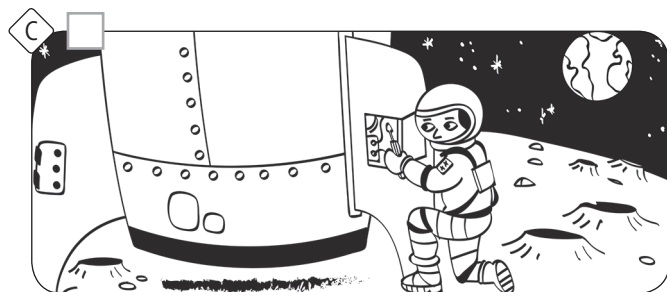
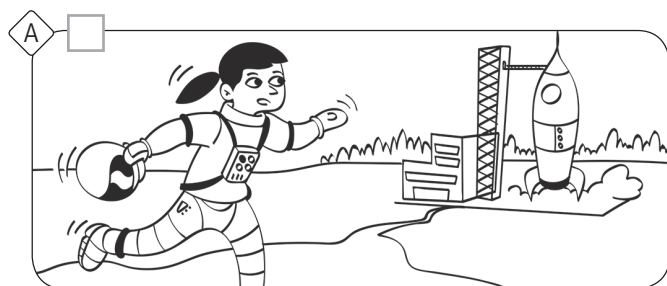
Section B

1 virtual 2 pass 3 gravity 4 affordable 5 flight

Kelly's space trip

1 Match paragraphs a–d with pictures 1–4. Then choose the correct option to complete the paragraphs.

- a Kelly's on her way to the moon. She nearly has an accident. A ¹*comet / satellite / planet* nearly hits her ²*parachute / space station / spacecraft*. She's not lucky – she's a great pilot! She saw it coming and moved out of the way.
- b Kelly made it. Now she's meeting the President of the USA. He's giving her a medal and the people are cheering. She's a famous ³*space tourist / astronaut / skydiver* now, but she doesn't want to go back into space.
- c Kelly is now on the ⁴*land / ground / surface* of the moon. She's found some interesting rocks and moon dust. Now it's time to leave, but there's a problem with the lander. If she can't fix it, she won't be able to leave and she's only got enough ⁵*gravity / oxygen / helium* for a few days.
- d It's time to take off, but where is Kelly? Here she comes. She nearly forgot her ⁶*helmet / suit / hat*! Hurry up, Kelly, or you'll miss the take-off and you'll never have another chance to go into space again!



2 Make third conditional sentences about the story.

1 if Kelly / forget / her helmet / she / miss / the take-off

2 if Kelly / not be / such a good pilot / the meteorite / crash / into her spacecraft

3 if the meteorite / hit / the spacecraft / it / destroy / it

4 if Kelly / not fix / the lander / she / not be able to / leave / the moon

5 Kelly / run out / oxygen / if she / not fix / the lander

6 Kelly / not meet / the President / if she / not go / into space

Instructions and Answer key

5.4 Grammar – Kelly's space trip

Materials: One worksheet for each pair of students

Language: Third Conditional

- Tell students that they are going to read a story about a trip to the moon, and also practise the third conditional. Remind them how the third conditional is formed (*if* + Past Perfect + *would have* + past participle), and when it is used (to talk about unreal past situations).
- Put students into pairs and hand out a copy of the worksheet to each pair.
- Ask students to complete Exercise 1 and when they have finished, elicit the answers.
- Tell students to look at the jumbled words in Section B. Elicit that students have to write Third Conditional sentences to show what would have happened if the situation had been different.
- Elicit the answers to Section B.

Answers:

Section A

1 d 2 a 3 c 4 b

1 comet 2 spacecraft 3 astronaut 4 surface

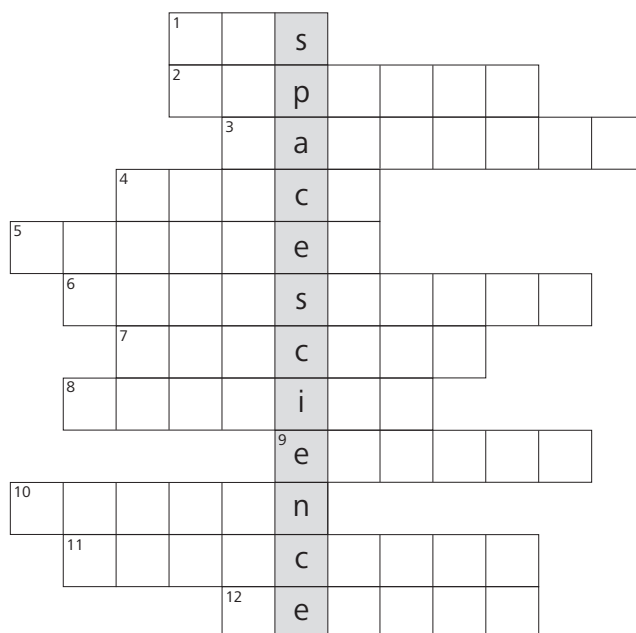
5 oxygen 6 helmet

Section B

- 1 If Kelly had forgotten her helmet, she would have missed the take-off.
- 2 If Kelly hadn't been such a good pilot, the meteorite would have crashed into her spacecraft.
- 3 If the meteorite had hit the spacecraft, it would have destroyed it.
- 4 If Kelly hadn't fixed the lander, she wouldn't have been able to leave the moon.
- 5 Kelly would have run out of oxygen if she hadn't fixed the lander.
- 6 Kelly wouldn't have met the President if she hadn't gone into space.

Space science

Read the clues and complete the puzzle.



- 1 All elements are either solid, liquid or a _____ .
- 2 The part of a spacecraft in which people travel.
- 3 Children have these on special occasions. You blow them up and hang them for decoration.
- 4 A power which causes an object to move or change the way that it moves.
- 5 To break the sound _____ , you have to go faster than the speed of sound.
- 6 The layer of gases surrounding the Earth or other planets.
- 7 The journey downwards from a higher point to a lower point – for example, from space to the surface of the Earth.
- 8 The force which stops things on Earth floating away. Newton discovered it when an apple fell on his head.
- 9 A machine with moving parts that converts power into motion – for example, in a car.
- 10 The gas that we need to survive.
- 11 People can jump out of planes wearing one because it makes them fall more slowly.
- 12 A very light gas.

Instructions and Answer key

5.5 Listening and Vocabulary – Space science

Materials: One worksheet for each pair of students

Language: Vocabulary related to space science

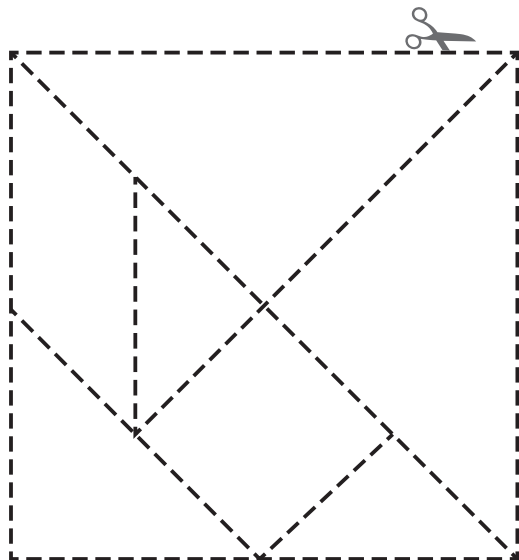
- Tell students that they are going to work with a partner to use clues to complete a word puzzle. Explain that one letter of each word is shown in the shaded squares.
- Put students into pairs and hand out a worksheet to each pair. Set a time limit. When the pairs have finished, elicit the answers.

Answers:

1 gas 2 capsule 3 balloons 4 force 5 barrier
6 atmosphere 7 descent 8 gravity 9 engine
10 oxygen 11 parachute 12 helium

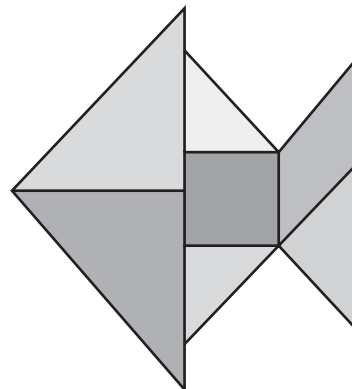
What do I do next?

Section A



A

First, ... Second, ... After that, ... Then ... Next, ...
 Finally, ... You/We need to ... I/We have to ...
 It's important (not) to ... Try (not) to ...

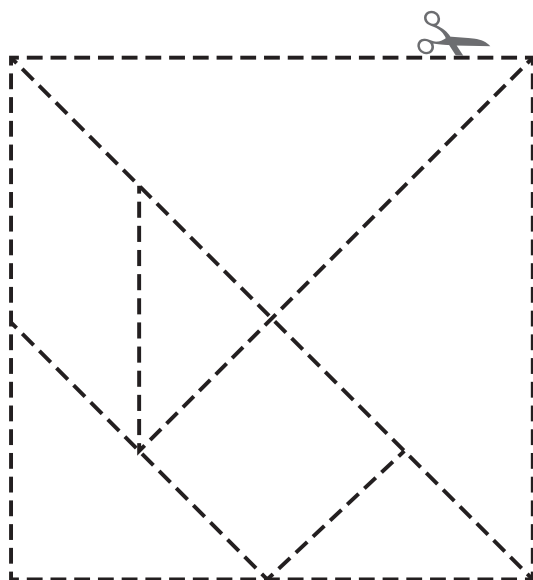


B

That seems fun/easy. Now what?
 Then what do I do? I hope it works/I get it right.

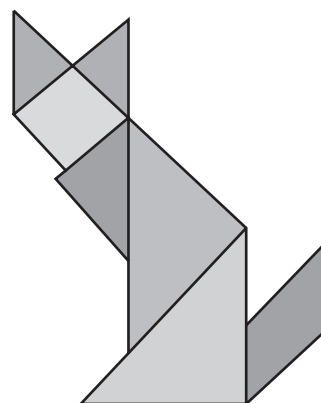


Section B



A

First, ... Second, ... After that, ... Then ... Next, ...
 Finally, ... You/We need to ... I/We have to ...
 It's important (not) to ... Try (not) to ...



B

That seems fun/easy. Now what?
 Then what do I do? I hope it works/I get it right.

Instructions and Answer key

5.6 Speaking – What do I do next?

Materials: One Section A and one Section B for each student; scissors for each student or pair of students

Language: Giving and responding to instructions

- Tell students that they are going to do a tangram puzzle. Show them an example and ask them if they have seen one before. Explain that a tangram is a Chinese puzzle.
- Put students into pairs and hand out Section A and Section B to each student. Tell students not to let their partner see their worksheet.
- Ask students what shapes make up the tangram on their worksheet (a square, five triangles and a parallelogram). Explain that these shapes can be moved around to make different shapes/patterns.
- Ask students to cut out the tangram pieces.
- First, students look at the pattern on their worksheet and take turns to give their partner instructions so that they can recreate that pattern and guess the animal. The student giving the instructions should use phrases from box A, and the student receiving the instructions should respond using the phrases in box B.
- Students work individually to make a pattern of their own using the seven pieces on their tangram. Point out that they shouldn't let their partner see it. When they are ready, they take turns to give their partner instructions for recreating that pattern. Again, they should use the phrases in boxes A and B.

An essay

- 1** Read some sentences from different essays about contacting alien life forms. Complete them with the words below.

addition advantage because believe besides but conclusion disadvantage example
moreover one opinion other reason seems sum that what worth

Introduction

- Many people ¹ _____ that aliens would want to destroy us.
- ² _____ would it be a good idea to make contact with other life forms?
- Is it ³ _____ trying to contact other life forms to see if we can learn from them?

Advantages

- I believe ⁴ _____ any life forms that have the technology to reach the Earth would be peaceful and friendly. ⁵ _____, it is likely that we could learn a lot from them.
- On the ⁶ _____ hand, it ⁷ _____ likely that it would be positive for the Earth.
- The main ⁸ _____ is that, even if we don't make contact, the research helps communications on Earth. In ⁹ _____, it helps our understanding of space and the universe.

Disadvantages

- On the ¹⁰ _____ hand, it would be a huge risk.
- The main ¹¹ _____ is that we may contact aliens who aren't friendly. ¹² _____ this, it could cause fear and instability around the world.
- One ¹³ _____ for worrying is that history shows that explorers and invaders rarely bring benefits to the places they discover. For ¹⁴ _____, many Indians in South and Central America died of diseases they caught from European explorers.

Giving opinions and justifying them

- In my ¹⁵ _____, it isn't worth trying to contact other life forms. This is ¹⁶ _____ anyone who has the technology to get to Earth should be able to contact us much more easily. ¹⁷ _____ is more, we cannot be sure that the aliens we contact are friendly.

Summary

- To ¹⁸ _____ up, I think it is a great idea.
- In ¹⁹ _____, I think we should use the money to help the environment instead.

- 2** Write your own essay in answer to the question below. Use the ideas in Exercise 1 to help you.

Should we try to make contact with life forms on other planets?

Instructions and Answer key

5.7 Writing – An essay

Materials: One worksheet for each student

Language: Writing an essay

- Remind students about how to organise an opinion essay.
- Tell students that they are going to get several sentences that could have been written for an essay on contacting alien life forms. They aren't all from one essay.
- Put students into pairs and hand out a copy of the worksheet to each student. The pairs work together to complete the sentences.
- When they have finished, elicit the answers. Then tell students that they are going to write their own essay. They should do this individually, in class or as homework, each referring to their own worksheet.

Answers:

1 believe 2 But 3 worth 4 that 5 moreover 6 one
7 seems 8 advantage 9 addition 10 other
11 disadvantage 12 besides 13 reason 14 example
15 opinion 16 because 17 What 18 sum 19 conclusion

Get rid of the words

**astronaut****astronomer****atmosphere****discovery****billion****balloon****calculation****comet****data****engine****Earth****experiment****force****gravity****height****length****moon****orbit****oxygen****planet****record breaker****robot****satellite****scientific****speed****spacecraft****surface****Venus****visible****width**

Instructions and Answer key

5.8 Unit 5 Vocabulary – Get rid of the words

Materials: One card for each student

Language: Vocabulary from Unit 5

- Tell students that they are going to work individually to find a definition of a word. If students are in a monolingual group, they could find a translation instead. They shouldn't tell anyone else their word.
- Hand out one card to each student. If there are more cards than students in your class, you could divide the cards equally between the students and hand out more than one card to each student.
- Give students time to come up with a definition for their word (or think of the translation). Then explain that students are going to mingle and give another student a definition or translation of the word on their card. That student has to say the word and spell it correctly. If they can do this, the student with the card has to keep it. If the other student can't think of the word or spell it correctly, they take the card.
- The idea is for students to get rid of their card(s).
- Set a time limit and, when the time is up, find out who managed to get rid of their card.
- Elicit the words and a definition or translation of each one.

On condition that ...

