

UNITS 1–2 ME AND YOU 01

- 1 **01** Tell the class they're going to watch a film where students give personal information about themselves, but that the first time they watch, they just have to answer the two questions here which check visual understanding of the film. Play the film to the end. Get students to compare their answers in pairs, before you check the answers with the whole class.

Answers

- 1 2 boys (including Alex)
2 4 girls (including the little sister)

- 2 **01** Go through the activity and check that students understand what they have to do. Play the first part of the film, to where Holly says 'I'm from England, but my family live in Dubai.', for students to complete the profiles. Get students to compare their answers in pairs, before you check the answers with the whole class.

Answers

- 2 17 3 Harry 4 Spain 5 Emma 6 13 7 England
8 16 9 Astrid 10 14

- 3 **01** These questions come from the About you box in Unit 1 on page 14 and the About you box from Unit 2, page 18 (your family). Check that students understand what they have to do, then play the last part of the film, from where Alex says 'I have three brothers ...', for them to do the matching activity. Get students to compare their answers in pairs, before you check the answers with the whole class.

Answers

- 1 e 2 c/b 3 d 4 f 5 a

- 4 Ask students to turn to page 19 of the Student's Book. Write the second question on the board (it's probably not necessary to model the first question, 'What's your name?', but if you think your students will need help with this, then start off with this question) and get students to repeat it after you. Then invite a student to ask you the question and give them your answer. Repeat this procedure for the third and fourth questions. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Me and you

This film is all about me and you. My name is Alex and I'm seventeen years old. I live in Brighton, in England. What's your name?

My name's Harry. My name's Emma. My name is Astrid. My name is Holly.

How old are you?

I'm thirteen years old. I'm thirteen years old. I'm fourteen years old. I am sixteen years old.

And where are you from?

I'm from England. I'm from Spain, but I live in England. I'm from France, but I live in England. I'm from England, but my family live in Dubai.

I have three brothers: Matt, Ben and Jack. And you? This is my sister, she's called Madeleine and she's ten years old.

And do you have any brothers?

Yes, we've got one brother. He's called Sam and he's seven years old.

I have one sister called Tash.

And where does she live?

She lives in Spain. I have two sisters called Jenny and Rowena. Rowena is twelve and Jenny is sixteen. I have two brothers, Harry and Callum.

And how old are they?

Harry is ten and Callum is twenty-four.

UNIT 4 THINGS IN YOUR BAG 03

- 1 **03** Play the film to the end. Get students to compare their answers in pairs, before checking answers with the whole class.

Answers

keys, banana, water bottle, hat

- 2 **03** Students watch the film with pens down. Then tell them they have two minutes to write down the eight words with a partner after watching (this is similar to the game in Unit 4 on page 29).

Answers

1 phone 2 wallet 3 shoes 4 gloves/glasses 5 pencil case
6 orange 7 notebook 8 glasses/gloves

- 3 **03** Go through the sentence with the class, checking that students understand what they have to do. Play the first part of the film, to where Alex says '... and some keys.'. Give students time to write the names of the three objects, before eliciting the correct answers from the class. To make this exercise more challenging, you could ask students to try and complete the sentence from memory, then they watch the first part of the film again to check.

Answers

1 phone 2 wallet 3 keys

- 4 **03** Give students time to read through the instructions and check that they understand what they have to do. Tell them that they need to write TWO letters for each student. Check understanding of *b things to wear*, if necessary. Play the last part of the film, from where Alex asks 'What have you got in your bag?'. Give students time to compare their answers in pairs, before checking them with the whole class.

Answers

2 c/a 3 c/b

- 5 Ask students to turn to page 31 of the Student's Book. Put students into pairs and get them to ask and answer the question. If they're likely to have a lot of things in their bags, you could limit them to telling their partner about some, not all, of the objects, e.g. five.

Video script

Things in your bag

In this film we'll look at the things that we have in our bag. In my bag I've got a phone, a wallet, and some keys. What have you got in your bag?

In my bag I've got some dance shoes, a banana, and some gloves, but I haven't got any keys.

What have you got in your bag?

In my bag I have a pencil case, a water bottle, and an orange, but I haven't got a phone.

What have you got in your bag?

I've got a notebook, some glasses, and a new hat, but I don't have a wallet.

UNIT 5 WHAT CAN YOU DO? 04

- 1 Get students to talk together in pairs about what they can and can't do from the list. To round up the activity, find out from different students around the class the activities that they can and can't do.

Answers

Students' own answers.

- 2 **04** Play the film to the end for students to tick the activities mentioned. Get them to compare their answers quickly in pairs, before checking answers with the whole class.

Answers

Students mention: stand on your hands (do a handstand)
stand on your head get into a small box

- 3 **04** Give students a few minutes to complete the sentences in their pairs. Then play the film again for them to check/complete their answers. Check the answers with the whole class.

