

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.

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.

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

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.

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- 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?*

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.

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

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

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.

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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

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?

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

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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.

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

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.

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.

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- 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*.

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.

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.

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.

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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.

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

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.

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

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- 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.

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.

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.

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.

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.

Instructions and Answer key

- 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.

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.

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.

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

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.

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.

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

Instructions and Answer key

- 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.

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.

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.

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

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.

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.

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'.

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.

Instructions and Answer key

- 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

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

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.

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.

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.

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.

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

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.

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

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.

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

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.

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.

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.

Instructions and Answer key

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.

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

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.

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

Instructions and Answer key

- 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.

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.

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

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.

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

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

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

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.

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.

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.

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.

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.

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).

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

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

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.

Instructions and Answer key

- 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.

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

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.

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.

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.

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.

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.

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?

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

Instructions and Answer key

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.

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.

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

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.

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.

Instructions and Answer key

9.10 **BBC** 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.