Zero

- 1 If I get home before my parents, ...
- 2 If I get up too late for breakfast, ...
- 3 If a teacher is absent, ...
- 4 If my favourite sports team loses, ...
- 5 If I see an interesting advert on TV, ...

First

- 1 If I need help with my homework this evening, ...
- 2 If my parents let me go out on Friday evening, ...
- 3 I'll go shopping on Saturday unless ...
- 4 If we don't get any homework tonight, ...
- 5 I'll enjoy the weekend unless ...

Second

- 1 If my best friend moved away, ...
- 2 If I could go back in time, ...
- 3 If I could meet anyone in the world, ...
- 4 If our school offered us the chance of a two-week foreign exchange trip, ...
- 5 If I didn't have to go to school tomorrow, ...

Third

- 1 If we had left home sooner, ...
- 2 If I had known the answer, ...
- 3 If you had phoned from the station, ...
- 4 If the plane had left on time, ...
- 5 If we had read the hotel reviews online, ...

Instructions and Answer key

5.9 Unit 5 Grammar – On condition that ...

Materials: One worksheet for each pair of students

Language: Zero, First, Second and Third Conditionals

- Tell students that they are going to work in pairs to complete different conditional sentences.
- Put students into pairs and hand out a copy of the worksheet to each pair.
- Give students time to think of a suitable ending for each sentence beginning on their worksheet.
- When they have finished, put pairs together into groups of four. Pairs take it in turns to read out one of their endings (to make it easier, they can tell the other pair what type of conditional it is if necessary). The other pair has to guess which sentence beginning it matches. They can also point out any grammatical mistakes if they notice them.
- Invite students to share some of their sentences with the class and encourage peer correction where necessary.

Project worksheet: an online advert

Step 1

- 1 What makes a good holiday advert? What kinds of things does it show?
- 2 In groups, discuss the questions about the activities below. Then say which of the activities you would like to do on a day trip to the tabletop mountains and why.

abseiling exploring the caves photographing nature walking in the jungle

Which activity do you think is:

- the most exciting/fun?
- the most relaxing?
- the cheapest?

- 3 In groups, think about an advert for a day trip to the tabletop mountains which includes the activities above. Think about these questions and decide who is going to do what.

- 1 What does the advert need to say about the mountains?
- 2 What should it say about each activity?
- 3 What else should you include in the advert?
- 4 Assign tasks in your group: who is going to do what?



I think we should include/say ...

I'd like to write about/research ...



Yes, that's a great idea! We could also ...

I'm not sure about that./Why don't we ... ?/How about ... ?



Step 2

- 4 Prepare your part of the advert. Follow the steps below.

- a Make notes and write your text. Use the phrases below to help you.

Information about the tabletop mountains	The mountains are located in ... They are famous for ... People visiting the mountains often ... Things to see and do there include ...
Preparing for an activity	To prepare for (the activity) you need to ... You also need to think about ...
Equipment/Time needed for an activity	You will need ... You don't need any special equipment for (the activity). (The activity) will take about ...
What you can gain from the experience	It's wonderful/fantastic/amazing to ... in such an amazing location/ beautiful surroundings. What makes it special is ... By doing (the activity) you will/can ... (think about the experience/ new skills the activity will offer).

- b Research music, photos and/or videos for your part of the advert.

Project worksheet: an online advert

Step 3

5 Put all the texts and other elements together and create your advert. Use the checklist below to check it.

- ☐ Does your advert have an interesting title?
- ☐ Is the information in the texts enough/correct?
- ☐ Have you answered all the questions?
- ☐ Are there (enough) photos?
- ☐ Are the grammar and spelling correct?

Tip

- Link your texts and visuals together – this needs to feel like one advert.
- You could also add a map of the location to your advert.

Step 4

6 Share your advert with the class. Ask and answer questions. Use these questions to help you and add two more.

- 1 Which activity would you like to do most? Why?
- 2 Which day trip would you most like to go on?
- 3 What was the most persuasive advert? Why? What did you like about it?
- 4 _____
- 5 _____

10.00–12.00: Kayaking

☐ Explore the beautiful mountain surroundings.

☐ Amazing scenery all around you.

☐ An unforgettable two-hour trip.

☐ A five-star experience!

Instructions and Answer key

5.10 **B B C** Culture – Project worksheet: an online advert

Before the lesson: An online advert can be made using an online ad creator or a presentation programme like Microsoft PowerPoint®. It contains templates where titles, text and images can be added in. It can also contain other embedded elements, like videos and music.

You will need: a computer/laptop; digital presentation software; access to the internet; a projector/screen to show the adverts. If students don't already have access to presentation software, there are tools online that can be downloaded for free. Make sure at least one student in each group has access to presentation software 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 advert, students can prepare a fact file or tourist brochure. Students work in groups and do Exercises 1, 2 and 3. They write texts for their parts of the fact file/brochure and look for images. They can use materials printed from magazines or the internet, or draw pictures to illustrate their fact files.

You will need: printed materials (information and photos); paper; coloured pens/pencils.

Step 1 **Class work**

Warm up:

- Do Exercise 1 as a warm up. Elicit ideas around the class (e.g. nice photos, interesting videos/music, reviews).
- If possible, show students an example of an online advert. Tell them that they are going to make an online advert for a day trip to the tabletop mountains. Ask them if they have ever visited a mountain and what activities they think they could do in the surroundings. Elicit ideas around the class.

Task:

- Put students into small groups and hand out a copy of the worksheet to each student.
- Students do Exercise 2 in their groups. Give them some time to discuss the activities and questions, then if time allows, elicit a few ideas from different groups.
- Move on to Exercise 3. Students start thinking about their advert and decide who is going to do what for it.

Step 2 **Individual work**

- Before students start preparing their advert, talk about what research they will need to do and encourage them to make efficient notes.
- Explain that they need to use their notes to write their texts for the advert.
- Encourage them to use lots of positive adjectives and persuasive language to encourage viewers to want to go on the day trip.
- Ask students to think about what things would be good to include in their advert such as photos, maps, music and reviews.
- Remind students that they should always give the source of the material, e.g. a website address or the name of the photographer if it is known. There are websites available which publish photos which are free to download and use.
- Students work individually, at home or in class, to do their research on the internet. They research their chosen question, write their texts and look for other elements to accompany them (images, music, etc.).

Step 3 **Group work**

- Students decide how they will create their advert: they can a) finalise their part of the advert separately and then have one person in the group put all the parts together or b) prepare and finalise their ideas as a group.
- Students use the checklist in Exercise 5 to check their adverts.

Step 4 **Class work**

- Each group shares their online advert with the class.
- When they have watched all the adverts, refer them to Exercise 6 and give them time to think of two additional questions they would like to ask other groups.
- Allow some time for students to discuss their adverts and ask and answer questions.
- Give feedback to each group, praising them for their efforts and highlighting any areas for improvement.
- Have a class discussion about which advert students found the most interesting and which day trip they would like to go on. Encourage them to give reasons.

Health and sickness

Vocabulary cards



allergic	asthma	painful	infection
operation	prescription	deaf	describe
lost	insect	plaster	temperature
medicine	appointment	broken	treatment

Sentence cards



1 I'm ____ to cats.	2 I sometimes have problems breathing because I suffer from ____.	3 Ow! That's ____.	4 Wash the cut or you might get a(n) ____.
5 Dad had a four-hour ____ on his leg after the accident.	6 The doctor gave me this ____, so now I have to go to the chemist's.	7 Mum says I'll be ____ when I'm older because I listen to loud music!	8 The doctor asked me to ____ my symptoms to her.
9 I ____ my appetite after seeing that documentary about diseases.	10 Nathan got a(n) ____ bite when he was camping in the forest.	11 I've got a sticking ____ that you can put on your cut.	12 The nurse is going to take your ____ now.
13 Take this cough ____ three times a day before meals.	14 I'd like to make a(n) ____ to see the doctor, please.	15 My arm really hurts but I don't think I have a ____ bone.	16 Call an ambulance or go to hospital if you need emergency ____.

Instructions and Answer key

6.1 Vocabulary – Health and sickness

Materials: One set of vocabulary cards and one set of sentence cards for each group of four students

Language: Vocabulary related to health problems

- Tell students that they are going to work in groups to match words to gapped sentences.
- Put students into groups of four and hand out a set of vocabulary cards and a set of sentence cards to each group. They should be spread out face down on the desk in two separate groups. The back of each card should be visible. They shouldn't be in a pile or overlapping.
- One student starts by picking up a sentence card. He/She reads the sentence aloud and thinks about the word needed to complete it. He/She then picks up a word card and reads it aloud. If the word can be used to complete the sentence, 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 do the same. 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 game.
- When the game is finished, tell students to turn over the pairs they won. Invite students to tell the class a sentence which they won during the game and elicit the missing word for it from a different student.

Answers:

1 allergic 2 asthma 3 painful 4 infection 5 operation
6 prescription 7 deaf 8 describe 9 lost 10 insect
11 plaster 12 temperature 13 medicine 14 appointment
15 broken 16 treatment

Interviews

**Section A**

- 1** You are going to interview a doctor. Think of four more questions to ask. Role play the interview and note down the doctor's answers.

1 *What's the most difficult thing about your job?*

2

3

4

5

- 2** Write a report of your interview in your notebook.

I interviewed Dr (name) about his/her work. I started by asking him/her what the most difficult thing about his/her job was. He/She said that ...

- 3** Now imagine you are an astronaut. Answer the interviewer's questions.

Section B

- 1** You are going to interview an astronaut. Think of four more questions to ask. Role play the interview and note down the astronaut's answers.

1 *What's the most difficult thing about your job?*

2

3

4

5

- 2** Write a report of your interview in your notebook.

I interviewed Commander (name) about his/her work. I started by asking him/her what the most difficult thing about his/her job was. He/She said that ...

- 3** Now imagine you are a doctor. Answer the interviewer's questions.

Instructions and Answer key

6.2 Grammar – Interviews

Materials: One set of cards for each pair of students

Language: Reported statements and questions

- Tell students that they are going to role play interviews and then report them.
- Put students into pairs and give each student one card, A or B. They shouldn't show their cards to their partner. Students look at the instructions for Exercise 1 and the first question, and work individually to think of four more questions.
- When they are ready, students look at the instruction at the bottom of their card telling them who they are. They then interview each other and make notes of their partner's answers.
- Students then write the interview in reported form, using the example to help them.
- When they have finished, invite them to report their interviews to the class.

Health apps

1 Complete the words 1–8 in the texts.

A Do you want to get fit?

Try *Pacer*, a new running app. It can help you plan your training programme, track your progress and ¹m_____ your speed as you run.

C Do you feel stressed? Are you having problems sleeping?

Chillspace is a new app designed to help you stay ³c_____ even in stressful situations. Its guided meditation sessions can also help you sleep better and see the world differently.

E Do you sometimes need to talk to someone?

You can ask our app any question you like and we will quickly send it to one of thousands of experts online. They will share their knowledge and give you ⁶a_____. It's a great way to help you deal with a difficult situation and can make a big ⁷d_____ to your mental health.

B You are what you eat.

Munchbetter is a great new app that can help you identify which foods are good for you and which aren't. It will get to know your diet, your health, and then suggest which foods to eat and which to ²a_____.

D Do you need to get up and out more?

Do you spend too much time sitting down in front of a screen? It's time to use the *i-Walkabout* app. It checks how long you've been inactive and tells you when to get up.

It also ⁴c_____ your steps when you walk and gives you a daily target. It'll help you do more, become healthier and have more ⁵e_____ every day. It's fun and free to use!

F Get well soon!

This app will help you when you're feeling unwell. It checks on your health three times a day and gives you the chance to record how you feel. It's a great way to help you manage your ⁸s_____ when you aren't feeling 100%.

2 Which app do you think is the most and least useful? Why?

Instructions and Answer key

6.3 Reading and Vocabulary – Health apps

Materials: One worksheet for each pair of students

Language: Vocabulary from Lesson 6.3

- Tell students that they are going to read adverts for health apps.
- Put students into pairs and hand out a copy of the worksheet to each pair. Ask students to do Exercise 1: they read the adverts and complete the gapped words. Point out that the first letter of each word is given.
- Elicit the answers.
- Students do Exercise 2. They read the adverts again and discuss which app they think is the most and least useful.
- Invite students from different pairs to share their answers with the class.

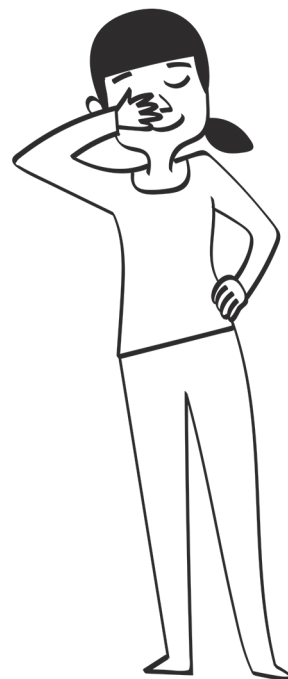
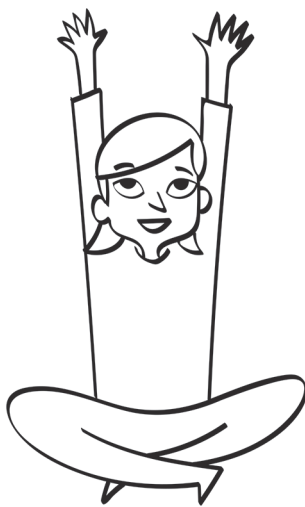
Answers:

Exercise 1

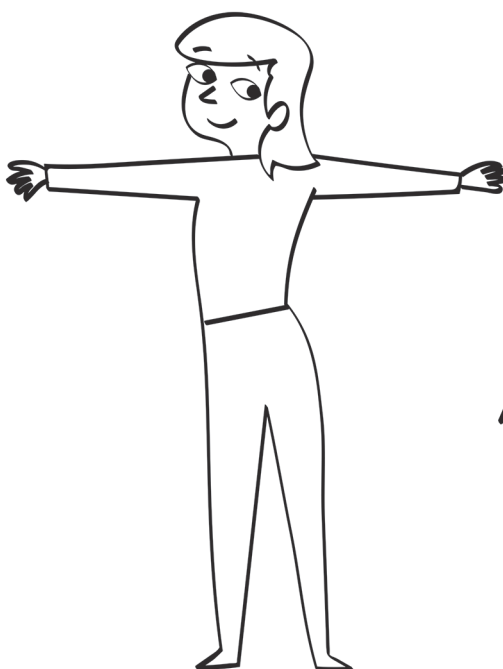
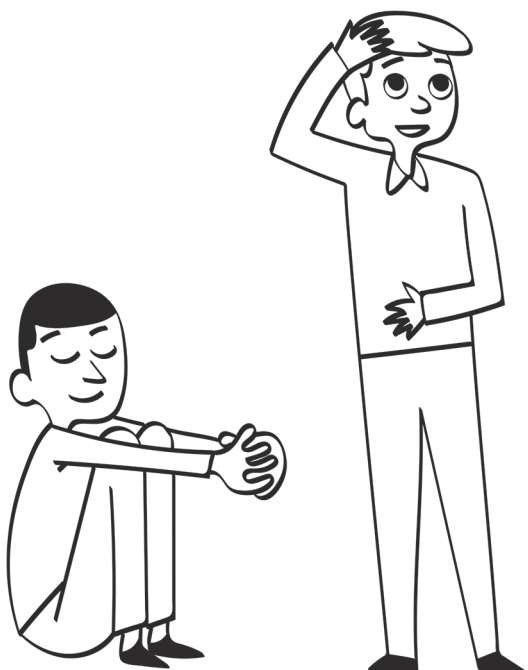
1 measure 2 avoid 3 calm 4 counts 5 energy 6 advice
7 difference 8 stress

**Section A**

Give instructions to the other group so that they are standing and sitting in the same positions as the people in the picture. Don't show them your picture until you have finished.