Answers

1 hit, ball, head 2 do, stand, head 3 play, guitar
4 keep, ball, air 5 get, box, swim

- 4 Go through the pictures, eliciting from students what each activity is. Refer them back to the sentences in Exercise 3 if necessary for the language they need. Ask students to turn to page 39 of the Student's Book. Then give them a minute or two in their pairs to ask and answer about the activities.

Video script

What can you do?

This film looks at what you can do with your body. I can hit a ball with my head.

What can you do?

I can do a handstand, and I can stand on my head. I can play the guitar and do a cartwheel.

What can you do with your body?

I can keep the ball in the air with my feet. I can get into a small box and swim underwater.

UNIT 7 DAILY ROUTINE 06

- 1 Note that 'Daily routine' is not a term which is used in the Student's Book. Give students a few minutes to think of some questions in their pairs and to write them down. Get students to call out their questions to you and list them on the board.

Answers

Students' own answers.

- 2 **06** Play the film to the end for students to tick the questions on their lists that Alex asks and add any new ones. Elicit from the class the questions that Alex asks and tick them off your list on the board as appropriate or add them to the list if they don't appear on yours.

Answers

Alex asks:
What time do you get up?
What do you do in the morning?
How do you get to school?

- 3 **06** Check that students understand what they have to do, then play the film again for them to write in the activities with the relevant student. Get them to check their answers in their pairs, before checking the answers with the whole class.

Answers

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

- 4 Ask students to turn to page 49 of the Student's Book. Write the first question on the board and get students to repeat it after you. Then invite a student to ask you the question and give them your answer. Repeat this procedure for the other questions. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Daily routine

This film is all about our daily routine. I get up at 7 o'clock, I get dressed and then I have some breakfast. What time do you get up?

I get up at 6:30. I get up around 7 o'clock. I get up at 6 o'clock. And what do you do in the morning?

I brush my hair, clean my teeth and get dressed for school.

I get up, have some breakfast, which is a piece of toast and orange juice, and then clean my teeth. I brush my teeth and I listen to the radio.

And how do you get to school?

I travel by car. I take the train and then I walk to school. I travel in the car.

UNIT 8 SCHOOL SUBJECTS 07

- 1 This could be done as a timed race – you could give students two minutes to complete this. Give students two minutes to do the listing activity in pairs – the pair that gets the most correct words in the time allowed 'wins' (you might want to give them a little prize!).

Answers

Students' own answers.

- 2 **▶ 07** Play the film to the end for students to tick the subjects mentioned and add any new ones. Get them to compare their answers in pairs, then check answers with the whole class.

Answers

Students mention: history English singing dance geography maths science

- 3 **▶ 07** Ask students if they can remember how many questions Alex asks, but don't confirm if they have the correct answer at this stage. Play the film again for them to check their answers, then elicit the correct answer from the whole class. Note: students will discuss some of the questions in Activity 6.

Answers

Alex asks six questions:
What's your favourite subject?
Do you do English on a Thursday?
Do you do singing on a Tuesday?
Do you do geography on a Monday?
What subjects are you good at?
Do you go to school on a Saturday?

- 4 **▶ 07** Play the first part of the film, to where Holly says 'I'm not good at Maths and science.', for students to complete the information (except for the Saturday morning school information). Get them to compare their answers in pairs, then check answers with the whole class.

Answers

1 history 2 English 3 geography 4 English 5 science
 6 maths 7 maths 8 history

- 5 **▶ 07** Play the last part of the film, from where Alex asks 'Do you go to school on a Saturday?', for students to complete their answers to the Saturday morning school question. Check the answers with the whole class.

Answers

None of the students goes to school on a Saturday.

- 6 Ask students to turn to page 52 of the Student's Book. Write the first question on the board and get students to repeat it after you. Then get two students to ask and answer the question as an example for the whole class. Repeat this procedure for the other questions. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

School subjects

This film looks at school subjects. My favourite subject is history. I do history every Wednesday. What's your favourite subject?

My favourite subject is English.

And do you do English on a Thursday?

Yes, I do. My favourite subject is singing.

And do you do singing on a Tuesday?

Yes, we do. My favourite subjects are English, geography and maths.

And do you do geography on a Monday?

Yes, I do.

What subjects are you good at?

I'm good at dance and geography. I'm good at maths, science and history. I'm good at English and geography, and I'm not good at maths and science.

And do you go to school on a Saturday?

No, I don't. No, I don't. No, we don't.

UNIT 9 FEELING GOOD **▶ 08**

- 1 **▶ 08** Go through the list of activities and check that students know what they all are. Then play the film to the end for them to tick the items mentioned. Get them to compare their answers in pairs, before checking the answers with the whole class.

Answers

Students mention: skateboarding juggling horse riding football hockey athletics rugby baseball basketball netball cricket

- 2 **▶ 08** Ask students if they can remember how many questions Alex, the presenter, asks, but don't confirm if they have the correct answer at this stage. Play the film again for them to check their answers, then elicit the correct answer from the whole class. Note: students will discuss the first question in Activity 4.

