

### UNIT 1 CREATIVE MINDS 01

- 1 Put students into pairs and give them a couple of minutes to make their lists. Elicit possible activities from the class and write them on the board. For more information on the stage school, students can visit the school website, [www.barbaraspeake.com](http://www.barbaraspeake.com).

#### Answers

Students' own answers.

- 2 01 Play the film to the end for students to tick the items mentioned and to write down any additional ones. Let them compare in their pairs, then elicit from students the activities from the film, ticking any on your list on the board that are the same and adding any additional ones.

#### Answers

The following are mentioned: seeing live music with friends singing and performing shopping going to visit friends playing football, rugby and games online with friends acting in plays composing music

- 3 01 Give students a few minutes in their pairs to complete the profiles. Then play the film again for them to complete/correct their answers. Check answers with the whole class.

#### Answers

1 seeing live music 2 singing / performing 3 Yes 4 a song  
5 performing 6 No 7 a band 8 rugby / games 9 two  
10 a few songs

- 4 Ask students to turn to page 10 of the Student's Book. Put students into new pairs and get them to 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

#### Creative minds

This film looks at what we like to spend our time doing. I like to go and see live music with my friends. What do you spend most of your time doing? I like to sing and perform, but I also like shopping, too. And you? I also like performing and going to visit my friends. I spend most of my time playing with my friends, football, rugby or games online. Have you ever been in a play? I've been in a play at the London Coliseum. Wow! And you? I haven't been in a play. I have been in two plays, *Cinderella* and *Gypsy*. Have you ever composed a piece of music? We have both been in a band called *Dolly Like* and we wrote a song called *A sisters' bond*. I have composed music before. I play the guitar and I've written a few songs.

### UNIT 2 FASHION 02

- 1 Put students into pairs and get them to ask and answer the questions. Ask a few students around the class for their answers to the questions.

#### Answers

Students' own answers.

- 2 02 Play the film to the end for students to correct/complete the questions. Elicit the questions Christina asks.

#### Answers

1 Christina asks four questions:  
*What do you take into account when you buy clothes?*  
*Do you think that clothing affects people's moods?*  
*Why do you think that some people are so concerned about fashion?*  
*Do you think they'll judge you?*

2 3

- 3 02 Give students a few minutes to match the students (A–D) with the points they mention. Play the first part of the film, to where Daniela says, '... to see if it's within my budget', for students to check their answers. Get them to compare their answers in their pairs, before checking answers with the whole class.

#### Answers

1 D 2 A 3 C/D 4 A 5 B 6 B 7 C/D 8 C

- 4 02 Give students a few minutes to decide if the sentences are true or false. Then play the last part of the film, from where Christina asks, 'Do you think clothing affects people's moods?', for them to check/correct their answers. Check answers with the whole class.

#### Answers

1 T  
2 F, She thinks that when you look good, you also feel good.  
3 T 4 T  
5 F, She thinks people would judge you by what you wear.  
6 F, She thinks that people want to wear the same clothes as their friends and be accepted into certain groups and feel happier.

- 5 Ask students to turn to page 14 of the Student's Book. Put 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 four questions.

### Video script

#### Fashion

This film looks at fashion. I'm addicted to clothes shopping. I like to find clothes that are comfortable to wear. What do you take into account when you buy clothes? I take into account how it looks, I always like going shopping with my friends and family, so they can give me an opinion if it looks alright. That's a good idea. When I buy clothes, I look at the colour and the prices. My favourite colour to look for is pink. I look at the price and the colour, I look at the price to see if it's within my budget. Do you think that clothing affects people's moods? Yes, when they want to wear something bright, it just shows they're happy.

Yes, I think it does, because when you look good, you also feel good.

Yes, because I feel like, if you go out wearing something you feel comfortable in, then you're not as self-conscious.

Why do you think that some people are so concerned about fashion?

Well, they want to make a statement, and they want to be true to themselves, and they want to show that with their clothes.

Because your clothing gives your first impression to new people that you meet ...

Do you think they'll judge you?

I think they would judge you by what you wear.

Because they want to wear the same things as their friends, and be accepted into certain groups, and feel happier.

### UNIT 7 STORIES 05

- Put students into pairs and give them a couple of minutes to tick the genres of stories and compare their choices. Ask different students around the class to report on their partner's choices.

#### Answers

Students' own answers.

- 05 Play the film to the end for students to tick the items mentioned. Get them to compare their answers in pairs, before checking answers with the whole class.