**Section B**

Give instructions to the other group so that they are standing and sitting in the same positions as the people in the picture. Don't show them your picture until you have finished.



Instructions and Answer key

6.4 Grammar – Smile, please!

Materials: One section A or one Section B for each group of four students

Language: Reported commands and requests

- Put students into groups of four. Tell them that they are going to get a picture of four people and they are going to give instructions to another group so that they are standing or sitting in the same positions as the people in the picture.
- Hand out Section A to half the groups, and Section B to the other half. Ask students to work together to think of what instructions they will give to the other group. Each student is going to instruct one person from the other group, so they must know what to say.
- When students are ready, put groups A and B together. Group A starts by instructing the students in B how to pose. When they are happy with the results, they show Group B their picture.
- The groups swap roles and Group B instructs Group A.
- Students then go back to their original groups and report the instructions they were given, e.g. *They told me to lift one leg off the ground.*
- Invite students to report the instructions they were given to the class.

Extreme sports



You are
abseiling.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
BMXing.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
ziplining.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
getting ready to do a bungee jump.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
free running.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
hang-gliding.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
ice climbing.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
kitesurfing.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
parachuting.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
paddleboarding.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
sandboarding.

- › Where are you?
- › What do you have to do?
- › What can you see?

You are
whitewater rafting.

- › Where are you?
- › What do you have to do?
- › What can you see?

Instructions and Answer key

6.5 Listening and Vocabulary – Extreme sports

Materials: One card for each pair of students

Language: Vocabulary for extreme sports

- Discuss helmet webcams with students and how some people make a film of what they can see and provide a commentary about what is happening, how they feel, etc. while they are doing a sport or activity. Tell them they are going to do something similar.
- Put students into pairs and hand out one card to each pair. Explain that they should look at the extreme sport and questions on their card, and work together to prepare a webcam commentary. Point out that they should not mention the name of their sport in their commentary.
- When students are ready, invite pairs to act out their commentary in front of the class. One student should start and they should swap half way through. The class has to guess what the extreme sport is.

What do you suggest?

**Student A**

You are having problems seeing what the teacher has written on the board.

You go first to ask the other students for advice.

Listen to the other students. Give advice.

- When talking to Student B, use:
I'm afraid I can't really help you.
- When talking to Student C, use:
If I were you, ...
- When talking to Student D, use:
You should ...

Decide which student gave you the best advice and why.

Student B

You are always tired in the mornings and have no energy.

When it is your turn, ask the other students for advice.

Listen to the other students. Give advice.

- When talking to Student A, use:
You ought to ...
- When talking to Student C, use:
I wish I could suggest something, but I ...
- When talking to Student D, use:
Have you thought about ... ?

Decide which student gave you the best advice and why.

Student C

You feel ill after eating some out-of-date yoghurt.

When it is your turn, ask the other students for advice.

Listen to the other students. Give advice.

- When talking to Student A, use:
Have you tried ... ?
- When talking to Student B, use:
I'd recommend ...
- When talking to Student D, use:
I wish I could help, but I ...

Decide which student gave you the best advice and why.

Student D

You stayed out in the sun too long and have got painful, red shoulders.

When it is your turn, ask the other students for advice.

Listen to the other students. Give advice.

- When talking to Student A, use:
I don't know what to advise, I'm afraid.
- When talking to Student B, use:
I'd suggest ...
- When talking to Student C, use:
You'd better ...

Decide which student gave you the best advice and why.

Instructions and Answer key

6.6 Speaking – What do you suggest?

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

Language: Asking for and giving advice

- Tell students they are going to practise asking for and giving advice.
- Put students into groups of four and hand out one card (A, B, C or D) to each student. Tell students not to show their card to the other members of the group.
- Give students time to read their cards and ask you any questions they make have. When they are ready, Student A starts by telling the others about his/her problem. The other three follow their instructions in order (B first). If B suggests going to an optician, C has to think of something different.
- When all three students have spoken, A gives his/her card to the student who gave them the best advice. B then repeats the process, with Student C giving advice first.
- When all four students have asked for and been given advice, ask students to share with the class the best advice they were given.

Who said what?

- 1** Think about people you respect. It can be anyone (e.g. a parent, a teacher, a celebrity). Write eight short forum posts reporting interesting things they have said. In each post, think about these questions.

1 Who said what? 2 When did they say it? 3 Why did they say it?

1 a piece of advice ♡ 👍 ▼	2 a question ♡ 👍 ▼
3 something encouraging ♡ 👍 ▼	4 an explanation ♡ 👍 ▼
5 something persuasive ♡ 👍 ▼	6 a reminder ♡ 👍 ▼
7 an interesting comment ♡ 👍 ▼	8 a warning ♡ 👍 ▼

- 2** Take turns to read your posts to your partner. React to your partner's posts.

Instructions and Answer key

6.7 Writing – Who said what?

Materials: One worksheet for each student

Language: Writing a forum post about an experience

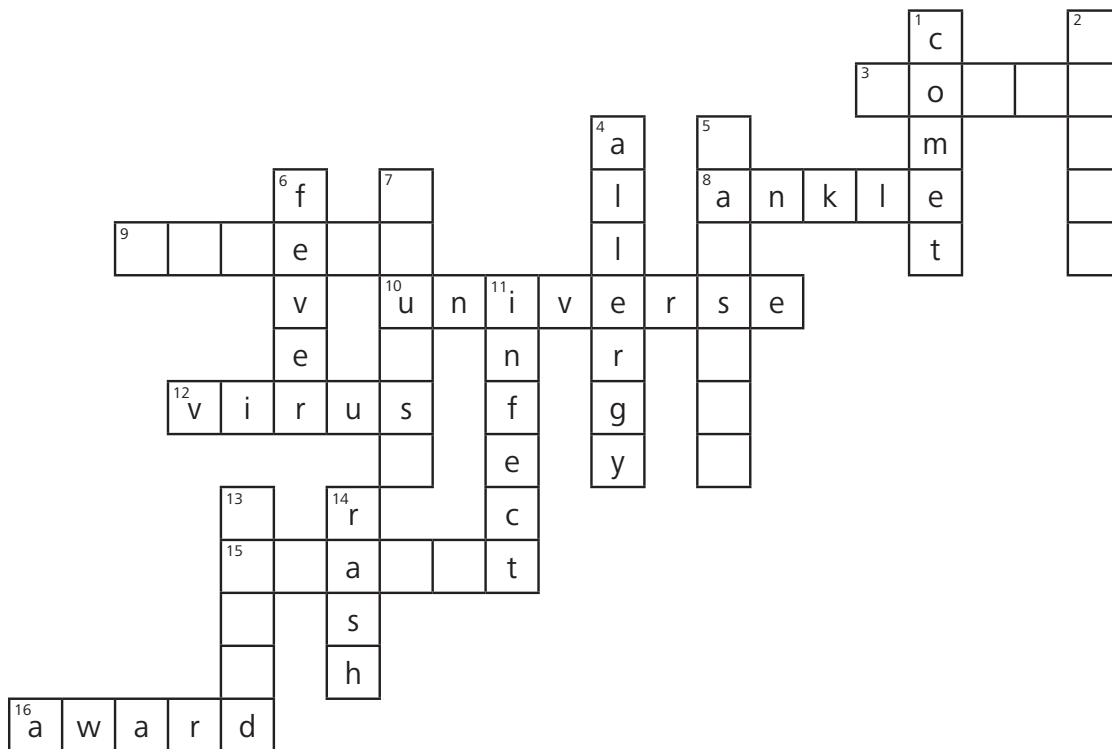
- Tell students that they are going to write some forum posts, which they are then going to share with a partner.
- Ask students to think about people they respect and why. Elicit some answers around the class.
- Hand out one copy of the worksheet to each student.
- Go through the instructions for Exercise 1 with the class and make sure students understand what they have to do.
- Before they begin, ask them what verbs they can use in their posts to report what other people have said. Elicit answers around the class and write them on the board for students to refer to during the activity (e.g. *advise, ask, encourage, explain, persuade, remind, tell, warn*).
- Give students time to write their posts, while you monitor and help them as necessary.
- When they have finished writing, put them into pairs for Exercise 2. Depending on the time available, they can discuss some or all of their posts.
- If time allows, you could invite a few students to share their posts with the class.

Half a crossword



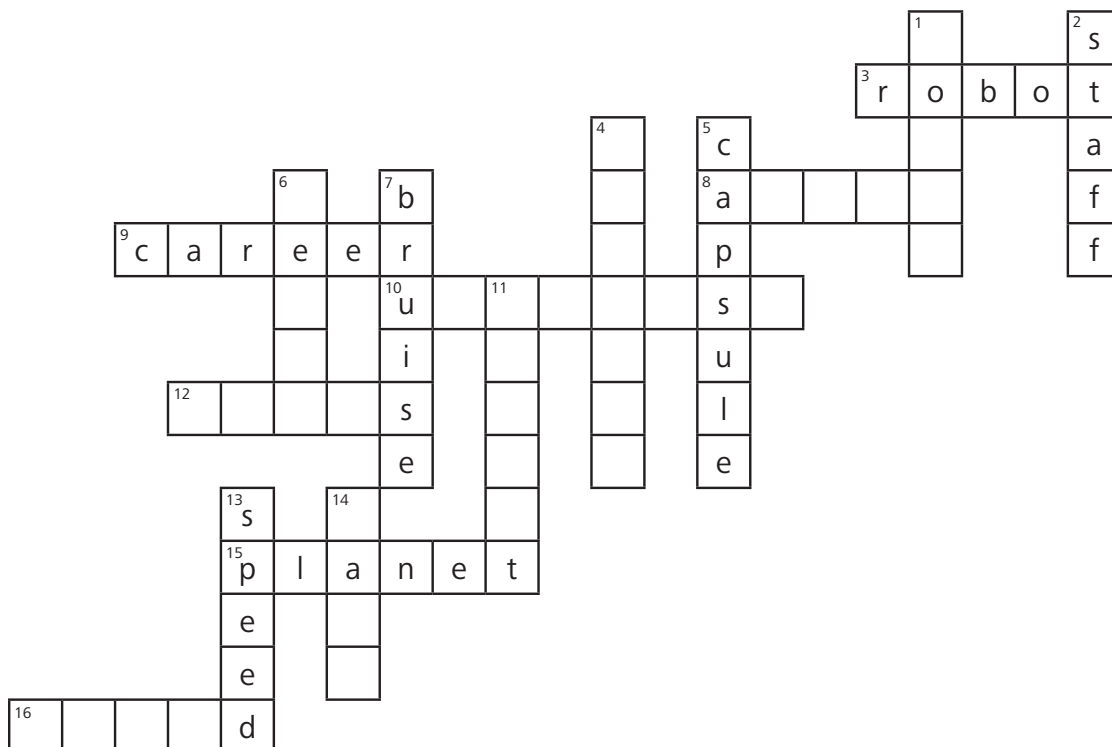
Section A

All the missing words are verbs or nouns. Some of them can be both.



Section B

All the missing words are verbs or nouns. Some of them can be both.



Instructions and Answer key

6.8 Units 4–6 Vocabulary – Half a crossword

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

Language: Vocabulary from Units 4–6

- Write on the board: *deaf*. Ask students to define the word or to give other clues to identify it.
- Tell students that you are going to give them a crossword that contains half of the answers; they have to make clues for these answers.
- Put students into pairs and hand out Section A or Section B to each pair. The pairs work together to make clues.
- When students are ready, join a Pair A with a Pair B into a group of four.
- Pairs take turns to give clues for one of their words and the other pair add that word to their crossword. During the process, they should not use L1 nor tell each other the correct words. The pairs repeat the process until they have given clues and guessed all of the words in the crossword.
- When they have finished, they check their answers by looking at each other's crossword.
- Invite pairs to choose one of the words in the crossword and to give clues for the rest of the class to guess the word.

Follow the instructions

24 Complete this sentence: <i>My parents won't be happy unless ...</i>	25 Ask the other members of the group about their plans for this evening.	26 Tell the rest of the group about two interesting things people have told you recently. Use reported speech.	27 Tell the rest of the group about two questions you have been asked today. Use reported speech.	28 Ask the other members of the group about an arrangement they have made for the weekend.	FINISH
23 Talk for thirty seconds about your plans for the summer.	22 Talk for thirty seconds about a prediction about your life for which you have some evidence.	21 Talk for thirty seconds about where you would like to be right now if you could be anywhere in the world.	20 Ask the other members of the group for advice using: <i>What would you do if you were me?</i>	19 Ask the other members of the group a first conditional question.	
12 Complete this sentence: <i>If I hadn't been ill, I would have ...</i>	13 Ask the other members of the group a second conditional question.	14 Make a second conditional sentence using <i>wouldn't</i>.	15 Report this command: <i>'Don't fall asleep!'</i> <i>Our teacher told ...</i>	16 Report this question: <i>'What's your name?'</i> <i>She asked me ...</i>	17 Talk for thirty seconds about a command someone gave you or a request someone made to you.
11 Make a third conditional sentence.	10 Complete this sentence: <i>If I were you, ...</i>	9 Talk for thirty seconds about something you would change about your character if you had the chance.	8 Talk for thirty seconds about what you would wish for if you had one wish.	7 Use the verb <i>go</i> in a first conditional sentence.	6 Complete this sentence: <i>I'll phone you later unless ...</i>
START	1 Use the Future Continuous form of the verb <i>sit</i> in a sentence.	2 Talk for thirty seconds about your plans for the weekend.	3 Talk for thirty seconds about a prediction about your life for which you have no evidence.	4 Talk for thirty seconds about a future arrangement.	5 Make a zero conditional sentence.

Instructions and Answer key

6.9 Units 4–6 Grammar – Follow the instructions

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

Language: Grammar from Units 4–6

- Tell students that they are going to play a board game where they throw a dice, move that number of squares and follow the instructions written on the 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?
- Put students into groups of four and hand out a worksheet, a dice and four counters to each group.
- When the groups have finished, invite students to tell the class something they said during one of their turns.

