

UNIT 2 LIVE MUSIC 01

- 1 **01** Play the first part of the film, to where Holly says, 'Because she's amazing', for students to make a list of the bands and singers that are mentioned. Get them to compare their answers in pairs. Check answers with the whole class.

Answers

Students mention 11 bands and singers:
Arctic Monkeys 5 Seconds of Summer Katy Perry Tinie Tempah
Rihanna Justin Bieber One Direction Iggy Azalea Jay Z
Kanye West Beyoncé

- 2 **01** Give students a few minutes to complete the profiles in their pairs. Play the first part of the film again for them to check/ correct their answers. Get them to compare their answers in their pairs. Check answers with the whole class.

Answers

1 Arctic Monkeys 2 Katy Perry 3 Rihanna 4 Rihanna
5 Jay Z 6 Justin Bieber 7 One Direction 8 Beyoncé

- 3 **01** Play the last part of the film, from where Christina asks, 'And do you think concert tickets are good value?', for students to do the matching activity. Get them to compare their answers in pairs. Check answers with the whole class.

Answers

1 b 2 c 3 a

- 4 Ask students to turn to page 14 of the Student's Book. Put students into new pairs. After they've done the speaking activity, round up by asking different students around the class the questions.

Video script

Live music

This film looks at live music.

One of the biggest music festivals in the world is Glastonbury Festival, where hundreds of bands and artists perform every year.

Last year I saw the Arctic Monkeys perform there, they were brilliant!

Which bands or artists have you seen perform live?

I've seen 5 Seconds of Summer and Katy Perry.

I've seen Tinie Tempah and Rihanna.

I've seen Justin Bieber, One Direction and Iggy Azalea.

Who would you most like to see in concert?

I would love to see Rihanna, because she's just like a queen.

I would most like to see Jay-Z or Kanye West.

Why?

Because I enjoy listening to their music.

I would love to see Beyoncé.

Why?

Because she's amazing.

And do you think concert tickets are good value?

Depends on the website you get them off, but I've always had a great time.

It depends on what seats you get, but otherwise, yes.

They can be expensive, but I always have a good time.

UNIT 4 EXTREME WEATHER 03

- 1 Put students into pairs and give them a couple of minutes to make their lists. Elicit different kinds of extreme weather and disasters from them and write the words/phrases they give you on the board.

Answers

Students' own answers.

- 2 **03** Play the film for students to tick the items on their lists that are mentioned and add any additional ones. Get them to compare their answers in pairs. Elicit from the class the extreme weather and disasters mentioned, ticking them on your list on the board and adding in any additional ones that are mentioned.

Answers

The following items are mentioned:

Extreme weather: floods rough sea heavy snow
heatwave/high temperatures strong wind

Disasters: people injured homes destroyed
people rescued by boats landslide volcanic eruption
flights cancelled garden fence broke down

- 3 **03** Give students a few minutes to answer the questions in their pairs. Then play the first part of the film, to where Eddie says, '... and all flights were cancelled', for them to check/correct their answers. Check answers with the whole class.

Answers

1 it rained so much that many rural parts were flooded
2 there were floods and people were getting rescued by boats
3 landslide 4 a volcano erupted in Iceland

- 4 **03** Give students a couple of minutes to do the matching activity. Play the last part of the film, from where Christina asks, 'What kinds of extreme weather have you experienced?', for them to check their answers. Check answers with the whole class.

Answers

1 b 2 c 3 a

- 5 Ask students to turn to page 24 of the Student's Book. Put students into new pairs to do the speaking activity (the photos show a flood, a landslide and a volcanic eruption). Round up by asking different students around the class to tell you their partner's answer to the first and second questions.

Video script

Extreme weather

This film talks about extreme weather.

Last winter it rained so much in England that many rural parts of the country were flooded.

People were injured and homes were destroyed.

What kinds of extreme weather have you seen in the news recently?

I haven't seen anything recently, but there were floods in Southern England and people were getting rescued by boats.

I saw the floods and the sea was so rough that it caused a landslide.

