

UNIT 3 Great sounds

- 1 Go through the questions with the class, checking that students understand what they have to do. Then play the film for students to answer the questions. Put students in pairs to compare their answers, then elicit the correct answers from the class.

Answers

- 1 There are 2 boys and 2 girls.
2 He asks four questions.

- 2 Play the film to the end of the speakers' answers to the first question for students to decide whether the sentences are right or wrong. Get students to compare their answers in their pairs, then go through the answers with the whole class.

Answers

- 1 R 2 R 3 W 4 W

- 3 Play the film to the end of the speakers' answers to the question 'And do you listen to music with friends or on your own?' for students to do the matching activity. It might be useful here to remind students that *alone* and *on your own* mean they listen without anyone else around. Get students to compare their answers in their pairs, then check the answers with the whole class.

Answers

- 1 c 2 a and b 3 d

- 4 Play the film to the end for students to complete the sentences. Get students to compare their answers in pairs, then check the answers with the whole class.

Answers

- 1 ukulele 2 guitar 3 trumpet 4 good 5 drums
6 guitar 7 ukulele 8 guitar 9 can't

- 5 Ask students to turn to page 24 of the Student's Book. Point out that the questions are from the video. Refer the class to Question 1 and write it on the board. Model the pronunciation and get students to repeat it after you. Then get a student to ask you the question and you give them your answer. Repeat this procedure for Questions 2–4. Then put students into pairs and they ask and answer the four questions. You could also add the additional questions *How often do you listen to music?* and *What kind of music don't you like listening to?* to the list on the board for students to ask and answer.

UNIT 6 Jobs

- 1 Explain the activity to the class, then play the film for them to count the number of jobs mentioned. Get students to compare their answers in pairs, before going through the answers with the whole class.

Answer

They talk about four jobs: TV presenter, vet, architect, butcher.
Also: something with music, anything sporty, a desk job.

- 2 With their partner from Exercise 1, give students a few minutes to try and do the matching activity, based on what they can remember from the film. Then play the film again for them to complete/correct the matches they have. Check the answers with the whole class.

Answers

- 1 b, e 2 a 3 c 4 d 5 b 6 d 7 c 8 e

- 3 Write the sentence stems on the board. Play the film again, pausing after each of the target sentences, and replaying each one two or three times, for students to complete the sentences. Elicit the full sentences from the class and complete each sentence on the board.

Answers

- 1 to be anything else
2 enjoy and (I) spend a lot of time doing it
3 maths and I like the designs of old buildings
4 animals and I've got a dog

- 4 Ask students to turn to page 40 of the Student's Book. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get two students to ask and answer the question, as an example to the rest of the class. Then put students into pairs and they ask and answer the two questions.

UNIT 7 Holidays

- 1 Put students into pairs and give them a couple of minutes to do the matching activity. Then check answers with the whole class.

Answers

- 1 e 2 c 3 b 4 d 5 a

- 2 Before playing the film, check that students understand that they're just filling in the places, i.e. spaces 1–5, the first time they watch. After watching, get students to compare their answers with their partner from Exercise 1. Then check answers with the whole class.

Answers

- 1 Paris 2 Barcelona 3 Berlin 4 Sorrento 5 Athens

- 3 Give students a few minutes in their pairs to do the activity. Then play the film for them to complete/correct the information. Finally, check the answers with the whole class.

Answers

- 6 Eiffel Tower 7 friends 8 museums 9 sightseeing
10 market 11 cake 12 ferry 13 island 14 family
15 Acropolis

- 4 Ask students to turn to page 49 of the Student's Book. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get 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 four questions.

UNIT 11 Street foods

- Put students into pairs. Give them a couple of minutes to go through the list of foods. Then check the meaning of the items with the whole class.
- ▶ Play the film for students to tick the food items mentioned. Elicit the correct answers from the class.

Answers

fish and chips ✓ hot dog ✓ kebabs burger ✓ samosas ✓
pakoras ✓ sandwiches ✓ curry ✓ pizza ✓ ice cream ✓
pain au chocolat ✓ waffles ✓ croissants ✓ pancakes ✓

- ▶ Give students a few minutes in their pairs to do the activity. Then play the film for them to complete/correct the information. Finally, check the answers with the whole class.

Answers

1 England 2 Bangladesh 3 curry 4 Italy 5 ice cream
6 all the time 7 France 8 pancakes

- Ask students to turn to page 70 of the Student's Book. Give students a few minutes to ask and answer the questions in their pairs. When they've finished, ask two or three students Questions 2 and 3 for them to give their answers to the class.