Will you sign my petition?

- 1** In pairs, take turns to choose and define one of the words below. Can your partner guess the word?

audience campaign impact petition signature volunteer

- 2** Have you ever signed an online petition? What was it for? What did you think of it? Discuss in pairs.

- 3** Why are online petitions useful? Put the reasons in order of importance for you (1 = most important).

Online petitions are useful because they are:

- a ☐ a good way to find and get contact information from future volunteers.
 b ☐ an easy way to share campaign information quickly.
 c ☐ a quick and cheap way to find out a lot of people's opinions about a topic.
 d ☐ a good way to help you make a decision about something.

- 4** Imagine that you want to make an online petition. Think about your answers to these questions.

- 1 What would you campaign about? Think of something that needs to change or someone who needs help. How could a petition be useful? Why?

I would like to campaign for ...

A petition would help/be useful because it would make people think about/it would encourage people to ...

- 2 What would you focus your petition on so that it had the most impact? Think about the present situation. How could you describe the problem? What would you like to change?

It's terrible/sad/a shame that there is/are ... It's sad that .../It's a shame that ...

At the moment .../The problem is .../I think we should change ...

- 3 Who would your audience be? Who do you want to sign your petition? Who do you want to send the petition and signatures to?

I'd like young/old/retired people/students to sign my petition.

I would send the signatures to the government/local authorities/public institutions.

- 5** In pairs, tell you partner about your ideas for your petition. Use the phrases in Exercise 4 to help you. Comment on your partner's petition. Would you sign it? Why?/Why not?



What would you campaign about?

I am worried about ... , so I would start a petition to ...



That sounds interesting/useful.

Would you sign my petition?



Yes, I would. I think it's a very good idea because .../No, I'm very sorry. I wouldn't because ...

Instructions and Answer key

6.10 Set for life – Will you sign my petition?

Materials: One worksheet for each student

Language: Suggesting, responding to other people's suggestions, talking about plans



Social responsibility: Civic competence

The activities are aimed to help students think about the importance of being an active citizen and engaging in civic participation.

- Hand out one copy of the worksheet to each student.
- Put students into pairs and ask them to do Exercise 1. Elicit definitions from different students for the words in the box.
- Students do Exercise 2. Ask volunteers to tell the class about a petition they have signed and to say why they thought it was (or wasn't) a good idea. You could ask students who have never signed a petition if they have ever read one. Did they think it was a good idea? Why?/Why not?
- Ask students to think about why online petitions are important. Then ask them to look at the reasons in Exercise 3 and, in their pairs, number them in order of importance. Invite students from different pairs to share their ideas and reasons with the class.
- Students do Exercise 4 individually. Go through the questions with them and give them time to think about their answers. You could ask them to make notes. Tell them not to worry about the phrases in the boxes for now.
- In Exercise 5, students tell a partner about their ideas from Exercise 4. Encourage them to use the phrases in Exercise 4. Once they have shared their petition ideas, they say whether they would sign their partner's petition. Encourage them to give reasons, and point out that they should be polite when giving their opinion and reasons (especially if they decide against signing the petition).
- Invite different students to share their petition ideas with the class. You could then do a class vote for the best/most interesting/most socially responsible petition.



Student A

Conversation 1

Start a conversation about school. Several times during the conversation, while the others are talking, **shrug your shoulders**.

Conversation 2

Join in Student B's conversation about health. While you are talking, **start to raise your voice**. Don't make it too obvious.

Conversation 3

Join in Student C's conversation about space. While the others are talking, **shake your head**. Do it more than once.

Conversation 4

Join in Student D's conversation about communication. While the others are talking, **stop paying attention to show you are bored**.

Student B

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **look someone in the eye**.

Conversation 2

Start a conversation about health. Several times during the conversation, while the others are talking, **nod your head**.

Conversation 3

Join in Student C's conversation about space. While you are talking, start to **lower your voice**. Don't make it too obvious.

Conversation 4

Join in Student D's conversation about communication. While you are talking, **define two or three words which you use**.

Student C

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **make eye contact with someone**. Do it more than once.

Conversation 2

Join in Student B's conversation about health. While you are talking, **point your finger**. Do it more than once.

Conversation 3

Start a conversation about space. While the others are talking, **shake your head** to show disagreement, but don't say anything.

Conversation 4

Join in Student D's conversation about communication. **Talk about your family and describe everyone's appearance and character**.

Student D

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **raise your eyebrows**. Do it more than once.

Conversation 2

Join in Student B's conversation about health. **Express your opinion** whenever you like.

Conversation 3

Join in Student C's conversation about space. **Pronounce some words incorrectly**. Don't make it obvious that it is deliberate.

Conversation 4

Start a conversation about communication. Several times during the conversation, **explain something you've said**.

Instructions and Answer key

7.1 Vocabulary – Communicate

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

Language: Vocabulary related to communication

- Tell students that they are going to discuss different topics, following instructions as they do so.
- Put students into groups of four and hand out one card (A, B, C or D) to each student. Tell students not to show each other their cards.
- Ask students to read the instructions for conversation 1. When they have, Student A starts. While the group are talking, each student has to follow their instructions although they should try not to be too obvious.
- Set a time limit of two minutes. When the time is up, students try to guess each other's instructions.
- Repeat the process with conversations 2–4.
- At the end of the activity, ask different students which instructions they managed to guess.

What do you want to know?



Section A

1 In pairs, write questions in the passive.

- 1 when / the first photo on Instagram / post / ? _____
- 2 who / it / post / by / ? _____
- 3 what / the company / originally / call / ? _____
- 4 why / the name 'Instagram' / choose? _____
- 5 how many photos / post / since it began / ? _____
- 6 how many people / Instagram / use by / every day / ? _____

2 Read the text and discuss the information. Underline the information you think you will be asked about.

The first mobile phone call was made on 3 April 1973. It was made by a man named Martin Cooper, who worked for Motorola, the makers of the mobile phone. He phoned Dr Joel S. Engel, who worked for a different phone company, and told him he was talking on a mobile phone.

The phone looked a bit different to today's phones. It weighed 1.1 kilos and was nearly twenty-three centimetres long. The phone was never sold to the public, but ten years later Motorola made the DynaTAC 8000X, which they sold for \$3,995!

More and more mobile phones are sold every year, and in 2014 newspapers reported that there were now more mobile devices than people in the world!

3 Join a Section B pair. Take turns to ask and answer the questions about your text. Use full sentences to answer the questions.

Section B

1 In pairs, write questions in the passive.

- 1 when / first mobile phone call / make / ? _____
- 2 who / it / make / by / ? _____
- 3 who / the phone call / make / to / ? _____
- 4 the first mobile phone / sell / to the public? _____
- 5 when / the DynaTAC 8000X / make / ? _____
- 6 how much / it / sell for / ? _____

2 Read the text and discuss the information. Underline the information you think you will be asked about.

The first Instagram photo was posted on 16 July 2010. The co-creator of Instagram, Mike Krieger, posted a photo of South Beach Harbor in San Francisco. Later that day, the other creator, Kevin Systrom, posted a photo of a dog and his girlfriend's foot.

Instagram's original name was Burbn. But when they changed the focus of the platform to photo-sharing, they changed it. The name was chosen because it was a combination of 'instant camera' and 'telegram'.

Nowadays, Instagram is one of the most popular social media sites in the world. More than 50 billion photos have been posted on it since it began, and around 2 billion people use it every day – a number which is still climbing.

3 Join a Section A pair. Take turns to ask and answer the questions about your text. Use full sentences to answer the questions.

Instructions and Answer key

7.2 Grammar – What do you want to know?

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

Language: The passive

- Tell students that they are going to read a short text and then answer questions about it.
- Put students into groups of four and divide each group into two pairs. Hand out Section A to one pair and Section B to the other pair. Tell them that they shouldn't show each other their cards.
- Pairs work together to write the questions in Exercise 1. Explain to them that these are questions about the other pair's text.
- When they have finished, allow them to read their text and discuss the information they found out in their pairs. They can underline key information that they think they will be asked about.
- Students then take turns to ask and answer their questions. Point out that they need to use full sentences in their answers.
- Elicit the correct questions and answers from the class.

Answers:

Section A

- 1 When was the first photo on Instagram posted? It was posted on 16 July 2010.
- 2 Who was it posted by? It was posted by the co-creator of Instagram, Mike Krieger.
- 3 What was the company originally called? It was (originally) called Burbn.
- 4 Why was the name 'Instagram' chosen? It was chosen because it was a combination of 'instant camera' and 'telegram'.
- 5 How many photos have been posted since it began? About 50 billion photos have been posted (since it began).
- 6 How many people is Instagram used by every day? It is used by around 2 billion people every day.

Section B

- 1 When was the first mobile phone call made? It was made on 3 April 1973.
- 2 Who was it made by? It was made by (a man named) Martin Cooper (who worked for Motorola).
- 3 Who was the phone call made to? It was made to Dr Joel S. Engel (who worked for a different phone company).
- 4 Was the first mobile phone sold to the public? No, it wasn't (sold to the public).
- 5 When was the DynaTAC8000X made? The DynaTAC8000X/ It was made in 1983/ten years later.
- 6 How much was it sold for? It was sold for \$3,995.

Reading and Vocabulary

Instructions and Answer key

7.3 Reading and Vocabulary – An April Fool's story

Materials: One worksheet for each student

Language: Vocabulary related to the press and the media

- Tell students that they are going to talk about April Fool's jokes.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Students do Exercise 1 in their pairs. When they have finished, invite different students to share their definitions with the class and correct/check understanding as necessary.
- Students do Exercise 2 individually. Explain the activity and allow students plenty of time to do their research/invent the details of their story. You could also ask them to do their research at home before class, to save time. Point out that they should try to use vocabulary from Exercise 1 in their answers. While they are working, monitor and help as necessary.
- When students are ready, move on to Exercise 3. In their pairs, they now tell each other about their stories and then comment on/react to them.
- Invite different students to share their stories with the class, and encourage the class to react to each one.

Predictions

1 In pairs, complete the sentences with the correct passive form of the verbs in brackets. Then discuss the predictions and choose the option you think is most likely.

- 1 Life on other planets _____ (will/discover)
A in 10 years. B in 50 years. C in 100 years. D in more than 100 years.
- 2 Chinese _____ (will/teach) in all schools
A next year. B in the next few years C in 10 years. D in 20 years.
- 3 The football World Cup _____ (will/win) by the USA
A in 0–5 years. B in 0–10 years. C in 10–15 years D in 15–20 years.
- 4 One day, the Olympics _____ (will/hold)
A in India. B in Chile. C in the Arctic. D on the moon.
- 5 One day, the 100 m _____ (will/run) in less than
A 9 seconds B 8 seconds C 7 seconds D 6 seconds
- 6 One day, the winning goal in the World Cup final _____ (will/score) by
A a woman. B a robot. C an alien. D an Englishman.
- 7 James Bond _____ (will/play) by a woman
A in 0–5 years. B in 5–10 years. C in 10–20 years. D in 20+ years.
- 8 Microchips _____ (will/place) inside all newborn children
A in the next 10 years B in 10–50 years C in 50–100 years D never
- 9 Cars that people can drive _____ (won't/build) after
A 2030. B 2040. C 2050. D 2060.
- 10 In 2100, a single pill _____ (will/develop) that can
A cure cancer. B cure heart disease. C cure all diseases. D stop the ageing process.

2 Think of four predictions of your own and give four possible choices for each one, as in Exercise 1. Then join another pair and discuss your predictions.

11 _____

12 _____

13 _____

14 _____

Instructions and Answer key

7.4 Grammar – Predictions

Materials: One worksheet for each pair of students

Language: The passive with *will*

- Remind students how we form the passive with *will* (*will* + *be* + past participle).
- Tell students that they are going to get ten predictions about the future. First, they have to complete each one with the correct passive form of the verb given. Then they will decide which one of four options they think is most likely.
- Put students into pairs and hand out a copy of the worksheet to each pair. Give them time to complete Exercise 1.
- Elicit the answers for the gapped passive verbs, then invite students from different pairs to tell the class which option they chose for each item and why.
- Move on to Exercise 2. Give students time to write their predictions while you monitor and help them as necessary.
- When they are ready, pairs join another pair and discuss each other's predictions.
- Invite students to share some of their ideas with the class.

Answers:

Exercise 1

1 will be discovered 2 will be taught 3 will be won

4 will be held 5 will be run 6 will be scored

7 will be played 8 will be placed 9 won't be built

10 will be developed

Advertising campaign

1 In groups, you are going to plan an advertising campaign for a product. First, decide these things about your product.

1 product: _____

2 brand name: _____

3 slogan: _____

4 target audience for product: _____

2 In your group, choose one of these forms of advertising each. Draw or write ideas for your product.

Poster for a billboard

Online advert

Leaflet

TV commercial

Instructions and Answer key

7.5 Listening and Vocabulary – Advertising campaign

Materials: One worksheet for each group of four students
Language: Vocabulary related to advertising

- Tell students that they are going to work together to plan an advertising campaign.
- Put students into groups of four and hand out a copy of the worksheet to each group.
- Refer students to Exercise 1 and tell them that before planning their campaign, they need to decide on the details of their product. Allow plenty of time for them to discuss and complete the exercise.
- When they have done this, they each choose one of the four forms of advertising in Exercise 2 and draw or write ideas for their product. They could then discuss their ideas in their groups and make changes.
- Invite students to share their ideas with the class. The class can then vote for the best advertising campaign.

It's you, isn't it?

1 In pairs, match the sentence beginnings 1–12 with the endings a–l.

- | | |
|--|----------------|
| 1 You love video games, | a haven't you? |
| 2 Your parents' car is red, | b isn't he? |
| 3 You're older than me, | c doesn't she? |
| 4 You've got a younger sister, | d do they? |
| 5 You can play a musical instrument, | e don't you? |
| 6 Your parents don't like your favourite band, | f have you? |
| 7 Your house hasn't got a pool, | g can you? |
| 8 Your parents like gardening, | h aren't you? |
| 9 Your dad's a good cook, | i has it? |
| 10 You haven't got a pet, | j isn't it? |
| 11 You can't speak French, | k don't they? |
| 12 Your mum works in a school, | l can't you? |

2 For each question in Section A, write the name of a person in the class who you think would say that it was true for them. You must write twelve different names.

Name	✓ / ✗
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Instructions and Answer key

7.6 Speaking – It's you, isn't it?

Materials: One worksheet for each pair of students

Language: Question tags

- Put students into pairs and tell them that they are going to work together to match some question tags to question stems. Elicit the rules for forming question tags.
- Hand out a copy of the worksheet to each pair and ask them to complete Exercise 1.
- Elicit the answers.
- Now ask students to look at the first question in Exercise 1: *You love video games, don't you?* Ask them to think of someone in the class they think loves videogames. Tell students that if they don't know, they should guess.
- Refer students to Exercise 2 and tell them that they should do the same for all the questions in Exercise 1, and write a name for each one in the table.
- When students are ready, they mingle and find out if their guesses are correct.
- Invite different students to share their guesses with the class, saying whether they were correct or not.