There haven't been any recently, but the most dangerous form was when the volcano erupted in Iceland.

Yes.

And all flights were cancelled.

And what kinds of extreme weather have you experienced?

Well, a few years ago at school, we all got sent home because it was snowing really heavily.

The most recent one would be the heatwave of last summer, when the temperature got into the 30s.

Earlier this year it was so windy our garden fence blew down.

UNIT 6 WEIRD FOOD 04

- Put students into pairs. Give them a couple of minutes to do the matching activity. Check answers with the whole class.

Answers

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

- 04 Play the film to the end for students to see which things from Exercise 1 are mentioned. Get them to compare their answers in pairs, before eliciting the answers from the class.

Answers

3 6 1 4 7

- 04 Give students a few minutes to do the activity in their pairs. Play the film again for them to check/correct their answers. Check answers with the whole class.

Answers

7 6 5 9 1 15 2 11 8 13

- Ask students to turn to page 36 of the Student's Book. Get a student to ask you the first question and give them your answer. Repeat this procedure with the other questions. Put students into new pairs and they ask and answer the questions (the photos show a snail and maggots). Round up by asking different students around the class for their answers to the three questions.

Video script

Weird food

This film talks about weird and wonderful food.

I once ate a fried scorpion while on holiday in Thailand.

Apparently it's a rare delicacy, but I have to admit it wasn't very tasty!

What do you think of the idea of eating insects?

I... I find it scary. I have a phobia of insects.

I don't like the idea, but I would try it for fun.

Um, I think I'd try it, but I wouldn't eat the whole thing.

And what adventurous food have you eaten?

I've had a snail before.

Oh!

I went out to France with my family and, we have a house out there, so we went out to a restaurant and I ate a fried snail.

What did it taste like?

Gooley.

I went to a shop and they sold dead dried maggots, and I tried one, but it wasn't very nice.

I once went to Scotland and I tried haggis, it's the inside of a sheep's stomach.

What did that taste like?

Interesting...

And what would you think of the idea of eating a grilled tarantula, or a bug burger?

I'd choose a bug burger, because tarantulas are just furry.

I might take a bite, but I wouldn't finish it.

I don't think I'd try a grilled tarantula, but maybe if the burger had some ketchup, then I'd try it.

UNIT 8 DREAM HOLIDAYS 06

- Put students into pairs. Give them a couple of minutes to think about where the dream destinations could possibly be located and what things the students would like to do there. Elicit from them the countries/continents they thought of and write them on the board and get different students to answer the second part of the question.

Answers

Orlando, Florida, USA African desert
Students' own answers.

- 06 Play the first part of the film, to where Zack says, '... across the deserts in a jeep', for students to see if they correctly guessed the things the students in the film would like to do. Get them to compare their answers in pairs. Elicit the things to do that the students in the film talk about and tick any that are the same on your list on the board. Add any additional ones to the list.

Answers

The following things to do in the dream destinations in the photos are mentioned:

go to Rio de Janeiro in Brazil go to Disneyland in Orlando, Florida go to Los Angeles and go to all the luxury hotels and see all the celebrities go to Africa and drive across the deserts in a jeep

- 06 Give students a few minutes in their pairs to complete the profiles. Then play the film again for them to check/correct their answers. Get them to compare their answers in pairs, then check the answers with the whole class.

Answers

1 Rio de Janeiro 2 party 3 Orlando, Florida
4 Disneyland 5 Los Angeles 6 luxury 7 celebrities
8 Africa 9 deserts 10 jeep

- 06 Play the last part of the film, from where Christina asks, 'What can you learn from travelling to other countries?', for students to tick the things on the list. Get them to compare their answers in pairs, before checking answers with the whole class.

Answers

8 6 2 5 4 10 1

- 5 Ask students to turn to page 46 of the Student's Book. Put students into new pairs for this speaking activity. Before they start, elicit from the class that the reasons given in Exercise 4 will be useful to them when answering the second question. After they've asked and answered the questions, round up the activity by asking different students around the class for their answers to the questions.