#### Answers

The following are mentioned: horror comedy mystery romance

- 05 Give students a few minutes to do the matching activity in their pairs. Play the film again for them to check/correct their answers. Elicit the correct answers from the class.

#### Answers

1 B/D 2 D 3 C 4 D 5 A 6 B 7 B 8 B/D/C 9 C 10 C

- Ask students to turn to page 42 of the Student's Book. Put students into new pairs and get them to ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.
- In their pairs, students ask and answer the questions about the image of Sherlock Holmes. Check the answers to 1 and 2 with the whole class (he appears in detective stories). Round up the activity by asking a few students around the class for their answers to Questions 3 and 4.

#### Answers

- Sherlock Holmes
- crime, adventure, mystery (= detective stories)
- Students' own answers.
- Students' own answers.

## Video script

### Stories

This film looks at stories.

I love books, and enjoy scaring myself by reading horror stories late at night.

What genre of story do you like?

I like a comedy story with a good, adventurous plot to it. I like mystery and romance, but if they're joined together into one storyline, that would be better.

I thoroughly enjoy comedy stories.

What makes a good story – do you think?

That it makes you smile and you can relate to the characters really well.

The main character has to have a good background, and you know how he got to where he is.

If there's a twist in the mystery or a happy ending at the end of the romance.

Do you prefer reading books or watching films?

I prefer watching films, as I spend a lot of my time on Netflix, watching TV series and movies.

I prefer watching films, I'm more focused, and if I miss anything I can rewind.

I prefer watching films because if I was reading a book, I'd get lost and I'd have to go back to the beginning, and it'd just confuse me.

So watching films is less confusing?

Yes.

### UNIT 8 WHERE WE LIVE 06

- Put students into pairs and give them a few minutes to write down some questions. Elicit possible questions from the class and write them on the board.

#### Answers

Students' own answers.

- 06 Play the film to the end for students to tick the questions mentioned. Give them a couple of minutes to compare in their pairs, then elicit from students the questions from the film, ticking any on your list on the board that are the same and adding any additional ones.

#### Answers

Christina asks two main questions:

*Where do you live and what do you like about it?*

*And what do you think that young people can gain from studying abroad?*

She also asks these follow-up questions:

*(Did you try) different types of food?*

*Did you manage to practise any French at all?*

- 06 Give students a few minutes to do the matching activity in their pairs. Then play the first part of the film, to where Jess says, '... such as windsurfing, sailing, jet skiing, fishing', for them to check/correct their answers. Check answers with the whole class.

#### Answers

1 C 2 B 3 A 4 B 5 A 6 A 7 D 8 D 9 C

- 4 **06** Give students a few minutes to decide if the sentences are true or false. Then play the last part of the film, from where Christina asks, 'And what do you think young people can gain from studying abroad?', for them to check/correct their answers. Check answers with the whole class.

### Answers

- 1 F, She learnt how a family works on a day-to-day basis.  
 2 T 3 T  
 4 F, He tried different types of food, like paella and calamari.  
 5 T  
 6 F, They went to have a look at the battlefields from World Wars I and II

- 5 Ask students to turn to page 46 of the Student's Book. Put students into new pairs and get them to 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

### Where we live

This film looks at where we live.

I live in London. It's busy, culturally diverse and has masses of shops and restaurants.

Where do you live and what do you like about it?

I live in Eastbourne.

I like it because it has a load of shops and it has parks where I can hang out with my friends.

I live in Eastbourne, and in Eastbourne there's a variety of activities like the air show, where you can go in August. You can just come down with your friends, family, and just have like a picnic on the beach and just watch the planes fly.

I live in Eastbourne, we're lucky enough to have a 3-mile stretch of beach, a lot of water sports activities take place in Eastbourne, such as windsurfing, sailing, jet-skiing, fishing ... And what do you think young people can gain from studying abroad?

Well, when I studied in Paris I learned how a family works on a day to day basis, I learned how they traditionally celebrate things like birthdays.

But I didn't try their food, I was a bit too scared.

Well, I went to Spain, and we went to the Barcelona football stadium, everyone had loads of fun, and then we went to, like, the beach, and it was really, really hot, and we tried so many things there.

Different types of food?

Yes. We, like, tried paella, calamari ...

Well I went to France and Belgium for a school trip and we went to have a look at the battlefields for World War I and II. Did you manage to practise any French at all?

I know, 'hello', 'goodbye', I think ...