Answers:

Exercise 1

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

Reviews

- 1** In pairs, look at the useful language for reviews. Which underlined words and phrases can be replaced with the words and phrases below?

best exciting most talked about my classmates my friends useful

A What you are reviewing and why

- 1 Lots of people have asked me about ...
- 2 ... is one of the most popular ...
- 3 ... , but is it as good as they say?

a bit messy especially expensive really sadly surprisingly unsatisfactory user-friendly

B Advantages and disadvantages

- 1 It's/It looks easy to use.
- 2 I particularly like ...
- 3 The only disappointing thing about ...
- 4 Unfortunately, ...

most disappointing on the whole overall read worst wouldn't seen

C Personal opinion and recommendation

- 1 All in all, I think ...
- 2 I would recommend it.
- 3 This is one of the best ... I have ever used.

- 2** You are going to write a review. In pairs, decide what you are going to review. You are each going to write your own review, but one of them will be positive and one will be negative.

a band/song a book a film a place a website something else

- 3** Write your review. Use the phrases in Exercise 1 to help you.

Instructions and Answer key

7.7 Writing – Reviews

Materials: One worksheet for each student

Language: Writing a review

- Tell students that they are going to write a review.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Do Exercise 1. Point out headings a–c for the main sections of a review. Allow time for students to do the exercise in their pairs.
- Elicit the answers.
- Ask students to look at Exercise 2. Explain that they are each going to write their own review. In their pairs, they should both choose the same topic, then decide who is going to write a positive review and who is going to write a negative one.
- Before students begin writing, tell them that they can use the review on Student's Book p. 89 as a model. The students writing negative reviews will need to list more disadvantages than advantages. Then, in the final paragraph, they should say that they wouldn't recommend the item (but may suggest people that would like it).
- Allow students plenty of time to write their reviews while you monitor and help them as necessary.
- When they have finished, you could ask them to swap reviews in their pairs (or with another pair) for some peer correction.

Answers:

Exercise 1

a

1 my classmates, my friends 2 best, most talked about
3 exciting, useful

b

1 a bit messy, expensive, user-friendly 2 especially, really
3 unsatisfactory 4 Sadly, Surprisingly

c

1 On the whole, Overall 2 wouldn't
3 most disappointing, worst; read, seen

Missing vowels



Section A

- 1** Try to guess what the words are, but don't write anything yet. When Student B tells you how many times each vowel can be used, check your ideas and complete the words.

- | | |
|----------------|--------------------|
| 1 __dv__rt | 7 c__mm__n__c__t__ |
| 2 c__mm__rc__l | 8 l____fl__t |
| 3 d__sc__ss | 9 p__st__r |
| 4 __xpl____n | 10 r__d__ |
| 5 d__scr__b__ | 11 r__p__rt |
| 6 __xpr__ss | 12 v__c__ |

- 2** When Student B is ready, tell him/her how many of each vowel he/she can use.
Student B needs:

5 A's 11 E's 4 I's 9 O's 4 U's

Section B

- 1** Try to guess what the words are, but don't write anything yet. When Student A tells you how many times each vowel can be used, check your ideas and complete the words.

- | | |
|------------------|-----------------|
| 1 __ttr__ct__v__ | 7 m__scl__ |
| 2 d__f__n__ | 8 p__rf__m__ |
| 3 __y__br__w | 9 pr__n____nc__ |
| 4 f__ll__w | 10 r__s____rch |
| 5 gr__ph__cs | 11 sl__g__n |
| 6 l__g__ | 12 s__gg__st__n |

- 2** When Student A is ready, start telling him/her how many of each vowel he/she can use.
Student A needs:

5 A's 13 E's 6 I's 5 O's 3 U's

Instructions and Answer key

7.8 Unit 7 Vocabulary – Missing vowels

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

Language: Vocabulary from Unit 7

- Tell students that they are going to work alone to try to recognise some words from the unit that have had their vowels removed.
- Put students into pairs and hand out one Section A and one Section B to each pair. Tell students not to show each other their worksheets. Set a time limit for them to try and guess their words. Tell them not to write anything yet.
- When the time is up, each student tells their partner how many As they should have in their words. Students write As where they think they should go. They then do the same with E, I, O and U.
- Students should now have all their words completed. If they can't think of any of their words, they can ask their partner to help.
- Elicit the words and their definitions.

Answers:

Section A

1 advert 2 commercial 3 discuss 4 explain
5 describe 6 express 7 communicate 8 leaflet
9 poster 10 rude 11 report 12 voice

Section B

1 attractive 2 define 3 eyebrow 4 follow
5 graphics 6 logo 7 muscle 8 perfume
9 pronounce 10 research 11 slogan 12 suggestion

Active to passive



- A:** They make glass from sand.
P: Glass is made from sand.

- A:** Our teacher gives us homework every day.
P: We are given homework (by our teacher) every day.

- A:** My friend has told me a secret.
P: I have been told a secret by my friend.

- A:** Our school gives prizes to the best students.
P: The best students (at our school) are given prizes.

- A:** People fry chips in oil.
P: Chips are fried in oil.

- A:** The Vikings first discovered Canada.
P: Canada was first discovered by the Vikings.

- A:** Thieves broke into the museum.
P: The museum was broken into (by thieves).

- A:** Our teacher wrote the answers on the board.
P: The answers were written on the board (by our teacher).

- A:** They make these sweets in Japan.
P: These sweets are made in Japan.

- A:** My uncle has bought our old car.
P: Our old car has been bought by my uncle.

- A:** My parents won't allow me to go out this weekend.
P: I won't be allowed to go out this weekend.

- A:** The police stop a lot of motorists in our street.
P: A lot of motorists are stopped in our street (by the police).

- A:** Nobody has taught us sign language.
P: We haven't been taught sign language (by anybody).

- A:** Somebody took all the billboards down.
P: All the billboards were taken down.

- A:** Nobody has installed this app yet.
P: This app hasn't been installed yet.

- A:** They will send details of the school trip soon.
P: Details of the school trip will be sent soon.

- A:** We must choose next year's subjects soon.
P: Next year's subjects must be chosen soon.

- A:** We can wear jeans to school on non-uniform days.
P: Jeans can be worn to school on non-uniform days.

Instructions and Answer key

7.9 Unit 7 Grammar – Active to passive

Materials: One card for each pair of students

Language: The passive

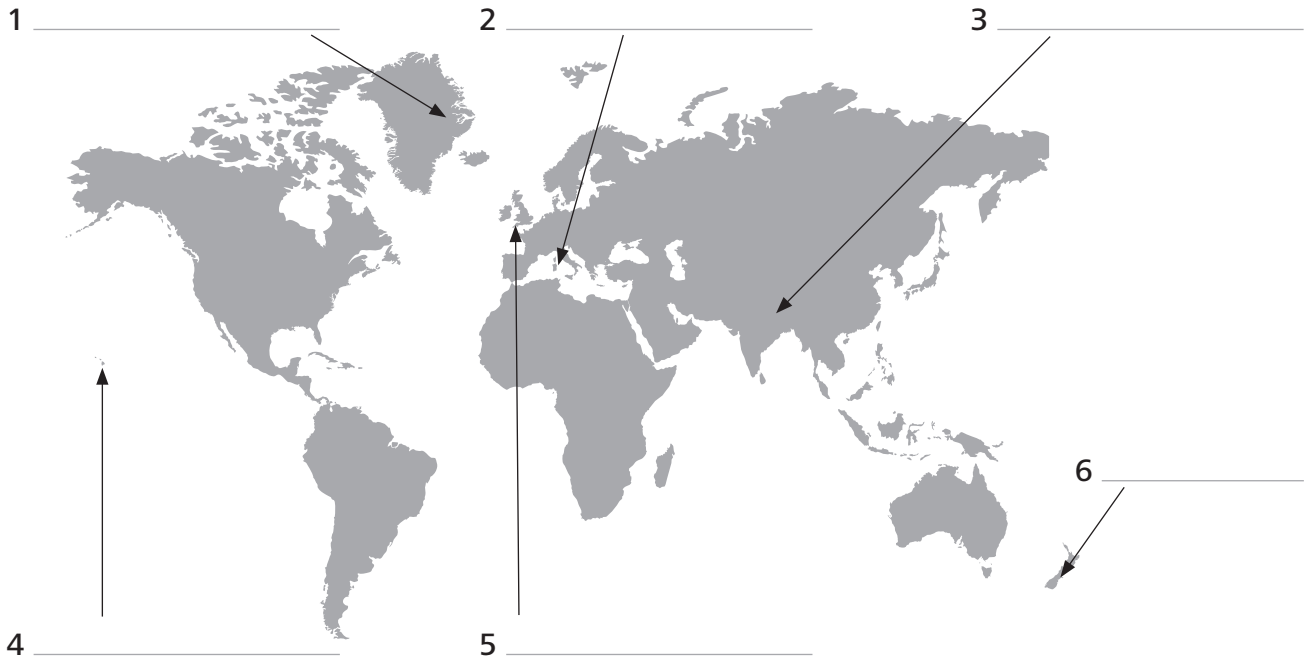
- Tell students that they are going to get a pair of sentences, one active and one passive, which have the same meaning. Where the subject is in brackets, it means that the sentence would be acceptable without it, but also sounds correct with it.
- Put students into pairs and hand out one card to each pair.
- Students mingle and tell another pair the active sentence on their card. The second pair have to try to give the passive form. If they make mistakes, the students with the card can help them.
- When students have talked to at least six other pairs, finish the activity and ask students how easy or difficult other pairs found it to transform their sentence.

Project worksheet: a digital presentation

Step 1

1 Where are the languages below spoken? Write them in the correct places on the map.

Cornish Greenlandic Hawaiian Māori Nepali Sardinian



2 Choose an endangered language for your digital presentation. You can use one of the languages in Exercise 1 or your own idea.



Why don't we choose ... ? It would be interesting to discuss/ find out about/look at ...



I'm not sure. How about ... ? We could research/focus on/ include information about ...

3 Assign tasks in your group. Decide who is going to research each topic area.

Step 2

4 Research your chosen area. Take notes and write your text(s)/bullet points for each slide. Use the phrases below to help you.

- 1 (Language) is spoken in ...
- 2 It is still spoken by about (number) people in (location).
- 3 The number of speakers of (language) has increased/decreased since (time reference)/by (number).
- 4 (Language) is part of the cultural identity of the people in (location). It is used (in celebrations/ on special occasions/with family members).
- 5 (English/Greek) has had a lot of/little influence on this endangered language. A lot of the words come from/are borrowed from/have their origins in (English/Greek) – for example, ...

Project worksheet: a digital presentation

Step 3

5 Create your digital presentation. Use the checklist below to check it.

- ☐ Is there a title at the beginning and on each slide?
- ☐ Are there slides for each of the research areas in Step 1?
- ☐ Are there enough photos/visuals?
- ☐ Have you included some interesting facts?
- ☐ Are the grammar and spelling correct?

Tip

- Don't include too many slides.
- Smile and make eye contact with your audience.
- Think about the tone of our voice and your body language.

Step 4

6 Think about four questions to ask other groups about their presentations and write them below.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

7 Share your presentation with the class. Then answer questions about your presentation. Ask questions and comment on the other presentations. Use your questions from Exercise 6.

Instructions and Answer key

7.10 **B B C** 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 it is a popular way to produce school projects.

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

A non-digital option: Without access to a computer or the internet, or if you only have limited access, you may prefer a non-digital option. Instead of creating a digital presentation, students can prepare a fact file about a language of their choice.

You will need: printed materials (information and photos); paper; coloured pens/pencils.

Step 1 **Class work**

Warm up:

- Ask students if they have ever made a digital presentation. What was it about? What did they find difficult? Elicit answers around the class.
- If possible, show students an example of a digital presentation.

Task:

- Put students into small groups and hand out a copy of the worksheet to each student.
- Ask students what languages they speak. Do they know of any endangered languages?
- Explain to students that they are going to create a digital presentation about an endangered language.
- Students do Exercise 1 in their groups. Alternatively, you may decide to do this as a whole-class activity. If students work in groups, check the answers with the class before moving on to Exercise 2.

Answers:

Exercise 1

- 1 Greenlandic
- 2 Sardinian
- 3 Nepali
- 4 Hawaiian
- 5 Cornish
- 6 Maori

- Students do Exercise 2. Point out that they can choose a language from Exercise 1 or another language they would like to find out more about.
- In Exercise 3, students decide who will research each area on p. 99 of the Student's Book.

Step 2 **Individual work**

- Go through the phrases in Exercise 4 and encourage students to use them when they write their texts or bullet points for their part of the presentation.
- Students work individually, at home or in class, to do their research on the internet.
- They research their chosen area from p. 99 of the Student's Book and take notes.
- They research images that could accompany the presentation. They save the pictures and other materials they have found that they would like to use.

Step 3 **Group work**

- Before students prepare their presentation, go through the checklist in Exercise 5.

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

In a good digital presentation:

- there is a separate slide for each topic/subtopic/piece of information.
- The slides don't contain too much information.
- each slide has a title, a photo/image and a short text or bullet points.
- the titles are short and catchy.
- the font size is big enough to read from a distance.
- Students decide how they will create their presentation: they can a) prepare their slides separately and then have one person in the group put them together or b) prepare and finalise their slides as a group.
- Students rehearse giving the presentation as a group.
- Students use the checklist in Exercise 5 to check their presentations.
- Encourage students to think about their body language while giving their presentations.

Step 4 **Class work**

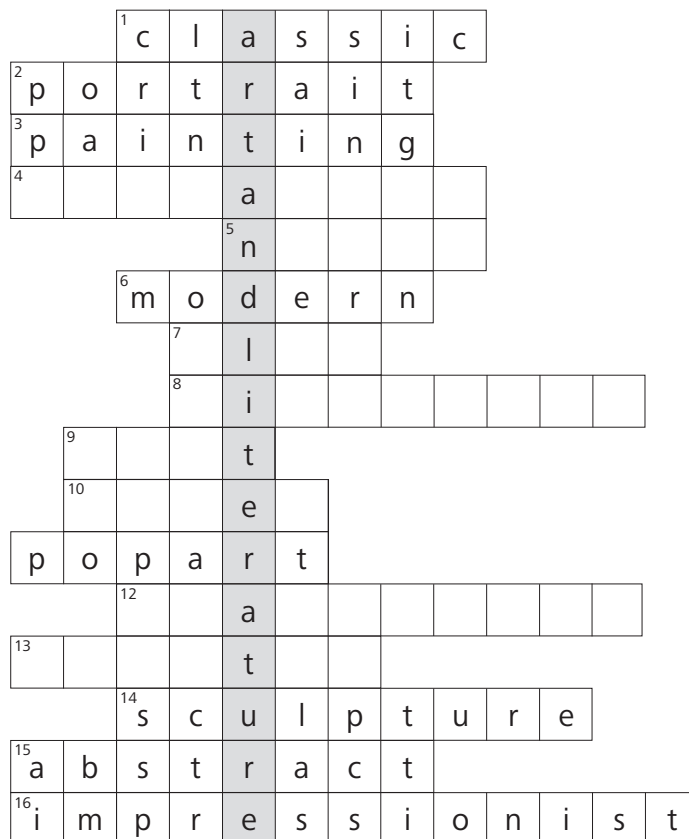
- Groups give their presentations to the class.
- Students do Exercise 6.
- Allow some time for students to discuss their presentations and ask and answer their questions from Exercise 6.
- Give feedback to each group, praising them for their efforts and highlighting any areas for improvement.
- Have a class discussion about which language students found the most interesting and might like to learn, and why.