Video script

Dream holidays

This film talks about dream holidays.
 I would love to go to Rio de Janeiro, in Brazil, where they hold a world-famous carnival every year.
 When it's party season, over two million people hit the streets every day, and I'd like to be one of them.
 What's your dream holiday destination?
 I'd like to go to Orlando, Florida, so I can go to Disneyland.
 I'd love to go to Los Angeles and go to all the luxury hotels and see all the celebrities.
 What's your dream holiday destination?
 I'd like to go to Africa and drive across the deserts in Egypt.
 What can you learn from travelling to other countries?
 I can see all the new fashions and trends, I can meet new people and I can experience being miles away from home.
 Well, I love movies, so I can go to all the different studios and learn about the film industry.
 I can learn about different cultures, and try different food and be in a different climate.

UNIT 9 MONEY ▶ 07

- 1 Tell students to read the list and to imagine what the students in the film spend their money on. Get them to compare their answers in pairs, then ask different students for their ideas.

Answers

Students' own answers.

- 2 ▶ 07 Play the first part of the film, to where Lachaya says, 'I waste my money on takeaway chicken', for students to do the matching activity. Then play the first part again for them to check/correct their answers. Check answers with the whole class.

Answers

a 8 b 10/2/1 c 2/5/7/3 d 4/6/9

- 3 ▶ 07 Play the last part of the film, from where Christina asks, 'And do you need money to make you happy?', for students to complete the sentences. Get them to compare their answers in pairs, before checking answers with the whole class.

Answers

1 family, friends, support 2 chill out, friends 3 hobbies, singing

- 4 Ask students to turn to page 54 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 second 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.

Video script

Money

This film talks about money.
 I spend most of my money on shoes.
 I have over a hundred pairs!
 What do you spend most of your money on?
 Trainers and clothes, as I love to keep up with the latest fashion.
 I spend my money on clothes, hanging out... Things like that.
 I spend my money on earrings and my nail varnish.
 Do you spend money on things that you don't really need?
 Yes, I waste money on fast food, such as chips and burgers.
 I waste money all the time! Phone covers, different clothes I really don't need.
 I waste my money on takeaway chicken.
 And do you need money to make you happy?
 Definitely not – as long as you have your family and friends who support you, you should be fine.
 I don't need money to make me happy. I can just chill out with my friends without spending any.
 I don't need money to make me happy. As long as I have my hobbies, and my singing, then I'm happy.

UNIT 11 DIGITAL AGE ▶ 09

- 1 Ask students what technology is shown in the photos (3D glasses and a satnav = satellite navigation system). Then put students into pairs to make a list with any new technology they have seen. Check the answers with the whole class.

Answers

Students' own answers.

- 2 ▶ 09 Tell the class that they're going to watch a film where students talk about different kinds of technology. Play the film to the end for students to tick the technology mentioned and add any new ones to the list. Elicit the correct answers from the class. You can extend this activity further by asking students to count the number of items of hardware and software that are mentioned. See answers below.

Answers

The following technology is mentioned:
 9 different kinds of hardware: 3D glasses, phones, 3D printers, touch-screen computers, mouse, keyboard, X-box 1, e-reader, tablets
 2 different kinds of software: apps, games

- 3 ▶ 09 Play the film again for students to match the technologies with the students. Get them to compare their answers in pairs, before checking answers with the class.

Answers

a 4 b 8/1/9 c 2/5/8 d 3/7 e 6/5/9

- 4 **▶ 09** Give students a few minutes in their pairs to complete the sentences from memory, then play the film again for them to check/complete their answers. Elicit the correct answers from the class.

Answers

1 leap out, awesome 2 incredible 3 amazing, print
4 variety 5 fun, cool 6 great 7 portable

- 5 Ask students to turn to page 64 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 second 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.

Video script

Digital age

This film talks about the digital age.

These are 3D glasses. I use them to watch 3D movies on my TV at home. The pictures leap out of the screen, it's awesome!

What are the most exciting technological advances you've seen recently?

Well, phones. The apps are just incredible, there's so much you can do on them.

Well I love the 3D printers, I think they're amazing – you can print anything with them!

