

Unit 2 IN FASHION 01

- Begin the Video activity by writing 'Clothes' on the board. Give students three minutes to write as many words related to clothes as possible. Make this activity competitive. Assign 20 points to the pair with the most words, 15 to the others. Get the students to exchange their lists and check each other's spelling and deduct points for incorrectly spelt words. You may need to pre-teach 'blazer' if this has not come up before. Get the students to return the lists to their owners.

Answers

Students' own answers.

- 01 Play the film to the end for students to tick the clothes words mentioned and add any new ones to the list. Elicit the correct answers from the class.

Answers

Clothes: T-shirt (✓) leather jacket (✓) school uniform (✓) blazer (✓) trousers (✓) tie (✓) shirt (✓) shoes (✓) blouse (✓) skirt (✓) tights (✓) sports tops (✓)

Fashion: smart casual plain trend(s)

- 01 Play the film to the end again for students to count how many times the words 'smart' and 'casual' are mentioned and then check the answers with the whole class.

Answers

'smart': 3 and 'casual': 5

- 01 Put students into pairs. Ask them to think about what they watched and insert any information they remember in the table. Then play the film again to the end for them to check their answers. Give them time to check their answers in pairs and then confirm the answers with the whole class.

Answers

	Callum	Emily	Finn
is wearing ...	navy blue tie, white shirt and casual shoes	school uniform: navy blue blazer, white blouse, navy blue skirt, black tights and black shoes	school uniform: navy blue blazer, navy blue tie, white shirt and smart leather shoes
prefers wearing ...	casual clothes, jeans and sports tops	casual, jeans, plain shirt	smart but casual clothes
colours?	darker colours, black and blue	black clothes	
thinks fashion changes because ...	people follow celebrities and trends.	she doesn't want to dress like her mum.	people follow celebrities and sports stars.

- Give students time to read the sentences and tick the ones they agree or disagree with. Then put students into pairs to compare their answers. Add an extra challenge by asking them to explain why they agree or disagree. Remember to refer students to the 'Prepare to speak –

Talking about yourself' section on page 17 to keep the conversation going.

- Ask students to turn to page 14 of the Student's Book. This task builds and extends on the questions from the film. 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 or groups (depending on time) and they ask and answer the questions. Ask students to add two additional questions and check their ideas with the whole class. Then get students to ask and answer these questions in their pairs.

Video script

In fashion

This film is about fashion. Today, I'm wearing jeans, a T-shirt, and a nice leather jacket. I think my style is smart and casual. What are you wearing today?

Today, I'm wearing my school uniform, which is a navy blue blazer, black trousers, a navy blue tie, and a white shirt. Oh, I'm wearing some casual shoes as well. I'm wearing my school uniform, which is a navy blue blazer, a white blouse, a navy blue skirt, black tights, and black shoes. I'm wearing my school uniform. I've got my navy blue blazer, my navy blue tie, my white shirt, and my smart leather shoes.

What fashions do you like?

Normally, I like to wear casual clothes, like jeans or sports stuff. I prefer smart, but a bit casual as well. Normally casual. Jeans and just a plain shirt.

Which colours or clothes look good on you?

I think black clothes, because I'm not into bright colours. Normally, I go for the darker colours like black and blue, because I like them.

I think they look good. Why do you think fashion changes all the time?

I think people follow their favourite celebrities and just, the trends going on in the media. Well, people like to follow their favourite celebrities and sports stars. Because I don't want to dress like my mum!

Unit 3 LIFE EVENTS 03

- Begin the Video activity by writing 'Life events' on the board. Give students two minutes to write as many life events as possible in the list. Confirm the suggestions with the whole class.

Answers

Students' own answers.

- 03 Play the film to the end for students to tick the life events mentioned and add any new ones to the list. Elicit the correct answers from the class.

Answers

learning to walk (✓) learning to talk (✓) learning to swim (✓)

- 3 **03** Play the film to the end again for students to circle the correct answer. Elicit the questions Michael asks. Note: Students will discuss the first two questions in Activity 7.

Answers

Michael asks 3 questions:
How old were you when you started to walk and talk?
How old were you when you learned how to swim?
What do you think teenagers need in order to be happy?

- 4 **03** Put students into pairs. Ask them to look at the questions and the pictures and see if they remember the students' answers. Then play the first part of the film, to where Phoebe 2 says, 'Probably about four', for them to check their answers. Give them time to check their answers in pairs and then confirm the answers with the whole class.