Section A

Art:

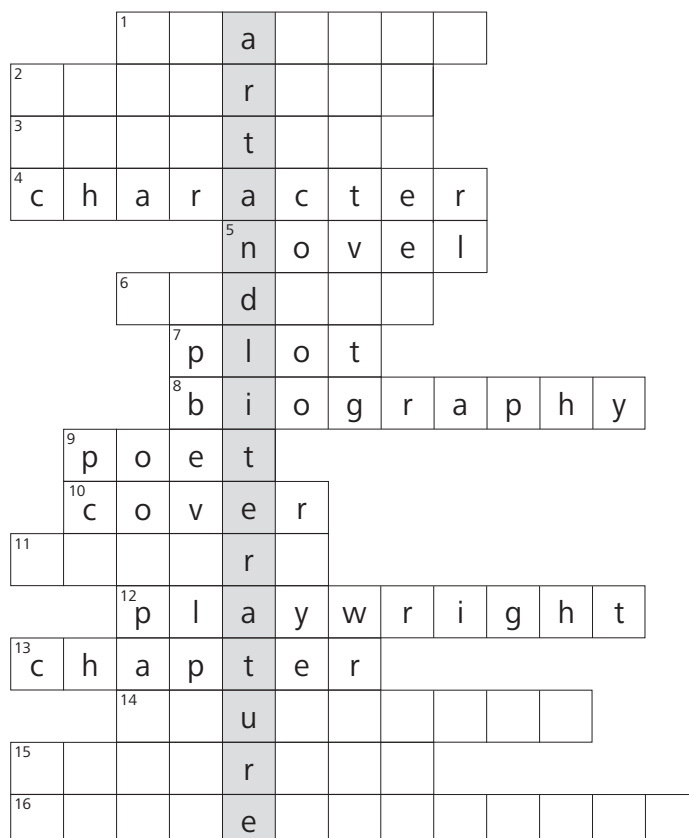
Give Student B clues for your words.
Listen to his/her clues and complete
the puzzle.



Section B

Literature:

Give Student A clues for your words.
Listen to his/her clues and complete
the puzzle.



Instructions and Answer key

8.1 Vocabulary – Art and literature

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

Language: Vocabulary related to art and literature

- Tell students that they are going to work in pairs to think of clues for a puzzle with words related to literature and art.
- Put students into pairs and hand out one Section A or one Section B to each pair. Point out that all the Section A words are related to art and all the Section B words are related to literature. Set a time limit for students to think of clues for their words.
- Join pairs into groups of four: a Section A pair with a Section B pair. The pairs take turns to give a clue for one of their words. The other pair tries to find the word so they can complete their puzzle. If they can't think of the word, the other pair should give them extra clues.
- When students have finished, elicit the meanings of all the words in the puzzle.

**Section A**

Complete the questions with your own ideas. Then, in pairs, ask and answer the questions.

- 1 At what age could you first _____ ?
- 2 When you were five, were you able to _____ ?
- 3 Can you _____ ?
- 4 Did you manage to _____ last weekend?
- 5 Did you manage to finish _____ last year?
- 6 Will you be able to _____ by the time you are twenty?
- 7 How old will you be when you are able to _____ ?
- 8 Do you think you will manage to _____ by the end of this year?
- 9 When do you think you will manage to _____ ?
- 10 Can you _____ and _____ at the same time?

Section B

Complete the questions with your own ideas. Then, in pairs, ask and answer the questions.

- 1 At what age could you first _____ ?
- 2 When you were three, were you able to _____ ?
- 3 Can you _____ ?
- 4 Did you manage to _____ last month?
- 5 Did you manage to finish _____ last night?
- 6 Will you be able to _____ by the time you are eighteen?
- 7 How old will you be when you are able to _____ ?
- 8 Do you think you will manage to _____ by the end of this year?
- 9 When do you think you will manage to _____ ?
- 10 Can you _____ and _____ at the same time?

Instructions and Answer key

8.2 Grammar – Abilities

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

Language: Modal verbs for ability

- Tell students that they are going to get a card with ten gapped questions on it. They should work alone to complete the questions with their own ideas.
- Put students into pairs and hand out one Section A and one Section B to each pair. Tell students not to show their cards to their partner. Students complete their questions individually.
- When they are ready, students ask and answer their questions in their pairs.
- Invite different students to share one or two of their questions and their partner's answers with the class.

Ask and answer



When do you experiment with different ideas apart from in Art classes?

Do you prefer modern art or classic art? Why?

Tell me about a novel or a short story which you found disappointing.

Name three books you really enjoyed.

Which do you prefer: fiction or non-fiction? Why?

Tell me a character in a novel you can relate to.

Which singers/writers/politicians/bloggers have ideas which inspire you in some way?

Tell me about a film which combines two genres (e.g. science fiction and comedy).

Tell me the plot of your favourite story.

Instructions and Answer key

8.3 Reading and Vocabulary – Ask and answer

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

Language: Vocabulary from Lesson 8.3

- Tell students that they are going to get some cards with questions written on them. In groups, they have to ask and answer the questions.
- Put students into groups of three and hand out one set of cards to each group. The cards should be placed face down in a pile.
- One student starts by picking up the first card and asking the other two students the question on it. They answer in as much detail as possible. The student asking the question can ask follow-up questions if necessary. When they have finished, the student asking the question awards the card to the student who gave the best answer.
- The next student repeats the process with the next card. Students continue in the same way until all the questions have been asked and answered.
- The student with the most cards at the end of the activity is the winner.
- Invite students from different groups to share some of their answers with the class.

Ideas for our after-school club

Name of club: _____

What kind of club it is: _____

Rules of the club:

Members have to:

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

Members don't have to:

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

Members aren't allowed to:

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

Report on the club's activities:

Last year we managed to _____

We hope that next year we will be able to _____

Instructions and Answer key

8.4 Grammar – Our club

Materials: One worksheet for each pair of students

Language: Modal verbs for obligation and prohibition

- Put students into pairs. Tell them that they are going to use their imagination to think of an after-school club and some rules for it.
- Hand out a copy of the worksheet to each pair and give them time to look through it. Set a time limit for them to brainstorm ideas and write on their worksheet.
- Collect in the worksheets and display them around the room for students to look at.
- Ask students to vote for the most interesting ideas (apart from their own).

Journalism

Complete the words. Then write the correct heading for each group of words.

What is in the news Where you read the news Who makes the news

A

1 r _ p _ _ t _ r

2 j _ _ _ n _ l _ _ t

3 e _ _ t _ r

4 p _ p _ r _ z _ _

B

5 n _ t _ _ n _ l
n _ w _ _6 w _ _ t h _ r
f _ _ e c _ _ t

7 l _ c _ _ n _ _ s

8 c _ l _ b _ _ t _
g _ s s _ _

C

9 n _ w _ p _ _ _ r

10 n _ _ s a _ _

11 o _ l _ _ e
n _ _ s s _ _ e

12 m _ g _ z _ _ e

Instructions and Answer key

8.5 Listening and Vocabulary – Journalism

Materials: One worksheet for each pair of students

Language: Vocabulary related to the press

- Tell students that they are going to get three sets of words (A, B and C) related to the press. By completing the words, they will be able to match headings given in a box to each group of words.
- Put students into pairs and hand out one copy of the worksheet to each pair.
- Students work together to complete the words. Once they have found one or two in each group, they will be able to match the headings, and this may make finding the other words easier.
- Set a time limit for the activity and when students have finished, elicit the answers.

Answers:

A Who makes the news: 1 reporter 2 journalist
3 editor 4 paparazzi

B What is in the news: 5 national news
6 weather forecast 7 local news 8 celebrity gossip

C Where you read the news: 9 newspaper 10 news app
11 online news site 12 magazine



Section A

Complete the words to make phrases for expressing opinions. Then make sentences comparing ideas and expressing your opinions.

1 Music

In my opinion, _____.

2 Literature

Personally, I think _____.

3 Languages

_____ is the most useful language to learn because _____.

4 Clothes

As I see it, _____.

5 Places in our town

As far as I'm concerned, _____.

6 Computer games

If you ask me, _____.

Section B

Complete the words to make phrases for expressing opinions. Then make sentences comparing ideas and expressing your opinions.

1 Art

In my opinion, _____.

2 Sport

Personally, I think _____.

3 Education

_____ is the most useful language to learn because _____.

4 Food

As I see it, _____.

5 Holidays

As far as I'm concerned, _____.

6 Cars

If you ask me, _____.

Instructions and Answer key

8.6 Speaking – Different opinions

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

Language: Comparing ideas and expressing opinions

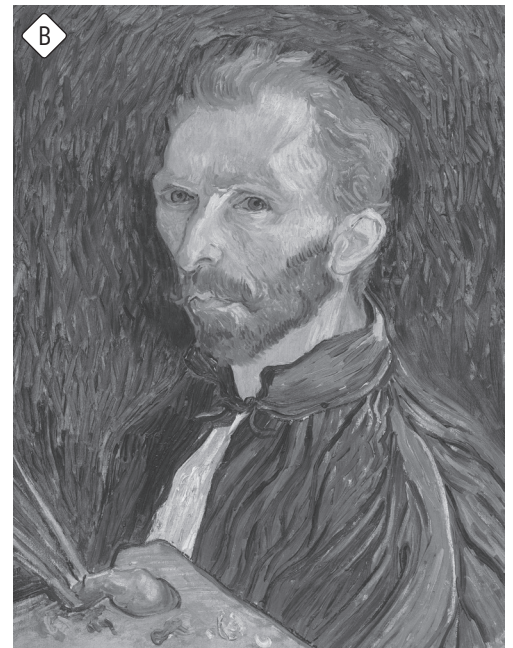
- Tell students that they are going to get a card with some topics on it and a way of starting a sentence giving their opinions.
- Put students into pairs and hand out one Section A and one Section B to each pair. Students work together to complete the missing words in both sections (these are the same in both sections).
- Elicit the answers and then ask students to look at their topics alone and write one sentence for each, starting with the given phrases.
- When they have finished, students take turns to read out their sentences. Their partner has to express their own opinion, agreeing or disagreeing with what they have just heard.
- When students have finished, elicit some sentences from students and allow other members of the class to respond.

Answers:

1 opinion 2 Personally 3 because 4 see
5 concerned 6 ask

Two self-portraits

- 1** In pairs, compare the self-portraits below. Which one do you prefer? Why? Use *although*, *despite*, *in spite of* and *even though* to express your opinion.



Although the self-portrait of ...
looks ... , I think the self-portrait
of ... is ...



Despite the self-portrait of ...
being ... , I prefer the self portrait
of ... because ...

- 2** Write a comparison of two self-portraits that you like.

Instructions and Answer key

8.7 Writing – Two self-portraits

Materials: One worksheet per student

Language: Writing comparisons, using linkers of contrast

- Hand out one copy of the worksheet to each student.
- Ask the class what people did before cameras and smartphones. How did they record images of other people? Of themselves? Elicit/Teach *self-portrait*, then refer students to the self-portraits on the worksheet. Ask them which one they prefer and elicit opinions from a few students.
- Put students into pairs and ask them to do Exercise 1.
- Move on to Exercise 2. Explain the activity and tell students that they could look for self-portraits to write about online.
- Students write their comparisons. Remind them to use the linkers in Exercise 1 and refer to the model text on Student's Book p. 107 if necessary.

Which group?



biography

novel

graphic novel

short story

fiction

advert

celebrity gossip

local news

national news

weather forecast

editor

journalist

reporter

author

poet

paparazzi

designer

rap artist

pop art

photography

sculpture

abstract art

architecture

film-making

Instructions and Answer key

8.8 Unit 8 Vocabulary – Which group?

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

Language: Vocabulary from Unit 8

- Put students into groups of four. Tell them that they are going to get twenty-four cards and should work together to put them into four groups.
- Hand out one set of cards to each group and set a time limit. To make the activity easier, you could give students the four categories (see answers below) before they begin. To turn this into a game, you could tell students that the first group to finish are the winners.
- When students are ready, elicit the answers.

Answers:

Types of book: biography, novel, graphic novel, short story, fiction

Types of publishing/press/Journalism: advert, celebrity gossip, local news, national news, weather forecast

People: editor, journalist, reporter, author, poet, paparazzi, designer, rap artist

Types of art: pop art, photography, sculpture, abstract art, architecture, film-making

Tell your group about ...



something you
could do when
you were five

something you
have to do every
day at home

something you
don't have to do
that some of your
friends have to do

something you
aren't allowed to
do that some of
your friends are
allowed to do

something
difficult that you
managed to
work out by
yourself

something you
tried to do but
couldn't

something you'd
like to be able to
do soon

three things
you mustn't do
in lessons

something you
aren't allowed to
do at school that
you can do
outside of school

something you
weren't able to
do until someone
showed you how

something most
of your friends
can't do that you
can do

something you
can do but not
very well

a level in
a computer game
that you haven't
managed to
complete yet

something one
of your parents
allows you to do
but the other
parent doesn't

something you
won't allow your
teenage children
to do when you
are a parent

Instructions and Answer key

8.9 Unit 8 Grammar – Tell your group about ...

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

Language: Modal verbs for ability, obligation and prohibition

- Tell students that, in groups, they are going to pick up cards and tell their group about what is written on them.
- Put students into groups of three and hand out one set of cards to each group. The cards should be placed face down in a pile.
- One student starts by picking up the first card, reading it aloud and telling the rest of the group about what's written on it. The other students can ask them questions to find out more information if necessary.
- Students repeat the process until all the cards have been used.
- Invite students to talk about one of the topics in front of the class.

Think about it!

1 Is seeing believing? Look at the photo and news headlines below. Could all four headlines be true about the same photo?

- 1 Climate protesters clean up park
- 2 Climate protesters leave rubbish after protest
- 3 Rubbish left in beautiful park in Australia
- 4 Rubbish left in beautiful park in the UK

2 In pairs, check the meaning of the words below. Then read the text and check your answers to Exercise 1.



accurate chaos coincidence confusion conclusion distortion evidence lies rumours

This photo of a famous park in England was shared millions of times on social media to **discredit** climate protesters. The stories that were shared with the photo spread **false rumours** that climate protesters had left the rubbish in a park in the UK after a demonstration. Another story, on a different date, used the same photo saying that it showed rubbish left behind by climate protesters in a park in Australia. Was it just a **coincidence** that the same photo was used to **discredit** people who campaigned and cared for the environment? Or was it a deliberate distortion of facts **designed** to cause **confusion**?

