UNIT 4 HOMES 02

1 02 Play the first part of the film, to where Shannon says 'I do not share a bedroom.', for students to do the matching activity. Get students to compare their answers in pairs, before checking the answers with the whole class.

Answers

1 b **2** d **3** a **4** c

2 02 Give students a few minutes to complete the profiles 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 three **2** Yes **3** dad **4** three **5** No **6** stepdad **7** three **8** No **9** brother **10** four **11** Doesn't say **12** sisters **13** four **14** Yes

3 02 Play the last part of the film, from where Alex says 'Tell me something interesting about your bedroom.', for students to do the matching activity. Tell them that they can use the sentences more than once. Check the answers with the whole class.

Answers

Shannon: a / e / b Declan: d Yasmin a / e / c Chelsea f

4 02 Give students a minute or two in their pairs to complete the sentences. Play the last part of the film again for them to check/complete their answers. Elicit the answers from the whole class.

Answers

1 boat **2** treehouse **3** houseboat **4** camper van

5 Ask students to turn to page 24 of the Student's Book. Write the 6 questions on the board. With the more complex questions, model the pronunciation and get students to repeat it after you. Then get a student to ask you the question/s and you give them your answer/s. Then put students into pairs and they ask and answer all six questions. Encourage students to use extra information as the students in the film do.

Video script

Homes

This film looks at homes. I live in a house in the south of England. In my house there are seven rooms: a kitchen, a living room, two bathrooms and three bedrooms. I share a bedroom with my brother. Where do you live?
In Cardiff, by the sea. I live in the north of Cardiff near a mountain. I live in Cardiff, by the bay. I live in the centre of Cardiff, near shops and schools.
And who do you live with?
I live with my mum, dad and sisters and brothers. I live with my mum, my stepdad and my two sisters. I live with mum, my brother and my sister. I live with my dad and my brother.
And, how many bedrooms does your house have?
Four. I have three bedrooms. My house has four bedrooms. There are three bedrooms in my house.
And do you share a bedroom?
No, I don't but my sisters do. I share with my younger sister. I do not share a bedroom.
Tell me something interesting about your bedroom.
My bedroom is big and I have a bed and a TV and a wardrobe and I also have One Direction posters. I've got a bed with a desk underneath. My room's big. I've a wardrobe, a telly and a bed. My room's pink and white. It's black, red and white.
Would you like to live in an unusual house like a boat?
I would like to live in a boat because then I can travel round the world. I'd love to live in a treehouse. I'd like to live in a houseboat. I'd like to live in a camper van.

UNIT 5 SCHOOL SUBJECTS 03

1 Give students a few minutes in pairs to complete the word web with school subjects. Elicit from the class the subjects they've thought of and write them on the board.

Answers

Students' own answers

2 03 Give students a couple of minutes to answer the questions. Then play the film to the end for them to check their answers.

Answers

1 9 **2** 1 hour

3 03 Play the film again for students to tick the subjects on their word webs that are mentioned and add any new ones. Get them to compare their answers in pairs. Elicit from the class the ones mentioned, ticking them on your list on the board and elicit any new ones to add to your list.

Answers

Students talk about: drama P.E. Hair and Beauty maths geography

4 03 Give students a few minutes to complete the profiles in their pairs. Play the film again for them to check/correct their answers. Check the answers with the whole class.

Answers

1 drama **2** maths **3** P.E. **4** sporty **5** geography **6** (reading) maps **7** Hair and Beauty **8** maths **9** numbers

5 Ask students to turn to page 32 of the Student's Book. Write the two questions on the board. Model the pronunciation for the first question and get students to repeat it after you. Then get a student to ask another student the question. Repeat this procedure for the other question. Then put students into pairs and they ask and answer the questions.

Video script

School subjects

This film looks at school subjects. I'm here in Cantonian High School in Wales to see what subjects students study. How many different subjects do you study here?

