

UNITS 1–2 ME AND YOU 01

1. 01 Tell the class they're going to watch a film where students give personal information about themselves, but that the first time they watch, they just have to answer the two questions here which check visual understanding of the film. Play the film to the end. Get students to compare their answers in pairs, before you check the answers with the whole class.

Answers

- 1 2 boys (including Alex)
2 4 girls (including the little sister)

2. 01 Go through the activity and check that students understand what they have to do. Play the first part of the film, to where Holly says 'I'm from England, but my family live in Dubai.', for students to complete the profiles. Get students to compare their answers in pairs, before you check the answers with the whole class.

Answers

- 2 17 3 Harry 4 Spain 5 Emma 6 13 7 England
8 16 9 Astrid 10 14

3. 01 These questions come from the About you box in Unit 1 on page 10 and the About you box from Unit 2, page 14 (your family). Check that students understand what they have to do, then play the last part of the film, from where Alex says 'I have three brothers ...', for them to do the matching activity. Get students to compare their answers in pairs, before you check the answers with the whole class.

Answers

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

4. Ask students to turn to page 15 of the Student's Book. Write the second question on the board (it's probably not necessary to model the first question, 'What's your name?', but if you think your students will need help with this, then start off with this question) and get students to repeat it after you. Then invite a student to ask you the question and give them your answer. Repeat this procedure for the third and fourth questions. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Me and you

This film is all about me and you. My name is Alex and I'm seventeen years old. I live in Brighton, in England. What's your name?

My name's Harry. My name's Emma. My name is Astrid. My name is Holly.

How old are you?

I'm thirteen years old. I'm thirteen years old. I'm fourteen years old. I am sixteen years old.

And where are you from?

I'm from England. I'm from Spain, but I live in England. I'm

from France, but I live in England. I'm from England, but my family live in Dubai.

I have three brothers: Matt, Ben and Jack. And you?

This is my sister, she's called Madeleine and she's ten years old.

And do you have any brothers?

Yes, we've got one brother. He's called Sam and he's seven years old.

I have one sister called Tash.

And where does she live?

She lives in Spain. I have two sisters called Jenny and Rowena. Rowena is twelve and Jenny is sixteen. I have two brothers, Harry and Callum.

And how old are they?

Harry is ten and Callum is twenty-four.

WALES 02

1. Begin the activity by asking the students to work in pairs and to discuss the questions. See how much they can remember from the Student's Book, pages 18-19. Then check the answers as a class.

Answers

- 1 England, Scotland, Wales and Northern Ireland; Cardi
2 Welsh
3 Possible ideas: The national sport is rugby. It has a lot of castles. There is a dragon on the flag. The national symbols are a leek and a da odil.

2. 02 Ask the students to match the words to the meanings and then check the answers as a class. Ask them to work in pairs and discuss which words they think they will hear in the video about Wales. Then play the video for them to check their answers. Check the answers with the whole class.

Answers

- 1 d ✓ 2 c ✓ 3 e 4 f ✓ 5 b 6 a

3. 02 Ask the students to watch the video again and match the descriptions to the correct pictures from the video. Check the answers with the whole class.

Answers

- 1 C 2 D 3 A 4 B

4. 02 Give the students two minutes to read through the questions and see if they can answer them. Then play the video again and tell them to check their answers. Ask the students to check their answers with a partner and then check with the whole class.

Answers

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

5. This task builds on the ideas in the video and the Culture section of the Student's Book, pages 18-19. Ask the students to work in small groups and discuss the questions. If there is time, do a quick whole class survey to see who is the most famous historical figure in their country.

Video Script

Have you been to Wales? Do you know where it is? The country of Wales is part of the United Kingdom, to the east of Ireland. Three million people live here. But did you know that there are four times as many sheep as people in Wales? People have lived here in Wales for at least 29,000 years. Most people speak English, but 20% of the population also speak Welsh. Cardiff is the largest city in the country. It's the capital. Wales has more castles per square kilometre than any other country in the world! Perhaps you know the story of King Arthur. The real king Arthur was a British fighter from a long time ago. He fought against invaders and for many years people told stories of his brave actions. Some stories say Arthur was a king, with loyal knights and a wizard friend. All over Wales, you can find the sites of King Arthur's stories. This is the top of Snowdon. This is where Rhitta the giant lived. He and Arthur were enemies, but Arthur killed the giant and buried him under the rocks. And here is Llyn Ogwen, where the legend says Arthur's magical sword, Excalibur, lies.