## UNIT 10 SURPRISES! **07**

- 1 **07** Put students into pairs and give them a couple of minutes to do the prediction activity. Check that they know what 'flashmobs' are insert: (= a group of people who arrange, by email or mobile phone, to come together in a place at the same time, do something funny

or silly, and then leave). Play the film to the end for them to check their answers. Elicit from the class the topics mentioned.

### Answers

The following are mentioned: birthday parties presents awards flashmobs

- 2 **07** Give students a few minutes in their pairs to do the matching activity. Play the first part of the film, to where Daniel says, '... from scary movies, I do not like', for them to check/correct their answers. Check answers with the whole class.

### Answers

1 A/B/C 2 D 3 B 4 D 5 C 6 B/A 7 A

- 3 **07** Give students a few minutes to complete the sentences in their pairs. Play the last part of the film, from where Christina asks, 'There's a current craze for flashmobs ... Do you find flashmobs annoying or fun?', for them to check/correct their answers. Check answers with the whole class.

### Answers

1 circumstances 2 disrupt 3 fun 4 depends on  
 5 motivation 6 know

- 4 Ask students to turn to page 58 of the Student's Book. Get a student to ask you the first question and give them your answer. Repeat this procedure with the second question. 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. You could also ask your students the following question: *Do you find flashmobs annoying or fun?*

## Video script

### Surprises!

This film talks about surprises.

For my 18<sup>th</sup> birthday my family threw me a big surprise party. I came home from college and everyone was waiting for me. It was unexpected but amazing fun.

What's the biggest surprise you've ever had?

Last year for my birthday I came downstairs and I unwrapped my present and it was an Xbox, and it was completely unexpected, I didn't have a clue on what they were going to get me and it was great, great fun.

I was nominated for a Community Hero Award.

Wow! What was that for?

For fundraising and charity work.

What an achievement!

When I was eight, it was my birthday and I'd just got home from school, and everyone was in the living room – my family and friends. They were all singing 'Happy birthday' and they brought a birthday cake for me. It was delicious, and the best moment of my life.

Do you like surprises?

Yeah, I love surprises. I just wish they just happened a bit more to me, because I don't get them often.

Me too!

Yeah, I love being surprised unexpectedly.

Well, it depends on the type of surprise. I like good surprises, like meeting up with old friends. But bad surprises, like from scary movies, I do not like. There's a current craze for flashmobs. Do you find flashmobs annoying, or fun? I think in some circumstances, you know, they're OK, but I think sometimes they just disrupt day to day life and in towns they can annoy people who get in the way. I find them fun, but it depends on the type of music and the motivation behind the flashmob, of course. I don't know what they are. Well, you'd be surprised if you ever saw one!

### UNIT 11 FAMILIES 09

- 1 Give students a few minutes to complete the word web. Put them into pairs to compare their answers, then take a class vote on which other family member students generally get on best with – their brother, sister, dad or cousin, for example.

#### Answers

Students' own answers.

- 2 **09** Put students into new pairs and give them a couple of minutes to do the matching activity. Play the first part of the film to where Connor says, '... he looks up to me', for them to check/correct their answers. Check answers with the whole class.

#### Answers

1 C/II 2 B/III 3 A/IV 4 D/I

- 3 **09** Give students a minute or two to read the questions, then play the second part of the film, from where Christina asks, 'Do you think it's important to know about your family history?' to where Connor says, '... for you now, not the past', for them to answer the questions. Get them to compare their answers in their pairs, before checking answers with the whole class.

#### Answers

1 Sophie and Tom 2 William the Conqueror 3 Tom/McGuinness  
4 Because 'it's about the people who are there for you now, not the past'.

- 4 **09** Play the last part of the film, from where Christina asks, 'What do you think makes a happy family?', for students to tick the things mentioned. Check answers with the whole class.

#### Answers

The following are mentioned: trust honesty ability to communicate caring for each other being there in times of need cooperation

- 5 Ask students to turn to page 64 of the Student's Book. Put students into new pairs and get them to 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

#### Families

This film looks at the family unit. I get on best with my sister because we share the same sense of humour.

Who do you get on best within your family?  
I get on best with my older sister, who always takes care of me, and someone to rely on.  
I get along best with my dad, because we have similar minds and we try to help each other out with everything we can.  
I get on best with my younger brother, who has similar interests to me now because he looks up to me.  
Do you think it's important to learn about your family history?  
Yes, and my family does, too, because my mum looks into it and she's actually a direct line to William the Conqueror.  
Oh, wow! That's fascinating!  
I do think it's important, but I don't really know much about my family history, because I have an Irish last name, but I don't know where it comes from.  
What's your last name?  
McGuinness.  
No, it's about the people who are there for you now, not the past.  
What do you think makes a happy family?  
Trust, and being honest with each other, and also being able to communicate.  
A family which cares for you and is just there for you when you need them.  
I think care and cooperation are the most important things.