Of course, both news stories couldn't be true. Actually, they were both fake! Luckily, people didn't believe that climate protesters would leave so much litter behind. Fact-checkers did research to see how **accurate** the story was and found **evidence** that the photo wasn't taken in Australia. A reverse image search showed that the 'Australian' photo was actually taken in the UK at an earlier time, proving that story was a **lie**. In fact, local reporters found out that climate protesters in the UK actually volunteered to help clean up the park!

3 Why is fake news a problem? How can we stop it? Discuss your ideas in pairs. Use the words in the box and the words in bold in the text in Exercise 2 to help you.

4 Complete the tips for identifying fake news with the words below.

accurate beliefs images purpose source

- 1 Look at the _____. Research where, when, and why they were taken.
- 2 Find out who wrote the text. Is it from a reliable _____?
- 3 Look for any bias in the story. Does the writer have any specific _____?
- 4 Think about the _____ of the story. Is it to give news, to entertain or to advertise?
- 5 Fact-check the evidence. Is it _____?

5 Find an online story. Use the tips in Exercise 4 to identify any evidence that can help you confirm if it is real or fake.

Instructions and Answer key

8.10 Set for life – Think about it!

Materials: One worksheet for each student

Language: Speculating, responding to suggestions, expressing critical thinking



Critical thinking: Accumulate and interpret

The activities are aimed to help students realise that in order to reach a logical conclusion about something, they have to identify and make sense of any evidence available.

- Ask students why it is so important to look at news stories carefully.
- Elicit the term *fake news*. Remind students that as they saw in the Student's Book, it is important to identify and make sense of any evidence available.
- Put students into pairs and hand out a copy of the worksheet to each student.
- Refer students to the photo and ask them if they have seen it before. Where do they think it was taken?
- Students do Exercise 1.

Answers:

Exercise 1

No, they can't all be true because the facts are different.

- Move on to Exercise 2. Students could check the meaning of the words in the box in their pairs or you could do this with the whole class.
- Give students time to read the text and check their ideas from Exercise 1. Elicit responses from different students.

Answers:

Exercise 2

1 and 4 are true headlines.

2 and 3 are fake headlines.

- Ask students to do Exercise 3. Encourage them to expand on their ideas/opinions. Also point out that they should try to use vocabulary from Exercise 2.
- Invite students from different pairs to share their answers with the class.
- Students do Exercise 4, individually or in pairs. Elicit the answers.

Answers:

Exercise 3

1 images 2 source 3 beliefs 4 purpose 5 accurate

- Students do Exercise 5. They could look for a story online or you could give them one to research.
- If time allows, students could present their research to the class.

Match up



school	prom
blow out	candles
fancy-	dress party
family get-	together
street	party
wedding	reception
stay up	late
bring bad	luck
celebrate	birthday
light	fireworks
put up	decorations
turn	eighteen
unwrap	presents
Independence	Day
follow	a tradition
special	occasion

Instructions and Answer key

9.1 Vocabulary – Match up

Materials: One card for each student (up to a total of 32 students)

Language: Vocabulary related to celebrations

- Tell students that they are going to get a card which makes half of a word friend. If the card is white, they have the first part of the word friend. If the card is grey, they have the second part.
- Hand out the one card to each student and ask students with first words to stand up. They go to one of the seated students and tell them their word. The seated student says their word. If they think the two words can be matched to make a word friend, they sit together. If they don't, the student with the first word moves to another seated student and tries again.
- When everyone has found their partner, the pairs define their word friend and other students try to guess it.

Great/Terrible party!

**Section A**

In pairs, use your imagination to complete the sentences. They should show that the party was great.

A great party!

- 1 We had a DJ who _____.
- 2 We hired a limo which _____.
- 3 The person whose birthday it was _____.
- 4 I wore some clothes which _____.
- 5 Some people who we hadn't invited _____.
- 6 The hall where the party was held _____.
- 7 My friends, who _____.

Section B

In pairs, use your imagination to complete the sentences. They should show that the party was terrible.

A terrible party!

- 1 We had a DJ who _____.
- 2 We hired a limo which _____.
- 3 The person whose birthday it was _____.
- 4 I wore some clothes which _____.
- 5 Some people who we hadn't invited _____.
- 6 The hall where the party was held _____.
- 7 My friends, who _____.

Instructions and Answer key

9.2 Grammar – Great/Terrible party!

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

Language: Defining and non-defining relative clauses

- Talk to students about what makes a party good or bad. Elicit ideas and tell them that they are going to complete some sentences about either a great party or a terrible one.
- Put students into pairs and hand out Section A to half the pairs, and Section B to the other half. Pairs work together to complete their sentences.
- When ready, join pairs together into groups of four: a Section A pair with a Section B pair. The pairs take turns to read out their sentences.
- Invite students to share their sentences with the class.

Let's celebrate!

1 Complete the questionnaire for you. Use the phrases below when giving your opinion.

I have a passion for ... I love ... I'm a big fan of ... I'm crazy about ... I'm into ... Recently, I really got into ...

QUESTIONNAIRE

What do you think about:	Your opinion	Someone who agrees
1 music?		
2 dancing?		
3 music festivals?		
4 camping?		
5 sport?		
6 football?		
7 zorbing?		
8 films and going to the cinema?		
9 going to a restaurant?		
10 _____ (your favourite celebration activity)?		

2 Find someone who agrees with you. Write their name in the questionnaire in Exercise 1.

3 Use the information in Exercise 1 to decide who would be the best person to plan a shared celebration with. Tell the class.

Instructions and Answer key

9.3 Reading and Vocabulary – Let's celebrate!

Materials: One worksheet for each student

Language: Giving opinions, expressing likes and dislikes

- Ask: *How did you celebrate your last birthday? How would you like to celebrate your next birthday?* Elicit answers around the class.
- Tell students that they are going to complete a questionnaire about celebrations and then try to find someone who they could share a celebration with.
- Hand out a copy of the worksheet to each student.
- Students do Exercise 1 individually. Point out that they should use the phrases in the box to express their opinions. Monitor and help as necessary.
- Move on to Exercise 2. Explain to students that they should mingle, ask different students the questions and when they find someone who agrees with them, they should write their name in the last column of the questionnaire. Encourage students to speak to as many people as possible. Explain to them that the aim is to find out who has the most similar opinions to theirs.
- Move on to Exercise 3. Give students time to think about who they would share a celebration with and why. Then invite different students to share their decisions with the class.

I was wondering if ...



Section A

1 Complete the indirect questions.

1 Hi. What's your name?

Hi. Could you tell _____ ?

2 Whose party is it?

Do you know _____ ?

3 Who are those people over there?

Do you have any idea _____ ?

4 Where did you get that pizza?

I was wondering _____ ?

5 Are there going to be any fireworks later?

Do you know _____ ?

6 What's the weather going to be like this evening?

Do you have any idea _____ ?

7 Can I have a bite of that pizza?

Do you mind _____ ?

2 Work with Student B. You are both at a party. Ask him/her your indirect questions from Exercise 1.

3 Work with Student B. You are the mother/father of Student B's friend. Use your imagination to answer his/her questions.

Section B

1 Complete the indirect questions.

1 Hello, Mr/Mrs Green. Is John at home?

Hello, Mr/Mrs Green. Could you tell _____ ?

2 What time will he be back?

Do you know _____ ?

3 Can I wait for him?

Do you mind _____ ?

4 Thanks. Excuse me. Where's the bathroom?

Could you tell _____ ?

5 Thanks. Can I use your phone?

I was wondering _____ ?

6 Thanks. I have to go home now. Can I come to see John later?

Thanks. I have to go home now. Do you mind _____ ?

7 Great, thanks. Oh, no, it's raining! Where's the nearest bus stop?

Great, thanks. Oh no, it's raining! Do you know _____ ?

2 Work with Student A. You are both at a party. Use your imagination to answer his/her questions.

3 Work with Student A. You are at a friend's house talking to their mother/father. Ask him/her your indirect questions from Exercise 1.

Instructions and Answer key

9.4 Grammar – I was wondering if ...

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

Language: Indirect questions

- Remind students how to form indirect questions.
- Tell students that they are going to get seven direct questions which they have to rewrite as indirect questions.
- Put students into pairs and hand out one Section A and one Section B to each pair. Students work individually to complete the indirect questions.
- Elicit the answers.
- Tell students that they are now going to role play two conversations using their questions from Exercise 1. The first conversation takes place at a party. The second one takes place at a friend's house.
- Refer students to the instructions for Exercises 2 and 3, and when they are ready, ask them to begin their role plays.
- When students have finished, invite pairs to act out their conversations in front of the class.

Answers:

Exercise 1

Section A

- 1 Could you tell me what your name is?
- 2 Do you know whose party it is?
- 3 Do you have any idea who those people over there are?
- 4 I was wondering where you got that pizza.
- 5 Do you know if there are going to be any fireworks later?
- 6 Do you have any idea what the weather is going to be like this evening?
- 7 Do you mind if I have a bite of that pizza?

Section B

- 1 Could you tell me if John is at home?
- 2 Do you know what time he will be back?
- 3 Do you mind if I wait for him?
- 4 Could you tell me where the bathroom is?
- 5 I was wondering if I could use your phone.
- 6 Do you mind if I come to see John later?
- 7 Do you know where the nearest bus stop is?

Find someone who ...



Find someone who ...		Name
1	feels excited when a firework display is about to begin.	
2	feels scared when they hear loud, sudden bangs.	
3	thinks fireworks look incredible.	
4	thinks people often look and sound terrified during firework displays.	
5	thinks fireworks are too noisy.	
6	loves fireworks, but only when they're quiet.	
7	thinks the air smells terrible during firework displays.	
8	likes how quiet it gets when a firework display ends.	
9	would like to have a firework display at their next birthday party.	
10	thinks firework displays should only be held at certain times of the year.	

Instructions and Answer key

9.5 Listening and vocabulary – Find someone who ...

Materials: One worksheet for each student

Language: Adjectives to describe sights and sounds, sense verbs

- Ask students what they think about fireworks and what they like/dislike about them. Elicit a few answers around the class.
- Tell students that they are going to ask their classmates questions to find out what they think about fireworks.
- Hand out a copy of the worksheet to each student. Ask them to read through all the items and to ask you if there is anything they don't understand.
- Demonstrate for the class. Ask a student the first question and if their answer is *yes*, write their name next to the question on the worksheet. 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 until they find someone who answers 'yes' to each question.
- When students have completed their worksheets, for each item on the worksheet, elicit names of people who answered 'yes' to each question.
- If there is time, you could put students in pairs or small groups and ask them to tell their partner(s) about the best firework display they have been to.

Be polite!



Section A

Situation 1

Make a polite request.

Ask your classmate for some help with some difficult homework. Thank him/her for his/her help.

Situation 2

Make a polite request.

Ask your mum/dad to buy some food for a packed lunch for your school trip. Say what you would like them to buy. Thank him/her.

Situation 3

Make a polite request.

Ask the school librarian to help you find a book for your history project. Thank him/her for his/her help.

Situation 4

Respond to a request.

A friend asks you to feed their cat while they are away for the weekend.

Situation 5

Respond to a request.

A tourist asks you when the next bus to the town centre is.

Situation 6

Respond to a request.

You are at the dinner table. Your brother/sister asks you to pass the salt.

Section B

Situation 1

Respond to a request.

Your classmate asks you for some help with some difficult homework.

Situation 2

Respond to a request.

You are going to the shops and your son/daughter asks you to buy some food for their school trip.

Situation 3

Respond to a request.

You are a school librarian. A student asks you to help him/her find a book for his/her history project.

Situation 4

Make a polite request.

Ask your friend to feed your cat while you are away for the weekend. Say where you are going. Thank him/her for his/her help.

Situation 5

Make a polite request.

You are a tourist. Ask a passer-by when the next bus to the town centre is. Thank him/her for his/her help.

Situation 6

Make a polite request.

You are at the dinner table. Ask your brother/sister to pass you the salt.

Instructions and Answer key

9.6 Speaking – Be polite!

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

Language: Being polite

- Tell students that they are going to practise language for being polite.
- Before they begin, you could review the language from the Speaking box on p. 118 of the Student's Book. Ask students to give you useful language for the following – you could write the phrases on the board for students to refer to during the activity: making polite requests, responding to polite requests, giving thanks, responding to thanks. Alternatively, go through the Speaking box in the Student's Book with the class.
- Put students into pairs and hand out one Section A and one Section B to each pair.
- Explain that students will role play six different situations in which they make requests, respond to requests, give thanks and respond to thanks. Point out that they will swap roles for the last three situations (i.e. it will be Student B making the requests and Student A responding to them). Remind them to use the language on the board/ in the Speaking box.
- When they have finished, invite different pairs to act out the different conversations.

Choose the correct option to complete the email.



From: Jason

To: Max

Subject: Birthday party

Hi, Max!

How are ¹*things / you up to?* ²*Where / How* are your summer holidays going? My sister's turning eighteen on 15 August. Do you ³*fancy / want* coming? I'm allowed to invite one friend so that I don't get bored, but I don't think there's much danger of that! One of my sister's friends is a DJ and he's going to be playing the music. He's really good! The party is going to ⁴*take / make* place at a big restaurant near our town. I ⁵*hope / wish* the weather is good because there are large gardens where we can sit and eat and play Frisbee.

Mum and Dad said that you could stay at our house after the party. We probably won't do much on the day after the party as we won't get home until about 2 a.m., but my uncle has ⁶*suggested / invited* us all to his house in the evening. I'd also ⁷*like / want* to introduce you to some of my new school friends.

⁸*On / By* the way, my sister doesn't want everyone to wear formal clothes, but I think it would be a good idea if you wore a shirt. Sorry, I know you hate looking smart!

I ⁹*wish / hope* you can come. Please ¹⁰*tell / let* me know as soon as possible.

¹¹*Speak / See* soon,

Jason

Instructions and Answer key

9.7 Writing – Hi, Max!

Materials: One worksheet for each student

Language: Writing an informal email of invitation

- Explain that students are going to get an email of invitation, which they are going to complete by choosing the correct options.
- Hand out a copy of the worksheet to each student.
- Ask students to work alone and give them time to complete the activity.
- When they have finished, get them to compare answers in pairs.
- Elicit the answers.