Today, people in Wales are more interested in football than in King Arthur. And rugby is even more popular! It's considered the national sport. So, if you go to the United Kingdom, don't forget to visit Wales, the land of castles, King Arthur and lots of natural beauty!

UNIT 4 THINGS IN YOUR BAG 03

1. 03 Play the film to the end. Get students to compare their answers in pairs, before checking answers with the whole class.

Answers

keys, banana, water bottle, hat

2. 03 Students watch the film with pens down. Then tell them they have two minutes to write down the eight words with a partner after watching (this is similar to the game in Unit 4 on page 26).

Answers

1 phone 2 wallet 3 shoes 4 gloves/glasses 5 pencil case
6 orange 7 notebook 8 glasses/gloves

3. 03 Go through the sentence with the class, checking that students understand what they have to do. Play the first part of the film, to where Alex says '... and some keys.'. Give students time to write the names of the three objects, before eliciting the correct answers from the class. To make this exercise more challenging, you could ask students to try and complete the sentence from memory, then they watch the first part of the film again to check.

Answers

1 phone 2 wallet 3 keys

4. 03 Give students time to read through the instructions and check that they understand what they have to do. Tell them that they need to write TWO letters for each student. Check understanding of b things to wear, if necessary. Play the last part of the film, from where Alex asks 'What have you got in your bag?'. Give students time to compare their answers in pairs, before checking them with the whole class.

Answers

2 c/a 3 c/b

5. Ask students to turn to page 29 of the Student's Book. Put students into pairs and get them to ask and answer the question. If they're likely to have a lot of things in their bags, you could limit them to telling their partner about some, not all, of the objects, e.g. five.

Video script

Things in your bag

In this film we'll look at the things that we have in our bag. In my bag I've got a phone, a wallet, and some keys. What have you got in your bag?

In my bag I've got some dance shoes, a banana, and some gloves, but I haven't got any keys.

What have you got in your bag?

In my bag I have a pencil case, a water bottle, and an orange, but I haven't got a phone.

What have you got in your bag?

I've got a notebook, some glasses, and a new hat, but I don't have a wallet.

UNIT 5 WHAT CAN YOU DO? 04

1. Get students to talk together in pairs about what they can and can't do from the list. To round up the activity, find out from different students around the class the activities that they can and can't do.

Answers

Students' own answers.

2. 04 Play the film to the end for students to tick the activities mentioned. Get them to compare their answers quickly in pairs, before checking answers with the whole class.

Answers

Students mention: stand on your hands (do a handstand)
stand on your head get into a small box

3. 04 Give students a few minutes to complete the sentences in their pairs. Then play the film again for them to check/complete their answers. Check the answers with the whole class.

Answers

1 hit, ball, head 2 do, stand, head 3 play, guitar
4 keep, ball, air 5 get, box, swim

4. Go through the pictures, eliciting from students what each activity is. Refer them back to the sentences in Exercise 3 if necessary for the language they need. Ask students to turn to page 37 of the Student's Book. Then give them a minute or two in their pairs to ask and answer about the activities.

Video script

What can you do?

This film looks at what you can do with your body. I can hit a ball with my head.

What can you do?

I can do a handstand, and I can stand on my head. I can play the guitar and do a cartwheel.

What can you do with your body?

I can keep the ball in the air with my feet. I can get into a small box and swim underwater.

THE FOURTH OF JULY IN THE USA 05

1. Begin the activity by asking the students to work in pairs and discuss the questions. See how much they can remember from the Student's Book, pages 42-43. Then check the answers as a class.

Answers

- Martin Luther King Day, Labor Day, Thanksgiving, 4th of July; independence
- Possible ideas: they have a family meal/picnic, watch a parade, watch fireworks.