Answers

1 d 2 b 3 e 4 c 5 c 6 d

- 5 **03** This activity focuses on the last part of the film. Ask students if they remember the third question Michael asked: *What do you think teenagers need in order to be happy?* Then put students into pairs and ask them to read the statements and decide if they are true or false and try to correct the false ones from what they remember. Then play the last part of the film, from where Michael asks, 'What do you think teenagers need in order to be happy?', for students to check their answers.

Answers

1 False. They think it's important but it isn't. 2 True 3 False. They can make teenagers happy. 4 True 5 False. Good friends are important.

- 6 This task builds and personalises on the students' comments from the film. It is a ranking activity which enables students to share their opinions and discuss what is important for them. Ask students to look at the box of important things the students mentioned. Elicit the most important thing for them. Give students time to sort the other items in order of importance. When they have had time to think, put them in groups and get them to discuss their choice.

Answers

Students' own answers.

- 7 Ask students to turn to page 20 of the Student's Book. This task builds and extends on the questions from the film. 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 or groups (depending on time) and they ask and answer the questions. You could also add the additional questions: *Think about your life to date. Which life event is your happiest? Tell your partner. Does technology make us happy? and What is more important for you – sleep or food? Why?*

Video script

Life events

This film is about life events. I started talking when I was one. And now, I never stop! So, when did you start learning to walk and talk?

I started to learn to walk when I was one year old. And I started to talk at the same time. I learnt to walk the day after my twin sister, so I was about one. I started talking just before I could walk, when I was about one. I was about eighteen months. I was a late walker.

How old were you when you learned to swim?

I started swimming when I was two. I learnt to swim at school when I was five. I was about three-and-a-half.

Probably about four.

What do you think teenagers need in order to be happy?

I think, to be happy, teenagers need a lot of sleep and a lot of food. People in my class, they think they need technology to be happy, but I can be happy without it. Nice holidays and a loving family. I think they need to have good friends and to be able to have fun.

Unit 6 MODERN LIFE 04

- 1 Begin the Video activity by dividing the students in pairs. Assign letters to the students 'a' and 'b'. Ask students to describe the pictures to their partners. Establish that they need to talk for one minute. Student 'a' will go first. Tell the partner to listen carefully and formulate a question for the student speaking while they are listening and ask the question as soon as they have finished. This is then repeated for student 'b'. Students then discuss where they prefer to live and why. Get brief feedback from the class and use this stage to feed in new vocabulary items – *relaxed, rush-hour*.

Answers

Students' own answers.

- 2 **04** Get students to read through the questions and play the film to the end for students to complete the missing information. Then play the film again for students to circle the correct answer. Check the answers with the whole class. Note: Students will discuss the questions in Activity 5.

Answers

Michael lives in Bristol, the students live in villages.
 Michael asks 2 questions:
What are the good things about living in cities?
What are the bad things about living in cities?

- 3 **04** Put students into pairs. Ask them to read through the profiles and check what they remember. Then play the first part of the film, to where Emrys says, '... such as museums and art galleries.' Give them time to check their answers in pairs and then confirm the answers with the whole class.

Answers

1 Brighton 2 shops/leisure centres/cinemas/the seaside
 3 Brighton 4 shops/the seaside/places to eat 5 London
 6 public transport/museums

4 **04** Put students into pairs. Ask them to look at the information and the pictures and see if they remember what the students said. Give students a minute or so to match the students with the information. Then play the last part of the film, from where Michael asks, 'What are the bad things about living in cities?', for students to check their answers.

Answers

1 a 2 b 3 a, c 4 c

5 Ask students to turn to page 36 of the Student's Book. This task builds and extends on the questions from the film. 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 second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. You could also add the additional questions: *What cities would you like to visit? Why? What things are important for you to find in the area you live? (e.g. shops) Why?* Remember to refer students to the 'Prepare to speak – Agreeing and disagreeing' section on page 39 to keep the conversation going.

Video script

Modern life

This film is about modern life. I live in Bristol, and I love it because no matter what time of day it is, I can always find something to eat. What are the good things about living in cities?

Well, I've been to Brighton a couple of times and there's loads of shops and leisure centres and cinemas, and there's also the seaside. Well, I live in a village, but it's very close to Brighton, and Brighton's great for shopping, going to the seaside, finding many places to eat. Well, I live in a village, but it's extremely easy to get up to London and the good thing probably is that there's really good public transport and there are lots of things to do, such as museums and art galleries.

What are the bad things about living in cities?

It's quite noisy and busy in the city, whereas in a village, it's quite quiet and cosy. Well, there's lots of traffic and parking's really hard. Probably that it can get quite busy, especially on public transport during rush hour.