### UNIT 14 TRAVELLING 10

- 1 Put students into pairs and give them a couple of minutes to do the activity. Elicit different types of trips and ways of travelling from the class and write them on the board.

#### Answers

Students' own answers.

- 2 **10** Play the film to the end for students to tick the items mentioned and to write down any additional ones. Get them to compare in their pairs, then elicit from students the trips and ways of travelling from the film, ticking any on your list on the board that are the same and adding any additional ones.

#### Answers

They mention these types of trip: safari helicopter ride a 'limo' (limousine) trip camping fruit picking  
They mention these ways of travelling:  
on a bus on a plane on a coach on a ferry  
in a helicopter in a limo (limousine)

- 3 **10** Give students a few minutes in their pairs to complete the profiles. Then play the film again for them to complete/correct their answers. Check answers with the whole class.

#### Answers

1 2-day bus journey 2 16-hour plane journey 3 safari  
4 camping 5 27-hour coach journey 6 30-minute helicopter ride  
7 physical activity 8 coach and ferry 9 a limousine  
10 lots of activities

- 4 Ask students to turn to page 80 of the Student's Book. Put students into new pairs and get them to ask and answer the three questions. Round up the activity by asking a few students around the class for their answers to the questions.

### Video script

#### Travelling

This film looks at travelling.

I once travelled on a bus for two days across the Australian outback. It took forever!

Describe the longest journey you've ever been on.

I was on a plane for 16 hours to Thailand.

16 hours! What did you do?

I slept for a while and watched a few movies.

It's quite boring.

I once travelled on a coach going to Spain and it took forever.

It was 27 hours. It was hideous.

That's ages!

It must have been ... to Belgium.

I went on a coach, that dragged, and then on a ferry – that was probably the best bit. And then on a coach again.

What's the best journey you've ever been on?

I was on a safari around South Africa, and saw lots of animals and took lots of pictures.

My best journey I've ever been on was a helicopter ride – it was about 30 minutes or so, but it was really enjoyable, and I loved it.

A limo when I was six. That was really good.

You still remember it?

Yeah, it was for my friend's birthday, we had like long dresses on and our hair done, with hats on.

Which types of holidays do you think are best suited to young people?

I think the best type of holidays suited to young people is camping, where you learn survival skills.

Where there's lots of activities to do.

The ones which are most memorable, and which involve physical activity such as fruit picking.

### UNIT 15 THE BIG PICTURE ▶ 12

- Put students into pairs and give them a couple of minutes to do the brainstorming activity. Elicit from students the national and global issues they thought of and write them on the board.

#### Answers

Students' own answers.

- ▶ 12 Play the film to the end for students to tick the items mentioned and to write down any additional ones. Let them compare in their pairs, then elicit from students the national and global issues from the film, ticking any on your list on the board that are the same and adding any additional ones.

#### Answers

The following are mentioned: climate change litter poverty testing on animals young people having a role in government

- ▶ 12 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 D 2 B 3 C 4 B 5 B 6 C/A 7 A 8 C

- Ask students to turn to page 86 of the Student's Book. Put students into new pairs and get them to ask and answer the two questions. Round up the activity by asking a few students around the class for their answers to the questions.

### Video script

#### The big picture

This film looks at national and global issues.

I'm concerned about climate change – we need to reduce the use of fossil fuels, stop rainforest destruction, and source power from clean energy.

What national or global issues do you feel concerned about?

I'm concerned about litter, because litter is increasing throughout the country and we should recycle more.

I think poverty is a rising issue in the world right now.

On the TV and in the news I always see a lot of children starving.

Our population is getting bigger, and the situation is not going to get any better.

I'm very concerned about unnecessarily testing on animals.

This is because we have enough cosmetics out there, we do not need any more.

What about testing for medicinal purposes? Would it be OK then?

We still have diseases out there that we need to conquer so I do think we should carry on testing.

Do you think young people should have a role in government?

Yes, I do, because we have different minds and we're better suited to represent young people.

I think their opinions are equally as important as an adult's.

Yeah, your voice matters, too.

Certainly.

### UNIT 17 THE NEWS ▶ 13

- Put students into pairs and give them a couple of minutes to make their lists. Elicit different ways of catching up with the news from the class and write them on the board.