2. Ask the students to work in pairs to complete the words and then check the answers as a class. Ask them to discuss which ones they think they will hear in the video. These words appeared in the Culture unit of the Student's book, pages 42-43, so they should be able to recognize them. You may want to make sure the students understand the meaning of the words here. Alternatively, wait until the end of Exercise 3.

Answers

- holiday
- turkey
- family
- thanksgiving
- parades
- fireworks
- corn on the cob

3. 05 Ask the students to watch the video and tick the words in Exercise 2 that they hear. Then get them to write the correct words under the pictures. Check the answers with the whole class.

Answers

- holiday, family, parades, fireworks
1 fireworks 2 parade 3 family

4. 05 Give the students two minutes to read through the questions. Then ask them to watch the video again and answer the questions. Ask the students to check their answers with a partner and then check with the whole class.

Answers

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

5. This task builds on the ideas in the video and the Culture section of the Student's Book, pages 42-43. Ask the students to work in small groups and discuss the questions. If there is time, do a quick whole class feedback to find out what other holidays they know about.

Possible answers

- 3 Easter, 5th May (Mexico), Christmas, Chinese New Year, Holi day

Video Script

What are these children celebrating? And these people? It's the Fourth of July in the USA. The Fourth of July is also known as Independence Day. It's a holiday in the United States where people celebrate the day the US became an independent country. In 1938, the US government made it a national holiday. People don't have to go to work and they march in parades, have picnics, enjoy spending time with family and friends, and set off fireworks. In fact, the first week of July is the busiest travel week of the year in the United States. It's a day to honour and remember the history of the United States. Let's go back to the beginning. Why did they want to be independent? The people in the US were unhappy being ruled by the British government. They wanted to make their own rules. So they decided to no longer be part of the British Empire and to form a new country: the United States of America. The Declaration of Independence was written in July 1776. At that time, there were only 2.5 million people living in the United States. Today there are 325 million. And they love to celebrate the US's birthday every year!

UNIT 7 DAILY ROUTINE 06

1. Note that 'Daily routine' is not a term which is used in the Student's Book. Give students a few minutes to think of some questions in their pairs and to write them down. Get students to call out their questions to you and list them on the board.

Answers

Students' own answers.

2. 06 Play the film to the end for students to tick the questions on their lists that Alex asks and add any new ones. Elicit from the class the questions that Alex asks and tick them off your list on the board as appropriate or add them to the list if they don't appear on yours.

Answers

Alex asks:
What time do you get up?
What do you do in the morning?
How do you get to school?

3. **06** Check that students understand what they have to do, then play the film again for them to write in the activities with the relevant student. Get them to check their answers in their pairs, before checking the answers with the whole class.

Answers

1 a 2 c/f/h 3 a/c/e/f/g 4 b/c/d/h

4. Ask students to turn to page 49 of the Student's Book. Write the first question on the board and get students to repeat it after you. Then invite a student to ask you the question and give them your answer. Repeat this procedure for the other questions. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Daily routine

This film is all about our daily routine. I get up at 7 o'clock, I get dressed and then I have some breakfast. What time do you get up?

I get up at 6:30. I get up around 7 o'clock. I get up at 6 o'clock. And what do you do in the morning?

I brush my hair, clean my teeth and get dressed for school. I get up, have some breakfast, which is a piece of toast and orange juice, and then clean my teeth. I brush my teeth and I listen to the radio.

And how do you get to school?

I travel by car. I take the train and then I walk to school. I travel in the car.

UNIT 8 SCHOOL SUBJECTS **07**

1. This could be done as a timed race – you could give students two minutes to complete this. Give students two minutes to do the listing activity in pairs – the pair that gets the most correct words in the time allowed 'wins' (you might want to give them a little prize!).

Answers

Students' own answers.

2. **07** Play the film to the end for students to tick the subjects mentioned and add any new ones. Get them to compare their answers in pairs, then check answers with the whole class.

Answers

Students mention: history English singing dance geography maths science

3. **07** Ask students if they can remember how many questions Alex asks, but don't confirm if they have the correct answer at this stage. Play the film again for them to check their answers, then elicit the correct answer

from the whole class. Note: students will discuss some of the questions in Activity 6.

Answers

Alex asks six questions:

What's your favourite subject?

Do you do English on a Thursday?

Do you do singing on a Tuesday?