The touchscreen computers. You don't need a mouse or a keyboard.

The Xbox One because there's a massive variety of games you can play on it.

And what new technologies are you interested in?

Well... Games. There's... There are hours of fun, they're so cool.

My e-reader. It's great for reading on the beach!

I'm interested in the new phones, tablets, I think there's a lot more you can do with them nowadays.

Well, tablets, because they're portable and you can take them anywhere.

UNIT 13 SPORT ▶ 10

- 1 Put the students into pairs and give them one minute to make their lists.

Answers

Students' own answers.

- 2 **▶ 10** Play the film to the end for students to tick the sports mentioned and add any new ones to their list. Get students to compare their answers in their pairs, before eliciting the answers from the whole class.

Answers

The following sports are mentioned:

netball football running swimming diving basketball

- 3 **▶ 10** Give students five minutes to complete the profiles in their pairs. Then play the film again for them to check/correct their answers. Go through the answers with the whole class. Note: Ennis mentions 'Shaq O'Neal' instead of 'Shaquille O'Neal'.

Answers

1 netball 2 a team 3 football 4 running
5 Jessica Ennis 6 swimming 7 Tom Daley 8 diver
9 an inspiration 10 basketball 11 competitions
12 American basketball players

- 4 Ask students to turn to page 76 of the Student's Book. Give students a few minutes to ask and answer the questions in their pairs. After they've finished, get an example answer for each of the questions from different students.

An extension question could be asked here: *Would you like to become a professional in a particular sport?*

Video script

Sport

This film talks about sport.

I love playing netball because I like being part of a team.

What sports do you play?

I like to play football with my friends and sometimes I like to go running.

Swimming is my hobby and I really like it.

I play basketball with my mates every now and then.

How seriously do you play basketball?

I don't tend to go into competitions that often.

Do you follow news stories about sports stars?

Yes – Jessica Ennis, because she's my favourite sport star.

I follow Tom Daley because I think he's a great British diver and he's an inspiration.

I follow American basketball players like Shaq O'Neal, LeBron James, Miami Heats... Stuff like that.

UNIT 16 CLIMATE CHANGE ▶ 12

- 1 Put students into pairs and give them a few minutes to make their lists. Elicit possible environmental issues from the class and write them on the board.

Answers

Students' own answers.

- 2 **▶ 12** Play the film for students to tick the environmental issues on their lists that are mentioned. Get them to compare their answers in their pairs. Elicit from the class the issues mentioned, ticking them on your list on the board and adding in any additional ones that are mentioned.

Answers

The following issues are mentioned:

melting ice caps
rising sea levels
polar bears losing their habitats
recycling

- 3** **12** Give students a few minutes to do the matching activity in their pairs. Play the first part of the film, to where Christina says, 'Oh that's quite green', for them to check/correct their answers. Check answers with the whole class.

Answers

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

- 4** **12** Give students a few minutes to complete the sentences in their pairs. Play the second part of the film, from where Christina asks, 'And what materials do you recycle?', for them to check/ correct their answers. Check answers with the whole class.

Answers

1 charity shops 2 cans, plastic, cardboard 3 paper, glass
4 green, planet

- 5** Ask students to turn to page 90 of the Student's Book. Get a student to ask you the first question and give them your answer. Get a different student to ask you the second question and give them your answer. Put the students into new pairs and they ask and answer the questions. Round up by asking different students around the class for their answers to the three questions.

Video script

Climate change

This film looks at climate change and how green our lifestyles are.

What problems does climate change cause?
Well, since the ice caps are melting and the sea levels are rising, all the polar bears are losing their habitats.

What's the greenest form of transport that you use?
Well, our family isn't really green, we travel mainly by four-by-four, but sometimes I walk or go by bike.

I'm not very green, because I do take the car to school, but there are seven of us.

Sometimes I take the bus, but I usually walk.

It does take me two hours to get to school every morning. I walk for about half an hour, and then I get public transport for the rest of the way.

Oh, that's quite green!

And what materials do you recycle?
I don't recycle, but I do go to charity shops and buy things like books and DVDs.