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In Year 9 you do 9. In Year 9 we study 9 subjects. I'm in Year 10 and I study around 7 subjects.
And what are your favourite subjects?
Drama because I like the theatre. PE because I'm very sporty. My favourite subject is hair and beauty because when I grow up I want to be a beautician.
And what subjects don't you enjoy?
Maths. Geography because I don't like reading maps. I don't really enjoy maths because I'm not very good with numbers.
And how much homework do you usually get each night?
One hour per night. About an hour a day. I get about an hour a day.

UNIT 7 ADVENTURES! 05

1 05 Play the film to the end. Elicit from the class the answer to the questions. Note: Students will discuss the questions in Activity 4.

Answers

1 2
2 Alex asks four questions.

2 05 Put students into pairs. Give them a few minutes to do the matching activity, based on what they can remember from their first viewing of the film. Play the first part of the film, to where Shahyrad says '… over Los Angeles.', for them to check their answers. Confirm the correct answers with the whole class.

Answers

1 d **2** c **3** a **4** e **5** b

3 05 Give students a few minutes to do the activity in their pairs. Then play the last part of the film, from where Alex asks 'And where would you like to go?', for them to check their answers. Confirm the answers with the whole class.

Answers

1 ✔ **2** ✔ **3** ✘ He would like to fly over the Grand Canyon. **4** ✘ He would like to go with his mum and dad. **5** ✘ She would take her sister. **6** ✔ **7** ✘ He would like to travel with his brother.

4 Ask students to turn to page 42 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.

Video script

Adventures!

This film talks about adventures that we'd like to have. I'd love to go on a spaceship to the moon. What adventure would you like to have?
I would love to go to Brazil. I'd love to go to America.
What adventure would you like to have?
I would love to go skydiving. I'd love to go to America.
And what would you like to fly in a hot air balloon, a spaceship or an aeroplane?
I'd like to go on a hot air balloon. I would like to fly in an aeroplane. I think I might go on a jet. I'd love to fly in a helicopter over Los Angeles.
And where would you like to go?
Definitely Rio. I would love to visit New York. I'd like to go over the Grand Canyon in a hot air balloon.
And who would you like to travel with?
I'd like to travel with my mum and dad. I'd take my sister.
And who would you like to travel with?
My friends and family. I'd like to travel with my brother.

UNIT 8 TIME CAPSULE 06

1 06 Tell the class that they're going to watch a film where teens talk about what they would put in a time capsule. If this is likely to be a new concept for some students, explain it to them. Play the film to the end for students to tick the objects seen in the film. Get students to compare their answers in pairs, before checking the answers with the whole class.

Answers

We see: a computer mouse a remote control a pair of 3D glasses a CD a letter a newspaper

2 06 Give students a few minutes in their pairs to complete Alex's introduction. Then play the first part of the film, to where Alex says '… what life is like today?', for them to check/complete their answers. Check answers with the whole class.

Answers

1 future **2** today **3** time **4** objects **5** years **6** time **7** future **8** today

3 06 Elicit from the class the objects that each student in the film would put in the time capsule and write them on the board, but without confirming at this stage whether the answers are correct. Play the last part of the film, from where Natasha says 'I'd put in…', for the class to check their answers, pausing the film after each teen has said what they would put in the capsule and eliciting the answer.

Answers

1 a computer mouse **2** a remote control **3** 3D glasses **4** a CD **5** a letter **6** a newspaper

4 06 Give students a minute or two in their pairs to match the reasons with the objects from Exercise 3. Play the last part of the film again for students to check their answers. Check answers with the whole class.

Answers

a 3 **b** 1 **c** 2 **d** 6

5 Ask students to turn to page 48 of the Student's Book. Give students a few minutes to do the speaking activity in their groups. Round up the activity by asking a few students around the class which three things their partners said that they would put in their time capsule and why.

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Video script

Time capsule

Life in the future could be very different to life today. Imagine if you've got a time capsule with everyday objects then buried it for a hundred years. What would you put in the time capsule to show people of the future what life is like today?
I'd put in a computer mouse because I don't think they'd need it in a hundred years because everything will be touchscreen. I'd put a remote control because they'll probably be all eye-control in the future. Also, I'd put 3D glasses in because cinemas won't use them anymore.
Great.
I would put in a CD of music from today and a letter about my school.
Great.
I'd put in a newspaper from today to show people what life is like today.