Do you do geography on a Monday?

What subjects are you good at?

Do you go to school on a Saturday?

4. **07** Play the first part of the film, to where Holly says 'I'm not good at Maths and science.', for students to complete the information (except for the Saturday morning school information). Get them to compare their answers in pairs, then check answers with the whole class.

Answers

1 history 2 English 3 geography 4 English 5 science
6 maths 7 maths 8 history

5. **07** Play the last part of the film, from where Alex asks 'Do you go to school on a Saturday?', for students to complete their answers to the Saturday morning school question. Check the answers with the whole class.

Answers

None of the students goes to school on a Saturday.

6. Ask students to turn to page 52 of the Student's Book. Write the first question on the board and get students to repeat it after you. Then get two students to ask and answer the question as an example for the whole class. Repeat this procedure for the other questions. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

School subjects

This film looks at school subjects. My favourite subject is history. I do history every Wednesday. What's your favourite subject?

My favourite subject is English.

And do you do English on a Thursday?

Yes, I do. My favourite subject is singing.

And do you do singing on a Tuesday?

Yes, we do. My favourite subjects are English, geography and maths.

And do you do geography on a Monday?

Yes, I do.

What subjects are you good at?

I'm good at dance and geography. I'm good at maths, science and history. I'm good at English and geography, and I'm not good at maths and science.

And do you go to school on a Saturday?

No, I don't. No, I don't. No, we don't.

UNIT 9 FEELING GOOD 08

1. 08 Go through the list of activities and check that students know what they all are. Then play the film to the end for them to tick the items mentioned. Get them to compare their answers in pairs, before checking the answers with the whole class.

Answers

Students mention: skateboarding juggling horse riding football hockey athletics rugby baseball basketball netball cricket

2. 08 Ask students if they can remember how many questions Alex, the presenter, asks, but don't confirm if they have the correct answer at this stage. Play the film again for them to check their answers, then elicit the correct answer from the whole class. Note: students will discuss the first question in Activity 4.

Answers

Alex asks three questions:
What activities do you like to do/doing?
What are you good at?
What are you not so good at?

3. 08 Give students a few minutes to complete the information in their pairs. Then play the film again for them to check/correct their answers. Check the answers with the whole class.

Answers

1 horse riding 2 athletics 3 hockey 4 rugby 5 cricket
 6 skateboarding 7 baseball 8 basketball 9 netball 10 rugby

4. Ask students to turn to page 59 of the Student's Book. Write the first question on the board and get students to repeat it after you. Then invite a student to ask you the question and give them your answer. Repeat this procedure for the other question. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Answers

1 history 2 English 3 geography 4 English 5 science
 6 maths 7 maths 8 history

Video script

Feeling good

This film looks at activities we like doing. I like skateboarding, juggling, horse riding and playing football. What activities do you like to do?

I like football, hockey and athletics. I like football, rugby and hockey.

What activities do you like doing?

Baseball, basketball and skateboarding. I like netball, basketball and a bit of cricket.

And what are you good at?

Football. Skateboarding and baseball. I'm good at netball. Football and athletics.

And what are you not so good at?

Hockey. I'm not very good at rugby. I'm not very good at cricket. I'm not so good at basketball.

BOYS AND GIRL SCOUTS 09

1. Begin the activity by asking the students to work in pairs and discuss the questions. See how much they know about the Scout organization. Then check the answers as a class. If there is time, conduct a quick survey to see how many students are a member of the Scout organization.

Answers

- 1 A global organization that provides after-school activities to children.
 2 They teach children useful skills such as helping people, making friends, teamwork, gardening, camping, outdoor survival.

2. Ask the students to reorder the letters to write after-school activities and then check the answers as a class. Ask the students to work in pairs and discuss which activities they will hear in a video about scouts.

Answers

- 1 horse riding 2 help people 3 cook dinner 4 sell things
 5 learn skills 6 rock climbing 7 make friends

3. 09 Ask the students to watch the video and tick the activities in Exercise 2 that they hear. Check the answers with the whole class. You could ask the students to name the activities the two images illustrate (sell things, rock climbing).