Unit 10 TASTE THIS! **06**

1 Begin the Video activity by asking students what they had for breakfast or lunch. Then ask students to ask you what you had for breakfast and what is the most unusual thing you have ever eaten. Use this stage to revise unusual food items from the unit (*ants, durian*) and feed in new vocabulary for the film (*mussels, snails, curry*). Then put students in pairs to guess what food might be Michael's favourite.

Answers

Students' own answers.

2 **06** Play the film to the end for students to check their guess in Exercise 1 and tick the foods mentioned. Elicit the correct answers from the class.

Answers

Michael's favourite food is cheese.

cheese (✓) pasta (✓) burgers (✓) sandwiches (✓) curry (✓)

3 **06** Play the film to the end again for students to circle the correct answer. Check the answers with the whole class.

Answers

Michael asks three questions.

Note: Students will discuss the questions in Activity 6.

4 **06** Put students into pairs. Ask them to read through the profiles and check what they remember. Then play the first part of the film, to where Rachel says, 'They were disgusting.' Give them time to check their answers in pairs and then confirm the answers with the whole class.

Answers

1 pasta dishes 2 curry 3 unhealthy food 4 snails

5 sandwiches 6 mussels

5 **06** Put students into pairs. Ask them to look at the questions and the pictures and see if they remember what the students said. Give students a minute or so to match the students with the questions. Then play the last part of the film, from where Michael asks, 'What is the most unusual thing you've ever tried?', for students to check their answers.

Answers

1 b 2 b 3 c 4 a

6 Ask students to turn to page 58 of the Student's Book. This task builds and extends on the questions from the film. 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 or groups (depending on time) and they ask and answer the questions. You could also add the additional questions: *Are there any foods that you wouldn't eat as a child that you eat now? What is more important for you? A healthy diet or tasty food? Do you read food blogs? Tell your partner about the most interesting food fact you read recently. Is it good to try different types of food and drink? Why? Is it a good thing that some foods are now 'international'?*

Video script

Taste this!

This film is about food. My favourite food is cheese. There are hundreds of different types of cheeses, and I think I've had most of them. What are your favourite types of food? I like pasta meals, like lasagne and spaghetti bolognese. I like unhealthy foods, like burgers, chips and ketchup. I like sandwiches, like chicken mayonnaise and salad. And what is the most unusual thing you've ever tried?

Last year, I tried curry, but I didn't like it because it was too spicy. When I went to France, I ate snails. They were horrible. When I was on holiday, my dad made me try mussels, but they were disgusting.

And do you think it's good to try different types of food and drink?

Yes, when I go on holiday, I like to try the local foods. I think it's good, so then you can find out what you like and what you don't like. My mum thinks so, but I disagree.

Unit 11 HEALTHY FUTURE 08

- 1 Begin the Video activity by asking students to look at the photographs. Give them time to establish what the injuries are. Check the words orally (*nose* and *leg*) and ask them to write them in the correct space (*a* and *b*). Ask students to think of six more body parts that can be broken and add them to the list.

Answers

Students' own answers.

- 2 08 Play the film to the end for students to tick the body parts mentioned. Elicit the correct answers from the class.

Answers

arm (✓) leg (✓) finger (✓) nose (✓)

- 3 08 Put students into pairs. Ask them to read through the profiles and check what they remember. Then play the first part of the film, to where Miriam says, '... broke his leg jumping on a sofa.' Give them time to check their answers in pairs and then confirm the answers with the whole class.

Answers

1 doesn't get colds or the flu 2 a nose 3 exercises regularly
4 a leg 5 eats healthily and exercises regularly 6 a finger

- 4 08 Put students into pairs. Ask them to look at the questions and the pictures and see if they remember what the students said. Give students a minute or so to match the students with the questions. Then play the last part of the film, from where Michael asks, 'Do you think people would like to live until they're 1,000 years old?', for students to check their answers.

Answers

1 none of the students 2 a/c 3 b 4 a

- 5 08 This exercise revises some of the time expressions that come up in the film. Write number '3' on the board and elicit what it refers to. With a weaker group direct them to the example given. Give students a few minutes to try and remember what the other time expressions refer to. If necessary let them watch the film again to the end and compare their answers with a partner. Then check the answers with the whole class.

Answers

1 Miriam walks her dog 2 Amelia's brother broke his nose
3 Will plays football 4 Miriam's brother broke his leg

- 6 Ask students to turn to page 64 of the Student's Book. This task builds and extends on the questions from the film. 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 or groups (depending on time) and they ask and answer the questions. You could also add the additional questions: *How often do you exercise?* and *What is more important, study or sport?*

A further extension activity could be to ask students to work in pairs and give students the following statements about healthy living on a card/handout. Ask them to add two statements, one they agree with and one they don't.