We mainly recycle cans, plastic and sometimes cardboard.

At school we recycle everything – from paper to glass.

Fantastic!

My family are very green. We try to recycle as much as we can because we care for our planet.

UNIT 17 ART 13

- 1** Put students into pairs and give them a couple of minutes to do the matching activity. Elicit the answers from the whole class.

Answers

1 a 2 c 3 d 4 b

- 2** **13** Play the film to the end for students to note down which of the works of art, artists or galleries from Exercise 1 are mentioned. Get them to compare their answers in their pairs, before checking answers with the whole class.

Answers

The following items from Exercise 1 are mentioned:
Peter Blake Louvre Rubber Duck, Hofman Chocolate Room, Climent

- 3** **13** Give students a few minutes to do the matching activity in their pairs. Play the film again for them to check/correct their answers. Check answers with the whole class.

Answers

1 b/c 2 b 3 d 4 c 5 d 6 c 7 a

- 4** Ask students to turn to page 98 of the Student's Book. Get a student to ask you the first question and give them your answer. Get a different student to ask you the second question and give them your answer. Put the students into new pairs and they ask and answer the questions. Round up by asking different students around the class for their answers to the three questions.

Video script

Art

This film looks at art.

My favourite artist is Peter Blake, who is known as 'the Godfather of British Pop Art'. I went to see his exhibition in Cardiff last year.

Which pieces of art have you seen in museums or galleries?
I went to the Towner Art Gallery and saw a laser light show with smoke.

That sounds fascinating! Did you like it?
Yes, it was quite intriguing and I liked the lights.

I haven't myself, but I love art and I would like to visit the Louvre, in Paris. I've heard it's beautiful!

I've seen work that has been completed by students at the Towner Art Gallery in East Sussex.

And which do you find most interesting – Hofman's Rubber Duck in Sydney, or Kliment's room made entirely of chocolate?
The rubber duck, because it's surreal and it's quite intriguing. It's also quite bizarre to think that a rubber duck is out in Sydney.

It is, isn't it?
The rubber duck, because it's so unusual, because you'd be used to seeing these rubber ducks so small in a bath, but here it's massive, and in a harbour.

Yes, very unusual, isn't it?
I'd have to say the room full of chocolate only because it's a unique way of using materials. Also, it'd be really good to eat it.

UNIT 20 FAVOURITE HANGOUTS 15

- 1 Give students a few minutes to guess where the students in the film say they hang out. Then put them into pairs to think of some places and to write them down. Get students to call out their places to you and list them on the board.

Answers

Students' own answers.

- 2 **15** Play the film to the end for students to tick the places on their lists. Elicit from the class the places mentioned, ticking them on your list on the board and adding in any additional ones that are mentioned.

Answers

The following places are mentioned:

skatepark shopping centre their house park
Thorpe Park, a theme park a limousine a spa London

- 3 **15** Give students a few minutes to match the statements in their pairs. Then play the film again for them to check/correct their answers. Check the answers with the whole class.

Answers

1 c 2 d 3 a 4 d 5 b 6 c 7 b 8 d 9 c 10 b

- 4 Ask students to turn to page 112 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 you give them your answer. Repeat this procedure for the second 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.

Video script

Favourite hang outs

This film talks about our favourite hang outs.

I love skateboarding. There's a skate park near my house where my friends and I spend most of our time.

Where do you like to hang out with your friends?

I like to go to the shopping centre and go to the shops and bump into my friends.

I like to hang out in my house, as there are lots of things to do, we can chill out and listen to music and watch movies.

Where do you hang out with your friends?

I hang out at the park and play football and frisbee.

What would be your ideal place to hang out?

I'd love to hang out at a fun park because there's lots of big rides and we can have lots of fun.

I'd love to hang out in a limousine as you can ride around London in luxury.

I'd like to go to a spa and get my nails done, and my hair, and get pampered.

Do you think there are enough places for teenagers to hang out in your city?

Yes, I think there are, because I'm never bored.

I think there are if you live in London, as you can always find something to do.

Yes, because this is London, there's so many things to do!