Answers

2, 4, 5, 7

4. 09 Give the students two minutes to read through the sentences. Then play the video again and tell them to complete the sentences. Ask the students to check their answers with a partner and then check with the whole class.

Answers

- 1 1908 2 Mexico, Canada 3 11 4 10 5 1912
 6 confidence, leadership

5. This task builds on the ideas in the video and the Culture section of the Student's Book, page 66-67. Ask the students to work in small groups and discuss the questions.

Video script

What do you like to do after school? Watch TV? Play computer games? Hang out with friends? Help people in your community? Some kids join clubs or organizations so they can make friends and help their community. One club is called the Boy Scouts. A man called W D Boyce

started the Boy Scouts in the United States in 1908. He wanted to help young men learn outdoor skills and also be helpful to their communities. By 1910, there were Boy Scout clubs in Sweden, Mexico, Argentina, Canada, Australia and South Africa. At first Boy Scouts were boys from 11 to 15 years old, but soon younger boys wanted to join. Now there are Cub Scouts for boys under the age of 10. Of course, there are clubs for girls too! The Girl Scouts organization started in 1912. The Girl Scouts teach girls courage, compassion, confidence and leadership. They also teach them how to sell things, like cookies! Lots of Boy Scouts and Girl Scouts make lots of good friends. So, what kind of club do you want to join?

UNIT 13 FAVOURITE PLACES 10

- Put students into pairs and give them a minute or so to match the places and descriptions. Elicit the answers from the class.

Answers

1 c 2 b 3 a

- 10 Play the film to the end for students to match the places from Exercise 1 to the correct student. Get them to check their answers in pairs, before checking answers with the whole class.

Answers

a 3 b 1 c 2

- 10 Give students a few minutes in their pairs to complete the sentences, then play the film again for them to check their answers. Elicit the answers from the class.

Answers

1 swimming/surfing 2 shopping/theatre 3 boats/golf

- Ask students to turn to page 83 of the Student's Book. Write the first question on the board and get students to repeat it after you. Then invite a student to ask you the question and give them your answer. Repeat this procedure for the other questions. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Favourite places

This film looks at our favourite places. My favourite place is Sydney, in Australia. They have amazing beaches there, great for swimming and surfing.

What's your favourite place?

My favourite place is London.

And why do you like it there?

I like it there because I can go shopping, and I can go see the theatre with my friends and family.

My favourite place is the Isle of Wight. And why is it your favourite place?

I like going there because there's lots of nice restaurants, and we play mini-golf with my family, and there's lots of boats.

FAMOUS MUSEUMS AROUND

THE WORLD 11

- Begin the activity by asking the students to work in pairs and circle the words they think they will hear in the video about museums. Encourage them to give reasons for their decisions.

- Play the video for the students to check their predictions in Exercise 1. Check the answers with the whole class.

Answers

Art, future, history, modern building, technology

- 11 Ask the students to watch the video again and write the city and country above the correct picture. Check the answers with the whole class.

Answers

A Paris, France B Rio de Janeiro, Brazil C New York, USA
D Seattle, USA

- 11 Ask the students to read the information below the pictures and choose the correct options. Then play the video again while the students check their answers. Ask them to check their answers with a partner and then check with the whole class.

Answers

1 art 2 Chinese-American 3 future 4 technology
5 5,000 6 Greece 7 can 8 modern

- This task builds on the ideas in the video and the Culture section of the Student's Book, pages 88-89. Ask students to work in small groups and discuss the questions.

Possible answers

2 Yes because you can learn new information about the place you are visiting and about the world in general.

3 You can see real objects. In some museums you can touch the objects and see how they sound/feel/work. You can ask guides for more information.

Video script

Museums. Some people think they are boring ...

But museums are places where we can see beautiful art, explore the past and learn about our world. Some museums are very famous. Like the Louvre in Paris, France. Millions of people visit the Louvre every year. The Louvre has some of the most famous art in the world – like the Mona Lisa by Leonardo Da Vinci. The Louvre Pyramid is famous, too. The Chinese-American architect I.M. Pei designed it in 1989.

You can also learn about science in a museum. Like at the

Museum of Tomorrow in Rio de Janeiro, in Brazil. Here you can learn about the future, like digital inventions, and the evolution of technology and the world.