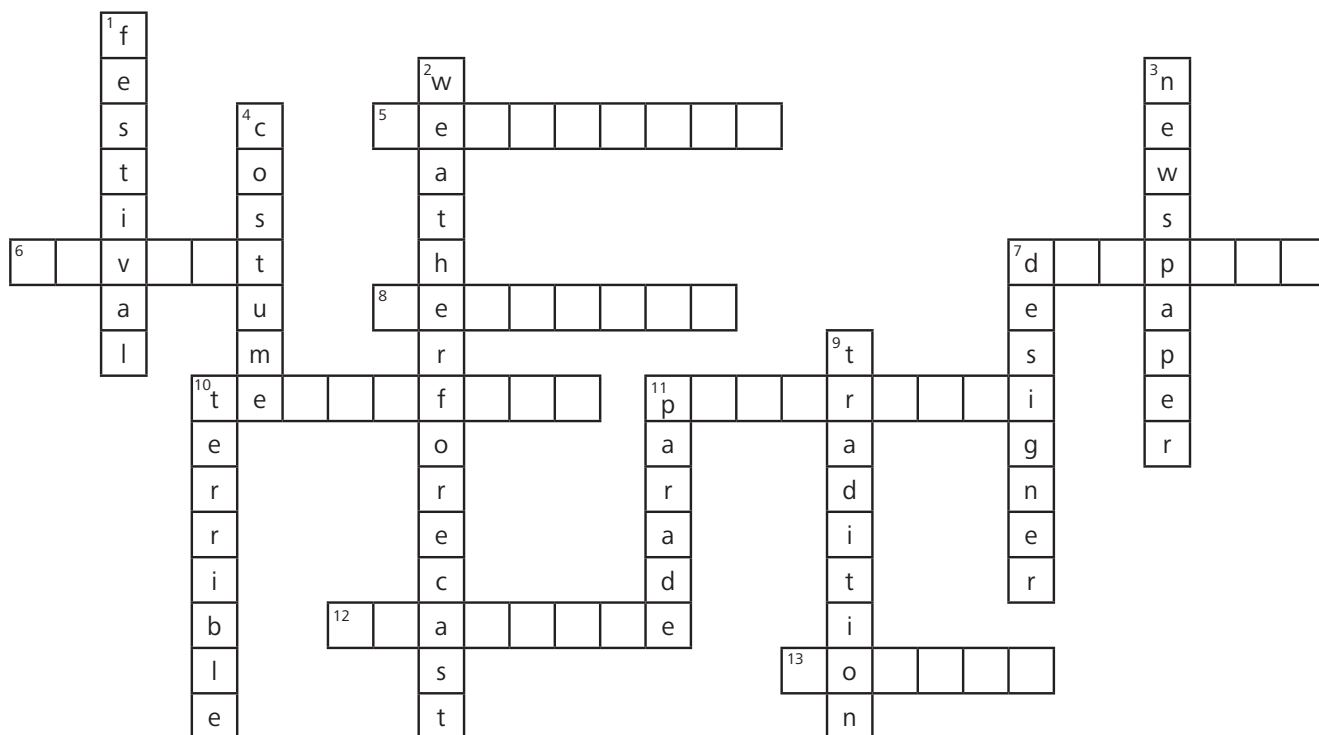
Answers:

1 things 2 How 3 fancy 4 take 5 hope 6 invited
7 like 8 By 9 hope 10 let 11 Speak

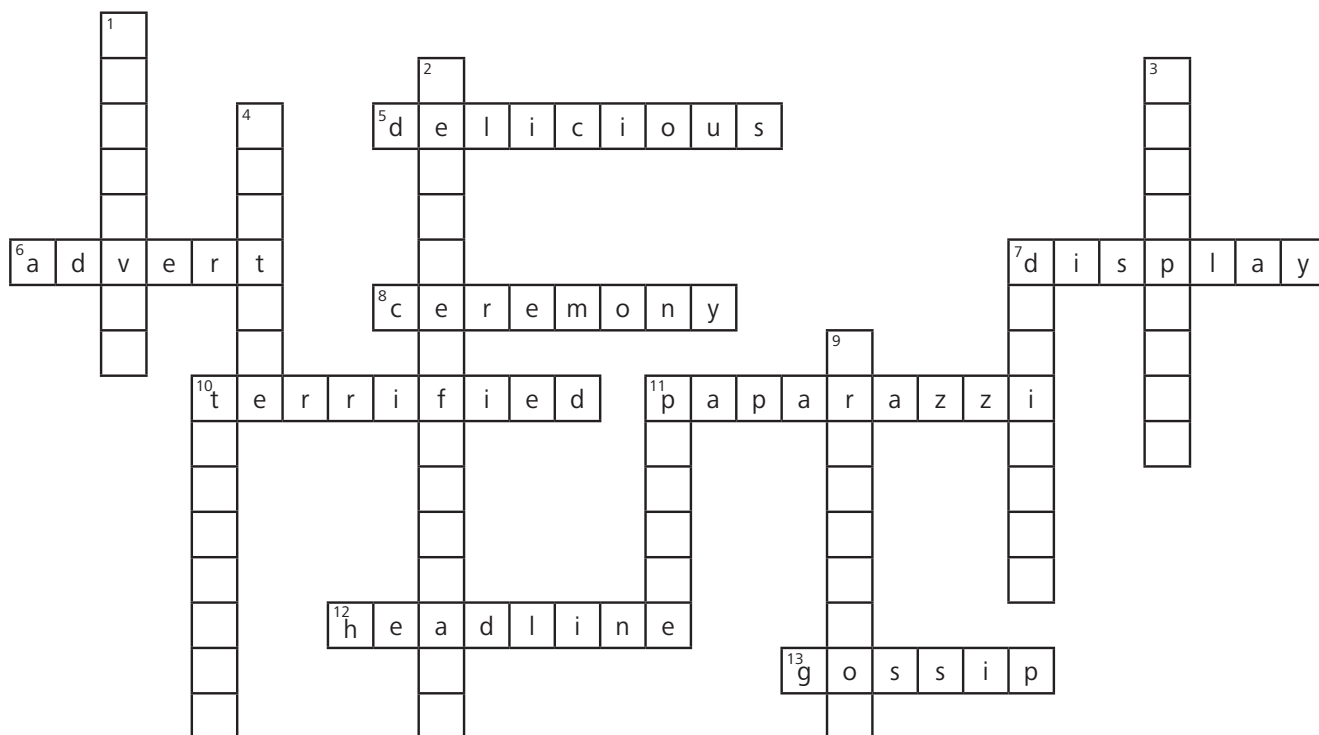
Half a crossword



Section A



Section B



Instructions and Answer key

9.8 Units 7–9 Vocabulary – Half a crossword

Materials: One set of cards for each pair of students

Language: Vocabulary from Units 7–9

- Tell students that you are going to give them a crossword that contains half of the answers; they have to make clues for these answers.
- Put students into pairs and hand out Section A or Section B to each pair. Point out that half the pairs have got all the 'across' words, and the other half all the 'down' words. The pairs work together to make clues.
- When students are ready, join a Pair A with a Pair B into a group of four.
- Pairs take turns to give clues for one of their words and the other pair add that word to their crossword. During the process, they should not use L1 nor tell each other the correct words. The pairs repeat the process until they have given clues and guessed all of the words in the crossword.
- When they have finished, they check their answers by looking at each other's crossword.
- Invite pairs to choose one of the words in the crossword and to give clues for the rest of the class to guess the word.

Grammar-go-round

10 Modal verbs of ability

Finish this sentence in three different ways.
*By the time I am twenty,
 I will be able to ...*

9 Relative clauses

Talk to your group about a person who has had a big influence on your life.

8 Indirect questions

Think of three indirect questions you might ask your teacher during a lesson.

7 Modal verbs of obligation and prohibition

Make three sentences about rules in your home. Two should be true and one should be false. See if the others can guess which sentence is untrue.

6 Modal verbs of ability

Make three true sentences about yourself using these phrases.
*I can't ... I managed to ...
 I will be able to ...*

5 The passive

Complete the questions about exams in your country and answer them.

*When will I ____ (tell) my results?
 Will they ____ (send) to my house?
 Will I ____ (give) a chance to take
 the exams again if I fail?*

4 Relative clauses

Talk to your group about something you own which you couldn't live without.

3 Modal verbs of obligation and prohibition

Make rules for a younger brother or sister.
*You mustn't ... You have to ...
 You aren't allowed to ...*

2 Modal verbs of ability

Imagine your teacher is talking about you. Complete their sentences.
*... can ... very well.
 ... could ... if he/she tried harder.
 Last month he/she managed to ...*

1 The passive

Make sentences using these phrases.
*... will be given ...
 ... can be written ...
 ... must be paid ...*

START

11 Indirect questions

Complete these indirect questions and ask other members of the group.
*I was wondering if ...
 Do you know ... ?
 Could you tell me ... ?*

12 Modal verbs of obligation and prohibition

Ask each member of your group a question.
*Are you allowed to ... ?
 Do you have to ... ?
 Will you be allowed to ... ?*

13 Relative clauses

Complete this sentence in three different ways.
*Tom Holland, who ... ,
 is my favourite actor.*

14 Modal verbs of obligation and prohibition

Make three sentences starting with these phrases.
*I'm not allowed to ...
 I don't have to ... I have to ...*

15 The passive

Make these sentences passive.
*Our teacher tells us what to do.
 Someone gave my friend a lift
 to school this morning.*

16 Modal verbs of ability

Ask each person in the group about something he/she can do well.

17 The passive

Complete these questions with passive forms and ask people in your group.
*How often ____ (you/take) to
 school by your parents?
 How often ____ (you/give) clothes
 you don't like by relatives?*

18 Indirect questions

Tell the student on your left to ask you a question. Then ask the same question indirectly to the student on your right.
 Use: *Could you tell me ... ?*

Instructions and Answer key

9.9 Units 7–9 Grammar – Grammar-go-round

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

Language: Grammar from Units 7–9

- 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.
- Put students into groups of four and hand out to each group a copy of the worksheet, a dice and four counters. The students place the counters at the start point.
- 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 'START', they don't have to do anything on that turn.
- Set a time limit and stop the activity when the time is up. Ask the student who is having his/her turn at the time to complete their turn and then to stop.
- Invite students from different groups to share some of their sentences with the class.

Project worksheet: a digital leaflet

Step 1

- 1** Look at the ideas below for activities for a festival of street art. In groups, add more ideas to the list.

- parkour
- street dancing
- street painting
- BMX biking

- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____

- 2** Think about your leaflet for the festival. How can it attract more people to the festival? Discuss your ideas in your group.



How about including a contest for free tickets?

Yes, that's a great idea! We could also ...



- 3** Look back at the list of activities in Exercise 1. Choose four to include in your leaflet. Think about these questions and discuss any other points you think are important.

- 1 Which activities are the most interesting to watch?
- 2 Which are the most fun to do?
- 3 Which do you think would be popular with younger/older people?
- 4 Which might attract people to the festival?

- 4** Decide who will write about each of the activities you chose in Exercise 3.

Step 2

- 5** Prepare your part of the leaflet. Find information about your activity for the leaflet and make notes below.

- Where/When the activity will take place: _____
- Skills/Techniques the performers will present: _____
- Attractions prepared for the participants: _____
- Other information: _____

Project worksheet: a digital leaflet

6 Write your text for the leaflet. Use your notes from Exercise 5 and the phrases below to help you. Then find photos.

1	Have you tried/seen ... before?
2	... will take place in (place) at (time).
3	The performers will present ... (think about different skills and techniques).
4	Do come and try/watch the attractions prepared for the participants, which will be ...
5	You'll really enjoy ...

Tip

- Remember that the layout of a leaflet is very important. Think carefully about where to put your text and photos.
- Think of a catchy title for your leaflet and if appropriate, add headings to make the information easier to follow.

Step 3

7 Create your leaflet. Use the checklist below to check it.

- ☐ Does the leaflet say where and when the festival is?
- ☐ Do you talk about all four activities? Is this the best order to talk about those activities?
- ☐ Does the leaflet include all the necessary information about the activities visitors can try?
- ☐ Are there enough photos? Are they the right size?
- ☐ Have you thought about the layout?
- ☐ Is the information clear and easy to follow?
- ☐ Are the grammar and spelling correct?

Step 4

8 Share your leaflet with the class. Answer questions about your leaflet. Ask questions and comment on the other leaflets.

Instructions and Answer key

9.10 **B B C** Culture – project worksheet: a digital leaflet

Before the lesson: A digital leaflet is a leaflet that is not printed but shown on a screen. As it is digital, it can also include interactive material such as videos or animations.

You will need: a computer/laptop with access to the internet; a projector/screen to show the leaflets, or printer/paper to print them and tape/adhesive tack. There are a lot of free, ready-made templates for leaflets/brochures which are available to download. A good place to look for a suitable template is [canva.com](https://www.canva.com), which has leaflets, or [postermywall.com](https://www.postermywall.com), which has flyer templates that can be used to make leaflets. Most ready-made templates are easy to use – students can drag and drop in their chosen photos and texts.

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 leaflet, students can make the leaflet on a large sheet of paper. Students work in groups and follow the steps as for the digital option. They write their texts and look for photos in magazines or on the internet. They then plan the layout of their leaflets and stick the elements on.

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

Step 1 **Class work**

Warm up:

- Ask students about street art festivals they have been to or heard about. Ask them if they would like to go to one and why/why not. Elicit answers around the class.

Task:

- Explain that students are going to prepare a digital leaflet about a festival of street art. If possible, show them some examples. Look together at what information leaflets contain, e.g. location, timings, activities.
- Put students into groups of four and hand out a worksheet to each student.
- Students do Exercise 1 in their groups. If you think they will struggle to come up with ideas, this can also be done as a whole-class activity.
- Refer students to Exercise 2 and ask them to discuss in their groups. Again, you could do this activity with the whole class, to help students with ideas.
- Students do Exercises 3 and 4 in their groups. They choose four activities to include in their leaflet and then assign one activity to each member. Monitor the groups and encourage students to give reasons to support their choices. Point out that they may have to compromise so that everyone has an activity they are happy to research and write about.

Step 2 **Individual work**

- Refer students to Exercise 5 and point out the different items they will need to include information about.
- Go through the phrases in Exercise 6 with the class and encourage students to use them when they write their texts.
- Students work individually, at home or in class, to create their part of the leaflet.

Step 3 **Group work**

- Students create their leaflet in their groups. Encourage them to think about how much text and how many photos they want to include before they decide on the layout or find an online template that will allow them to include what they want.
- Remind students that they should always give the source of photos and/or illustrations.
- Students use the checklist in Exercise 7 to review their leaflet and decide if there are any parts which can be improved.
- Students can print their leaflets (at home or at school) or they can be displayed using a digital projector or a whiteboard.

Step 4 **In class**

- Display the leaflets on the wall or on the whiteboard.
- Students do Exercise 7. They discuss each leaflet, give comments and ask and answer additional questions. Point out that while giving comments, they should first say what they liked about the leaflet and then focus on the areas that could be improved.
- Give feedback to each group, praising them for their efforts and highlighting any areas for improvement.
- After all the groups have shown their leaflets, students discuss as a class which leaflets they found the most attractive. They then decide if they would like to go to one (or more) of the festivals presented in the leaflets.