Healthy living

Sport is dangerous.

It's important to eat fruit and vegetables every day.

The next generation will live to 170.

Eating fast food is OK if you eat it occasionally.

Students then share their cards with another pair and discuss to what extent they agree or disagree with the statements and each other.

Video script

Healthy future

This film is about health. I'm generally quite healthy. I exercise three times a day, and I eat loads of fruit and vegetables. Are you quite healthy?

I think that I'm quite healthy as I never get a cold or get the flu, and I never need to go to the doctor's. I think I'm quite healthy as I walk my dog every day after school. Yes, I'm quite healthy. I play football every week and I eat healthy. Have you ever broken an arm or a leg?

No, but I have broken my little finger. I was playing football and I fell on it. I've never personally broken a bone in my body. However, my brother has broken his nose seven times. He's really unlucky. I haven't, but once my brother broke his leg jumping on a sofa.

And do you think people would like to live until they're one thousand years old? I don't think living until you're a thousand would be ideal. You'd just kind of get bored of life. No, it'd probably be quite boring and you'd lose all your teeth. I don't think they would like to live until they're a thousand, because you'd run out of things to do.

Unit 13 MOODS AND FEELINGS 09

- 1 Begin the Video activity by asking students how they are feeling today. Write 'mood' on the board. Elicit 'a good mood' and 'a bad mood' and one reason why you may be in a good or bad mood (see board plan below). Ask students to brainstorm reasons why they may be in a good or bad mood. Give students three minutes to come up with ideas in groups and compare their lists:

good mood

• spent time with friends

•

•

bad mood

• didn't eat breakfast

•

•

- 2 **09** Play the film to the end for students to tick the feelings mentioned. Elicit the correct answers from the class. Note that students don't actually say 'hungry' or 'sleepy' but 'haven't had/skipped breakfast', 'don't get enough sleep' and Michael doesn't say 'cheerful' although he does say 'I'm always smiling'.

Answers

grumpy (✓) sleepy (✓) stressed (✓) hungry (✓) tired (✓)

- 3 **09** Put students into pairs. Give them a few minutes to look at the true/false statements about the reasons that put Michael and the students in a bad mood and check what they remember. With a weaker class do the first question as a whole class and elicit the corrected answer from the students. Then play the first part of the film, to where Katherine says, '... and I'm not in a good mood.' Give them time to check their answers in pairs and then confirm the answers with the whole class.

Answers

1 True 2 False. She is also in a good mood when she is with her friends. 3 False. He's usually in a good mood. 4 False. Good weather helps his good mood. 5 True 6 False. She gets stressed.

- 4 **09** Get students to focus on the students' answers to the second question. Give students a minute or so to read the sentences and predict the correct word. Do the first one as an example if necessary. Then play the last part of the film, from where Michael asks, 'So, what kind of things put you in a bad mood?', for students to check their answers.

Answers

1 Emilia: skip, bad 2 Katherine: tired, 've got
3 Emrys: get, make myself

- 5 Ask students to turn to page 76 of the Student's Book. This task builds and extends on the questions from the film. 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 second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. You could also add the additional questions: *What do you usually do when a friend is in a bad mood?* and *What is the best solution for a bad mood?*

Video script

Mood and feelings

This film is about moods. I'm a very happy person. My friends say that I'm always smiling. But if I don't get enough sleep, I can be a very grumpy person. Are you usually in a good mood?

I'm in a good mood when I'm with my friends and at the weekend. I usually am. It sort of helps if the weather's nice. Well, my friends and family say I'm normally in a good mood. But if I've got schoolwork, then I get very stressed and I'm not in a good mood.

What kind of things put you in a bad mood?

If I skip breakfast, I'm normally in a bad mood. It's mainly if I'm tired or if I've got a lot of work, because it means I haven't got enough time. If I have to get up too early or if I haven't had time to make myself breakfast.

Unit 17 TALENTED **11**

- 1 Get students to focus on the photographs and answer the first question. Ask students where they would place the items (flute, swimming). Then ask students to add four words to each of the lists. Give students three minutes to come up with ideas in groups, compare and add to their lists.

Answers

Art	Sport	Music
	swimming	playing the flute

Students' own answers.

- 2 **11** Play the film to the end for students to tick the activities mentioned and add any new ones to their lists. Elicit the correct answers from the class.