If you want to see more art from all periods of history, visit the Metropolitan Museum of Art, or the MET, in New York City, USA. There is over 5,000 years of art from all over the world at the Met. From Ancient Greece, Rome or Egypt. And lots of modern art, too.

For something a little different, try the Museum of Pop Culture in Seattle in the USA. Here you can explore hands-on! It is a really big and modern building, with very high ceilings!

What do you want to learn more about, art, history or music?

UNIT 15 CLOTHES 12

1. 12 Tell the class that they're going to watch a film about clothes, but that the first time they watch, they just have to identify the objects that they see in the film. Play the film to the end for students to tick the items. Get them to compare their answers in pairs, before checking answers with the whole class. You may wish to explain to students that in this film jumper and jacket refer to the zip-up top, which can be made of very warm material and which tends to be worn to school instead of a traditional jacket.

Answers

We see: green shoes a blue jacket a blue T-shirt
black shoes a black T-shirt a green jumper black trousers
a pair of glasses a yellow top

2. 12 Give students a few minutes in their pairs to see if they can complete the questions from memory. Then play the film again for them to check/complete their answers. Elicit the answers from the whole class and write them on the board.

Answers

1 wearing 2 school 3 rains 4 hot 5 party

3. 12 Give students a few minutes in their pairs to do the matching activity. Then play the last part of the film, from where Alex asks 'And what do you wear to school?', for them to check their answers. Check answers with the whole class.

Answers

1 B/F/I/K 2 C,D,G,J 3 A/E/H/L

4. Ask students to turn to page 91 of the Student's Book. Write the first question on the board and get students to repeat it after you. Then get two students to ask and answer the question as an example for the whole class. You could also add the additional question: *What do you wear to go out for dinner with your family?* Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around

the class for their answers to the questions.

Video script

Clothes

This film looks at the clothes that we are wearing.

I'm wearing some green shoes, a blue jacket, and a hat.

What are you wearing?

I'm wearing black shoes, with a black T-shirt and a green jumper.

What are you wearing?

I'm wearing some black shoes, black trousers and a big blue jumper. I'm wearing some glasses, a black jumper and some black shoes.

And what do you wear to school?

I wear black trousers with a black jumper. I wear some white shoes, black trousers and a nice shirt. I wear a black jumper, a yellow top and some black trousers.

And what do you wear when it rains?

I wear a coat. I wear a raincoat. I wear a jacket.

And what do you wear when it's hot?

I wear some shorts and a T-shirt. I wear a T-shirt and some jeans. I wear shorts and a T-shirt.

And what do you wear to a party?

I wear a nice dress. I wear some new trousers and a new shirt. I wear dresses, and jackets, and lots of different colours, like pink and purple.

UNIT 17 GREAT PLACES 13

1. 13 Tell the class that they're going to watch a film about places that students would like to go to. Play the film to the end for students to count how many different places are mentioned. Elicit the correct answer from the class.

Answers

The students talk about five places.

2. 13 Put students into pairs and give them a minute or two to do the matching activity. You may need to explain that Alton Towers is a theme park (adventure park) and Pinewood Studios is a place where films are made. Then play the film again for them to check their answers. Check answers with the whole class. Ask students whether they have ever visited a theme park or safari park, like those in the photos.

Answers

1 b 2 d 3 e 4 a 5 c

3. 13 Give students a few minutes to complete the sentences from memory in their pairs. Then play the film again for them to check/complete their answers. Elicit the answers from the class.

Answers

1 great 2 interesting 3 exciting 4 famous
5 exciting 6 old 7 important

- Ask students to turn to page 104 of the Student's Book. You could also encourage students to compare places to visit in their town/city and talk about how interesting they are or how expensive they are. Write the first question on the board and get students to repeat it after you. Then invite a student to ask you the question and give them your answer. Repeat this procedure for the other questions. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Great places

This film looks at places you want to visit. I want to go to Pinewood Studios, because they make great films. What places do you want to visit?

I want to visit Longleat Safari Park, because animals are much more interesting than museums. I want to visit New York, because it's more exciting than London.

What places do you want to visit?

I want to go to Alton Towers, because it's famous and exciting. I want to visit Buckingham Palace, because it's old and important.