UNIT 12 Technology

- Put students into pairs. Give them a couple of minutes to go through the list of items. Then check the meaning of the items with the whole class.
- ▶ Play the film for students to watch for the items mentioned. Elicit the correct answers from the class.

Answers

a laptop, a mobile phone, an e-reader, a computer

- ▶ Give students a few minutes in their pairs to complete the information about the students' use of technology. Then play the film for them to check their answers. Finally, check the answers with the whole class.

Answers

1 laptop 2 laptop 3 (up to)10 4 mobile phone 5 2, 3
6 e-reader 7 evening 8 2, 3

- Ask students to turn to page 72 of the Student's Book. Point out that the questions are from the video. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get 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 questions.

UNIT 13 Health problems

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

Answers

a a broken arm b stomach ache c toothache d flu
e a broken leg f a cold g a headache

- ▶ Play the film for students to identify the health problems mentioned. They could compare their answers in pairs, before you check the answers with the whole class.

Answers

a cold, a headache, flu, a broken arm

- ▶ Give students a few minutes to do the matching activity in their pairs. Then play the film for them to check/correct their answers. Go through the answers with the whole class.

Answers

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

- Ask students to turn to page 80 of the Student's Book. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then get 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.

UNIT 16 Animals

- ▶ Explain the activity to the students, then play the film for them to write down the names of the animals they hear. Check answers with the whole class. To make the task easier, you could first brainstorm with the class as many animals as they can think of and write the words on the board as students call them out. Students then watch to see which of the words on the board are mentioned, adding in any others that they hear.

Answers

They talk about nine different animals: dog, fish, pigeon, cat, hamster, chicken, horse, giraffe, tiger.

- ▶ Put students into pairs. Give them a few minutes to do the matching activity, then play the film to *Both our dogs can sit, stay and give me their paws.* for them to check/correct their answers. Go through the answers with the whole class.

Answers

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

- ▶ Play the second part of the film again for students to tick the answers to the questions about zoos. Get them to compare the answers they've ticked with their partners, then check the answers with the whole class.

Answers

1, 3, 5, 7

- Ask students to turn to page 94 of the Student's Book. Write the first question on the board, model the pronunciation and get students to repeat after you. Get a student to ask you the question and give them your answer. Then students ask and answer the questions in their pairs.

UNIT 18 Books we like

- ▶ Explain the activity to the class, then play the film for them to count the number of questions that Alex asks. Get students to compare their answers in pairs. Note: Students will discuss the questions in Activity 5.
- ▶ Put students into pairs and give them a couple of minutes to do the matching activity. Play the first part of the film for them to check/correct their answers. Then check the answers with the whole class.

Answers

1 c 2 b 3 d 4 a

- ▶ Give students a couple of minutes to do this activity in their pairs, then play the first part of the film again for them to check/correct their answers. Check the answers with the whole class.

Answers

1 b (Anas) 2 a (James) 3 c (Kirstie)

- ▶ Give students a few minutes to complete the sentences in their pairs, then play the second part of the film again for them to check/correct their answers. Elicit the completed sentences from the class.

Answers

1 is called 2 finding out, going on 3 the films 4 Nothing

- Ask students to turn to page 106 of the Student's Book. Point out that the questions are from the video. Model the pronunciation of the questions and get students to repeat them. Then students ask and answer the questions in their pairs.

UNIT 19 School life

- ▶ Explain the activity to the students, then play the film for them to answer the questions. Put them into pairs and get them to compare their answers to the two questions, then check the answers with the whole class.

Answers

- Alex asks five questions.
- The students are generally positive about their school.

- ▶ Give students a couple of minutes to do the matching activity in their pairs. Play the first part of the film for them to check/correct their answers. Then go through the answers with the whole class.

Answers

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

- ▶ Give students a few minutes in their pairs to try and remember the subjects that the students mention. Play the next part of the film for them to check/correct their answers. Then go through the answers with the whole class. As a follow up here, you could ask students if they study any of the less mainstream subjects that students at Redroofs Theatre School do, such as dancing, acting, singing and drama, and if they enjoy them.

Answers

dance ✓ drama/acting ✓ English ✓ French geography
history maths ✓ singing ✓

- ▶ Go through the gapped sentences and elicit from the class the words that could go in the spaces, but don't confirm the correct answers yet. Play the last part of the film again for students to complete the sentences. Get them to compare their answers in their pairs, then elicit the correct answers from the class.

Answers

1 experience 2 nice 3 creative 4 friendly 5 nice
6 helpful

- Ask students to turn to page 114 in the Student's Book. Point out that the questions are from the video. Model the pronunciation of the questions and get students to repeat them. Then students ask and answer the questions in their pairs.