Answers

Art: telling jokes, creating art, acting (being in a play), performing on stage

Sport: swimming

Music: playing the flute, playing music, playing the piano, playing the guitar

- 3 **11** Put students into pairs. Ask them to read through the profiles and check what they remember. Then play the film again. Give them time to check their answers in pairs and then confirm the answers with the whole class.

Answers

1 playing an instrument in a concert 2 nervous but had fun
3 piano player and actor 4 acting in a play
5 happy and had fun 6 piano player 7 a sports competition
8 nervous but had fun 9 guitar player

- 4 **11** Put students into pairs. Ask them to look at the questions and the pictures and see if they remember what the students said. Give students a minute or so to match the students with the questions. Then play the film again for students to check their answers.

Answers

1 c 2 b 3 c 4 a

- 5 Ask students to turn to page 98 of the Student's Book. This task builds and extends on the questions from the film. 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 second question. Then put students into pairs or groups (depending on time) and they ask and answer the questions. You could also add the additional questions: *Do you watch talent programmes? Which ones? Do you like them? Are they a good thing for young people?*

A further extension activity could be to get students to prepare performances in groups. Choose a name that relates to your class, e.g. 'Grade 6 has got talent'. Give students time to prepare poems, songs, play instruments, dance routines, etc. (outside class time) and be ready to perform. The one condition is that the performance is in English. Shyer students may prefer to be judges. Prepare cards with numbers 1–10 for the panel of judges and get the class performing.

Video script

Talented

This film is about talent. I'm pretty good at telling jokes. In fact, I have one for you now. How do trees access the Internet? They log in! So, have you ever tried creating art, or playing music, or performing on stage? Yes, I play the flute in an orchestra. We played in a concert, and I was quite nervous before, but it was really fun. I was in a play when I was in Year One at school. I really enjoyed it, but I wouldn't do it again. Have you ever tried to take up a sport? I swim for a swimming club and I competed a few months ago, and came first in the relay. What was that like? I was a bit nervous, but it went really well and I really enjoyed it. Do you know anyone who's young and talented? Yes, my friend's little sister plays the piano really well, and she also acts, and she's only twelve. My friend Alfie plays guitar and he won a local competition recently. My younger brother is a really talented piano player.

Unit 18 I'M IN CHARGE 12

- 1 Begin the Video extra activity by writing 'Jobs' on the board. Ask students in small groups to write down as many jobs as they can in a minute. Ask students how many jobs they wrote. Ask the group with the most jobs to read out their list. Ask the other students to listen and tell you any others they have. Then put students in pairs to match the daily activities to each job. Give students a few minutes to do this and then confirm the answers with the whole class.

Answers

1 d 2 a 3 h 4 b 5 g 6 e 7 c 8 f

- 2 12 Play the film to the end for students to tick the jobs mentioned. Elicit the correct answers from the class.

Answers

All of the jobs are mentioned.
(running a building company = being a company director)

- 3 12 Play the film again for students to circle the correct answer. Elicit the questions Michael asks. Note: Students will discuss two of the questions in Activity 5

Answers

Michael asks three questions:
What job do you want to do?
Why would you like/do you want to do that job?
What jobs do people you know do?

- 4 12 Put students into pairs. Ask them to read through the profiles and check what they remember. Then play the film again. Give them time to check their answers in pairs and then confirm the answers with the whole class.

Answers

1 not really sure, musician, engineer 2 doesn't say 3 secretary and sales manager 4 no 5 nurse 6 to help people and to make people feel better 7 nurse 8 yes 9 sports instructor 10 to help people and to see people have fun 11 runs a company 12 doesn't say

- 5 Ask students to turn to page 102 of the Student's Book. This task builds and extends on the questions from the film. 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 second question. Then put students into pairs or groups (depending on time) and ask them to discuss the questions. Encourage students to ask questions about their partner's answers.

Video script

I'm in charge

This film is about jobs. Now, I love my job as a television presenter, because I get to travel all over the world and meet loads of different types of people. What job do you want to do?

I'm not really sure. I would either like to be a musician or an engineer. I'd really like to be a mental health nurse and work with teenagers.

Why do you want to do that job?

Because I enjoy helping people and making them better. Well, I already have a part-time job as a swimming instructor, so I'd like to continue that, because I enjoy watching the kids I teach have fun and I like developing their skills.

And what jobs do people you know do?

My mum's a secretary and my dad's a sales manager. But I'm not interested in either of them. Well, my mum's a nurse and I'd quite like to follow in her footsteps. Well, my dad runs a building company and I know he really enjoys that.