UNIT 9 GAMES 07

1 Give students a few minutes in pairs to list the names of any board games that they know. Elicit from the class the games that they have on their lists and write them on the board.

Answers

Students' own answers

2 **07** Play the film to the end for students to tick the games on their lists that are mentioned and add any new ones. Get them to compare their answers in pairs. Elicit from the class the ones that are mentioned, ticking them on your list on the board. Elicit any new ones to add them to your list.

Answers

Students talk about: Monopoly chess Scrabble

3 **07** Give students a few minutes in their pairs to do the matching activity. Play the first part of the film, to where Anas says '… I'm the best in my family.', for them to check/correct their answers. Check answers with the whole class.

Answers

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

4 **07** Play the last part of the film, from where Alex asks 'Do you think that games like chess should be in the Olympics?', for students to answer the questions. Elicit the correct answers and confirm them with the class.

Answers

1 Shakira thinks chess should be in the Olympics 'because it needs a lot of practice'.
2 Ricky and Anas don't think chess should be in the Olympics; Anas 'because it's more of an intellectual game', and Ricky because 'they should have their separate Olympics'.

5 Ask students to turn to page 57 of the Student's Book. Give students a few minutes to ask and answer the questions in their pairs. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Games

This film looks at games. I love playing board games. I play them every Sunday with my friends. What board games do you have at home?
I have Monopoly, the Cardiff version. At home I have chess and Scrabble.
What games do you have at home?
Scrabble and Monopoly.
And how often do you play Monopoly?
In the holidays. I don't really get the chance to play board games.
And how often do you play Scrabble?
Mostly on the weekends.
Do you like playing chess?
No. I would like to play chess but it's too hard.
Are you good at chess?
I'm not bad but I think I'm the best in my family.
Do you think that games like chess should be in the Olympics?
Yes because it needs a lot of practice. I don't think chess should be in the Olympics because it's more of an intellectual game. I think they should have their separate Olympics.

UNIT 11 FAVOURITE CITIES 09

1 Put students into pairs and give them a couple of minutes to match the places and descriptions. Check answers with the whole class.

Answers

1 c **2** b **3** e **4** a **5** d

2 **09** Play the film to the end for students to do the matching activity. Get them to check their answers with their partner. Then check answers with the whole class.

Answers

a 2 **b** 4 **c** 5 **d** 3 **e** 1

3 **09** Give students a few minutes to decide which cities the comments are about with their partners. Play the film again for them to check/correct their answers. Check answers with the whole class.

Answers

1 Delhi **2** Cardiff **3** Barcelona **4** Barcelona **5** London
6 Cardiff **7** London **8** Cardiff **9** San Francisco **10** Delhi

4 Ask students to turn to page 66 of the Student's Book. Encourage students to talk about what their favourite city offers tourists. Get a student to ask you the four questions and give them your answers. Then put students into pairs and they ask and answer the four questions. Round up the activity by asking different students around the class the questions. They could do this final task as a quiz and not say the name of the city but make their partner or the class guess. They should start by saying which country it is in, then talk about why they like it.

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Video script

Favourite cities

This film looks at our favourite cities. My favourite city is in America. It has beaches and museums and wonderful food and of course it has the famous Golden Gate Bridge. That's right. It's San Francisco. Tell me about your favourite city.
My favourite city is Delhi in India because it has great culture and music and great food as well. And it's not so far from the famous Taj Mahal. My favourite city is London because I quite like the landmarks, beautiful sights, good museums, food but I don't really like the noise and the traffic.
Tell me about your favourite city.
My favourite city is Cardiff because it has a great castle and a very big town. It also has a bay which has lots of restaurants that serve great food but I don't like all the noise and the litter. My favourite city is Barcelona because I like the weather it's always hot. I also like the beach and the food. My favourite is paella.