UNIT 18 THE WEATHER 14

- 14 Tell the class that they're going to watch a film about the weather. Play the film to the end for students to count how many students Alex talks to. Elicit the correct answer from the class.

Answers

Alex talks to three students.

- 14 Go through the list, checking that students know what each item means. Play the film again. Get students to compare their answers first in pairs, then elicit from the whole class.

Answers

Students mention: food and drink feelings about the weather free-time activities

- 14 Give students time to complete the questions. Then play the film again for them to check their answers.

Answers

1 eat/hot 2 summer/winter 3 raining

- 14 Give students time to match the answers to the photos. Then play the film again for them to check their answers, before eliciting answers from the whole class.

Answers

1 b/g 2 c/f/i 3 d/e/h

- Ask students to turn to page 107 of the Student's Book. Write the first question on the board, model the

pronunciation and get students to repeat it after you. Then invite a student to ask you the question and you give them your answer. Repeat this procedure for the other questions. Then put students into pairs and they ask and answer the three questions. This task can be extended by asking the questions from page 106 from the text: *What sports do you do in winter? How do you feel when it's raining?*

Video script

The weather

This film looks at the weather. I love it when the sun shines, I eat lots of ice cream. What do you eat when it's hot? When it's hot, I like to eat salad, fruit and ice cream. I have a nice cold drink. When it's hot, I like to eat fruit, for example mangoes, bananas and apples.

Great! And, do you like summer or winter?

I like winter, because I can go skiing. I love summer because I get to play outside with my friends. I love summer, because I can go swimming in the sea.

Great! And what do you do when it's raining?

When it rains, I read a book. I drink hot chocolate and watch television. When it's raining, I like going to the cinema.

A TRIP TO NEW ZEALAND 15

- Begin the activity by asking the students to work in pairs and discuss the questions. See how much they can remember from the Student's Book, pages 110-111. Then check the answers as a class.

Answers

1 surfing, kayaking, sandboarding, snorkeling; kiwi; New Zealanders/Kiwis

2 Ideas: It's made up of two islands. The capital is Wellington. Population 4.5 million. Famous for Maori culture, good rugby team, lots of sheep. The Lord of the Rings and The Hobbit trilogies were filmed there.

- Ask the students to match the words to the definitions and then check the answers as a class. Make sure they understand the meaning of all the words by asking them which geographical feature each photo represents (beach, mountain and lake, volcano). Ask the students to work in pairs and discuss which ones they will hear in a video about New Zealand. Then play the video for them to check their answers. Check the answers with the whole class.


Answers

1 c✓ 2 e✓ 3 g 4 a✓ 5 f✓ 6 d 7 b✓

- 15 Ask the students to watch the video again and choose the correct options. Ask them to check their answers with a partner and then check the answers with the whole class.

Answers

1 clear 2 beaches 3 mountains 4 dolphins, whales, sheep
5 bungee jumping 6 kayak 7 riding a bike

4.  15 Give the students time to match the numbers to the sentences. Then play the video again for them to check their answers. Check the answers with the whole class.

Answers

1 c 2 e 3 b 4 a 5 d

5. This task builds on the ideas in the video and the Culture section of the Student's Book, pages 110-111. Ask students to work in small groups and discuss the questions. If there is time build up a fact file about the students' country on the board.

Video script

New Zealand! Clear waters, beautiful beaches and wonderful mountains. New Zealand has two main islands: North Island and South Island. The activity of volcanoes formed the islands 23 million years ago. Today New Zealand has more than 50 volcanoes.

On the South Island you can see Mount Cook. It's the tallest mountain in New Zealand at 3,754 metres. On the North Island, you can see Lake Taupo. It is the largest lake in New Zealand. A volcanic explosion made it 26,000 years ago. This lake is as big as the country of Singapore!

So what else can you see in New Zealand? You can see dolphins, whales and plenty of sheep! Did you know that bungee jumping started in New Zealand? Tourists like to bungee jump off the Kawarau Bridge in Queenstown. If that's too scary for you, maybe you can just kayak in the beautiful waters below. Or you can stay on land and ride a bicycle. All around you, there's so much beauty to see in New Zealand.