#### Answers

Students' own answers.

- ▶ 13 Play the film to the end for students to tick the items mentioned and to write down any additional ones and any details the students give. Let them compare in their pairs, then elicit from them the ways of catching up with the news from the film, ticking any on your list on the board that are the same and adding any additional ones.

#### Answers

The students catch up with the news through:

Christina: magazines

Noah, Hannah: phones

Lewis: TV

Hannah: speaking to people

Examples they give:

Noah: Sky Sports

Lewis: BBC

Additional details about where the students get their news from:

Noah: on the phone, a couple of times a day

Lewis: every Monday morning

Hannah: two to three times a day/speaking to her mother

- 3 **▶ 13** Give students a couple of minutes in their pairs to do the matching activity. Play the last part of the film, from where Christina asks, 'What or who is in the news at the moment?', for them to check/correct their answers. Check answers with the whole class.

### Answers

1 B 2 C 3 A

- 4 **▶ 13** Give students a couple of minutes in their pairs to complete the sentences. Play the last part of the film again for them to check/correct their answers. Check answers with the whole class.

### Answers

1 delighted 2 unexpected 3 unfortunate

- 5 Ask students to turn to page 98 of the Student's Book. Put students into new pairs and get them to ask and answer the questions. Round up the activity by asking different students around the class for their answers.

## Video script

### The news

This film talks about the news.

I enjoy catching up on all the latest trends by reading weekly fashion magazines.

How do you catch up on the news?

I look at my phone. I look at Sky Sports a couple of times a day.

I catch up on the news by watching it every Monday morning on TV – mainly BBC.

I catch up on the news by going on my phone two to three times a day, or by speaking to my mum about certain things.

What or who is in the news at the moment?

Germany winning the World Cup.

And who did you support? Germany from the start.

So you must be delighted.

Yeah, very.

Right now it's all about Wimbledon.

Unfortunately Murray lost and Djokovic won the final.

Yeah, that was unexpected, wasn't it?

Yes, unfortunate.

A big story at the moment is about any electronic devices you can't take on board a plane with you unless they are charged.

## UNIT 18 JOBS **▶ 14**

- 1 **▶ 14** Go through the list and check that the students understand all the items, explaining as necessary. Play the film to the end for students to tick the items mentioned. Get students to compare their answers in pairs, before checking the answers with the whole class.

### Answers

The following are mentioned: jobs during the school holidays  
work experience support from parents support from schools

- 2 **▶ 14** Give students a couple of minutes to do the matching activity in their pairs. Then play the first part of the film, to where Erynn says, 'I worked behind the till',

for them to check/correct their answers. Check answers with the whole class.

### Answers

1 D 2 A 3 B 4 E 5 C 6 D

- 3 **▶ 14** Give students a few minutes to complete the sentences in their pairs. Then play the first part of the film again for them to complete/correct their answers. Check answers with the whole class.

### Answers

1 fun, met 2 selling, rope, clean up, fun  
3 five- and six-year-olds 4 till

- 4 **▶ 14** Play the last part of the film, from where Christina asks, 'How do you think that schools and parents can help young people plan for their futures?', for students to complete the statements with the correct name. Get students to compare their answers in pairs, before checking the answers with the whole class.

### Answers

1 Sonia 2 Erynn 3 Tim 4 Emily

- 5 Ask students to turn to page 102 of the Student's Book. Put students into new pairs and get them to ask and answer the questions. Round up the activity by asking different students around the class for their answers.

## Video script

### Jobs

This film looks at jobs.

My first job was working in a coffee shop during the school holidays. It was great fun and I met a lot of people.

Have you ever worked during the school holidays?

Yes, I worked at a fishing shop, selling tackle.

What was that like?

It was really good, I was tying up rope and just helping out cleaning the shop.

It was good fun.

No, I haven't, but I've done some work experience.

And what did you do?

I worked in a primary school with 5 and 6 year-olds.

I haven't, but I have one friend who's done a paper round, and another who worked in a bakery.

Yes, I worked in a garage.

And what did you do?

I worked behind the till.

How do you think that schools and parents can help young people plan for their futures?

I think that parents should be really supportive of what their children do, and just go along with it, I mean, your children are going to have fun.

I think that work experience is very important there should be a lot of practice so that the children know what they want to do.

They could have meetings to inform people about colleges and the options they can take, as well as apprenticeships.

Yeah, that would be very helpful.

I think they can help motivate the students to go to college and get better jobs.