UNIT 13 LIFE EXPERIENCES ▶ 10

1 ▶ **10** Tell the class they're going to watch a film where students talk about different experiences that they've had in their lives. Play the film to the end for students to watch for the number of different experiences that are mentioned, then elicit from the class the experiences mentioned and confirm the correct number.

Answers

Students talk about eight life experiences: run a marathon climb to the top of the Eiffel Tower dance in front of the Royal Ballet get black belt in kick boxing swim with dolphins ride a camel eat a frog eat a snail

2 ▶ **10** Give students a few minutes to match the experiences to the students. Play the first part of the film, to where Megan says 'Yes, in Turkey', for them to check their answers. Check answers with the whole class.

Answers

a 3 **b** 4 **c** 1 **d** 3 **e** 5/3 **f** 2 **g** 4 **h** 4 **i** 5 **j** 2 **k** 3

3 ▶ **10** Play the last part of the film, from where Alex asks 'And have you ever eaten a frog?', for students to tick the answers mentioned. Check answers with the whole class.

Answers

Students give answers: 2 3 6 7

4 Ask students to turn to page 78 of the Student's Book. The opening question gives the students a chance to talk about any life experiences which is the title of the unit but also revises the 'have you ever' focus of the speaking task on page 77, so this task can be extended by incorporating any of those additional questions. Get different students to ask you the first four questions and give them your answers. Then put students into pairs and they ask and answer the six questions. Round up the activity by asking different students around the class the questions.

Video script

Life experiences

This film looks at life experiences. The most exciting thing that I've ever done is run a marathon. What's the most amazing thing you've done?
I've climbed to the top of the Eiffel Tower. I've danced in front of the Royal Ballet. I've got my black belt in kickboxing.
Great! Have you ever swum with dolphins?
Yes, in America. Yes, in Spain.
Have you ever swum with dolphins?
No, but I'd love to swim with dolphins. No, but I'm going next year.
Have you ever ridden a camel?
Yes, in Turkey. Yes, in Spain. Yes, in Somaliland. Yes, in Turkey.
And have you ever eaten a frog?
No, that's disgusting. No, that's awful. No, but I've eaten a snail. No, I'm a vegetarian.

UNIT 16 DIFFERENT LANGUAGES ▶ 12

1 Put students into pairs and give them a few minutes to complete the word webs with the names of languages. Elicit different languages from the class and write them on the board.

Answers

Students' own answers

2 ▶ **12** Play the film to the end for students to tick the languages on their word webs that are mentioned and add any new ones. Get them to compare their answers in pairs. Elicit from the class the languages mentioned, ticking them on your list on the board and elicit any new ones to add to your list.

Answers

Students talk about: English French Spanish German Gujarati Welsh Somali Bengali Arabic

3 ▶ **12** Give students a few minutes in their pairs to complete the profiles with languages, then play the film again for them to check/correct their answers. Check answers with the whole class.

Answers

1 French **2** German **3** Gujarati **4** Welsh **5** Arabic **6** Welsh **7** Welsh **8** Somali **9** Spanish **10** English **11** Bengali **12** Welsh **13** Bengali **14** Arabic **15** Spanish **16** Arabic

4 Ask students to turn to page 92 of the Student's Book. Write the three questions on the board. Model the pronunciation of 'languages' (the plural form in particular might be difficult for some students) and get the students to repeat it, then model the first question and get the students to repeat that. Put students into new pairs and they ask and answer the three questions.

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Video script

Different languages

This films looks at different languages. I come from Brighton, in England, and I speak English and a little bit of French. I also learned to speak Spanish and German at school. What languages do you speak?
I can speak Gujarati. I speak Welsh and Spanish. I speak English and Somali. I can speak Bengali and English. I speak English and a little bit of Arabic.
And what languages do you study?
This year I'm studying Welsh and Spanish. I study Spanish and Welsh. At school I'm studying Spanish and Welsh. I study Spanish and Welsh. I'm studying Welsh.
And what languages do your parents speak?
My mum speaks Somali and English. My parents speak Bengali and English. My parents speak Arabic and English as well. My mum speaks Welsh. My mum speaks Arabic and my dad speaks Welsh.

UNIT 17 HEALTH ▷ 13

1 ▷ **13** Using your own body, elicit from the students the names for the following parts of the body: nose; foot; arm; wrist; leg; toe. Write the words on the board as the students give them to you and model and practise the pronunciation. Tell the class that they're going to watch a film where some teens talk about injuries they or members of their families have had. Play the film to the end for the students to tick the injuries that are mentioned.

Answers

Students talk about: a broken foot a broken wrist
a broken nose a broken leg

2 ▷ **13** Give students a minute or two to do the matching activity in their pairs. Play the film again them to check/correct their answers. Check answers with the whole class.

Answers

a 4 **b** 2 **c** 1 **d** 5 **e** 3

3 ▷ **13** Give students a minute or two to complete Alex's sentences in their pairs. Play the film again for them to check/correct their answers.

Answers

1 shame **2** dear **3** sounds

4 Ask students to turn to page 98 of the Student's Book. The task could be extended by asking other questions from the box such as *Have you ever had toothache*? *Have you ever hurt your back or neck*? Give students a minute or two to do the speaking activity in their pairs. Round up the activity by finding out which students in the class have broken a bone and responding to their answers with an expression from Exercise 3.

Video script

Health

This film looks at health. Last year I broke my foot doing tricks on my skateboard. Have you ever broken a bone?
Last year at school, I broke my wrist during a sports lesson. Have you ever broken a bone?
No, I haven't. But my sister has. She broke her nose.
Oh, what a shame.
Have you ever broken a bone?
No, but my dad has. He broke his wrist twice.
Oh dear! Twice!
Have you ever broken a bone?
Yes, I broke my leg playing football last year.

UNIT 19 FAVOURITE FOODS ▷ 15

1 Put students into pairs and give them a few minutes to do the activity. Round up by asking different students around the class which foods from the list they like.

Answers

Students' own answers

2 ▷ **15** Play the film to the end for students to tick the food items that are mentioned. Get them to compare their answers in pairs, before checking answers with the whole class.

Answers

Students talk about: strawberries ice cream
a cheeseburger salad chicken cheese sausages eggs
pancakes sugar

3 ▷ **15** Put students into pairs. Give them two minutes to do the matching activity, based on what they can remember from their first viewing of the film. Play the first part of the film, to where Jade says '… strawberry ice cream with fresh cream', for them to check their answers. Confirm the correct answers with the whole class.

Answers

1 c **2** b **3** d **4** a

4 ▷ **15** Tell students to work with a partner. Give students three minutes to do the activity in their pairs. Then play the second part of the film, from where Alex asks 'And do you like to cook?' to where Evan says '… my parents cook', for them to check their answers. Confirm the answers with the whole class.

Answers

1 Sabri **2** Evan **3** Sabri **4** Evan **5** Jade

5 ▷ **15** Give students a few minutes to complete the sentences in their pairs. Then play the last part of the film, from where Alex says 'Tell me about your favourite breakfast', for them to check their answers. Confirm the answers with the whole class.

Answers

1 English / hash browns / sausage
2 English / sausage / egg **3** pancakes / lemon

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6 Ask students to turn to page 110 of the Student's Book. When students talk about their favourite food encourage them to talk about cooking methods such as *boiling*, *grilling*, *frying* and *roasting*, too. 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 two questions. Then put students into pairs and they ask and answer the three questions.

Video script

Favourite foods

This film looks at our favourite foods. My favourite food is strawberries and ice cream. What's your favourite food? Cheeseburger with chips and salad. Chicken with melted cheese and barbeque sauce. My favourite food is strawberry ice cream with fresh cream.
And do you like to cook?
I don't really know how to cook but I can use a microwave. I cook in school but, when I'm at home my parents cook.
Tell me about your favourite breakfast.
My favourite breakfast is when I broke my arm and I had a full English breakfast with hash browns, beans and some sausage. My best breakfast would be a full English with beans, sausage, egg. I went to a café and I had pancakes with sugar and lemon.

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