Answer

Alex asks three questions:
What activities do you like to do/doing?
What are you good at?
What are you not so good at?

- 3 **▶ 08** Give students a few minutes to complete the information in their pairs. Then play the film again for them to check/correct their answers. Check the answers with the whole class.

Answers

1 horse riding 2 athletics 3 hockey 4 rugby 5 cricket
 6 skateboarding 7 baseball 8 basketball 9 netball 10 rugby

- 4 Ask students to turn to page 59 of the Student's Book. Write the first question on the board and get students to repeat it after you. Then invite a student to ask you the question and give them your answer. Repeat this procedure for the other question. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Feeling good

This film looks at activities we like doing. I like skateboarding, juggling, horse riding and playing football. What activities do you like to do?

I like football, hockey and athletics. I like football, rugby and hockey.

What activities do you like doing?

Baseball, basketball and skateboarding. I like netball, basketball and a bit of cricket.

And what are you good at?

Football. Skateboarding and baseball. I'm good at netball. Football and athletics.

And what are you not so good at?

Hockey. I'm not very good at rugby. I'm not very good at cricket. I'm not so good at basketball.

UNIT 13 FAVOURITE PLACES ▶ 10

- 1 Put students into pairs and give them a minute or so to match the places and descriptions. Elicit the answers from the class.

Answers

1 d 2 a 3 c 4 b

- 2 ▶ 10 Play the film to the end for students to match the places from Exercise 1 to the correct student. Get them to check their answers in pairs, before checking answers with the whole class.

Answers

a 4 b 1 c 2 d 3

- 3 ▶ 10 Give students a few minutes in their pairs to complete the sentences, then play the film again for them to check their answers. Elicit the answers from the class.

Answers

1 swimming/surfing 2 shopping/theatre 3 skiing
4 boats/golf

- 4 Ask students to turn to page 83 of the Student's Book. Write the first question on the board and get students to repeat it after you. Then invite a student to ask you the question and give them your answer. Repeat this procedure for the other questions. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Favourite places

This film looks at our favourite places. My favourite place is Sydney, in Australia. They have amazing beaches there, great for swimming and surfing.

What's your favourite place?

My favourite place is London.

And why do you like it there?

I like it there because I can go shopping, and I can go see the theatre with my friends and family.

Where's your favourite place?

My family is from Russia. I love Saint Petersburg.

And what's your favourite thing to do in Saint Petersburg?

I love to go skiing. My favourite place is the Isle of Wight.

And why is it your favourite place?

I like going there because there's lots of nice restaurants, and we play mini-golf with my family, and there's lots of boats.

UNIT 15 CLOTHES ▶ 12

- 1 ▶ 12 Tell the class that they're going to watch a film about clothes, but that the first time they watch, they just have to identify the objects that they see in the film. Play the film to the end for students to tick the items. Get them to compare their answers in pairs, before checking answers with the whole class. You may wish to explain to students that in this film *jumper* and *jacket* refer to the zip-up top, which can be made of very warm material and which tends to be worn to school instead of a traditional jacket.

Answers

We see: green shoes a blue jacket a blue T-shirt
black shoes a black T-shirt a green jumper black trousers
a pair of glasses a yellow top

- 2 ▶ 12 Give students a few minutes in their pairs to see if they can complete the questions from memory. Then play the film again for them to check/complete their answers. Elicit the answers from the whole class and write them on the board.

Answers

1 wearing 2 school 3 rains 4 hot 5 party

- 3 ▶ 12 Give students a few minutes in their pairs to do the matching activity. Then play the last part of the film, from where Alex asks 'And what do you wear to school?', for them to check their answers. Check answers with the whole class.

Answers

1 B/F/I/K 2 C,D,G,J 3 A/E/H/L

- 4 Ask students to turn to page 91 of the Student's Book. Write the first question on the board and get students to repeat it after you. Then get two students to ask and answer the question as an example for the whole class. You could also add the additional question: *What do you wear to go out for dinner with your family?* Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Clothes

This film looks at the clothes that we are wearing.

I'm wearing some green shoes, a blue jacket, and a hat.

What are you wearing?

I'm wearing black shoes, with a black T-shirt and a green jumper.

What are you wearing?

I'm wearing some black shoes, black trousers and a big blue jumper. I'm wearing some glasses, a black jumper and some black shoes.

And what do you wear to school?

I wear black trousers with a black jumper. I wear some white shoes, black trousers and a nice shirt. I wear a black jumper, a yellow top and some black trousers.

And what do you wear when it rains?

I wear a coat. I wear a raincoat. I wear a jacket.

And what do you wear when it's hot?

I wear some shorts and a T-shirt. I wear a T-shirt and some jeans. I wear shorts and a T-shirt.

And what do you wear to a party?

I wear a nice dress. I wear some new trousers and a new shirt. I wear dresses, and jackets, and lots of different colours, like pink and purple.

UNIT 17 GREAT PLACES 13

- 1 **13** Tell the class that they're going to watch a film about places that students would like to go to. Play the film to the end for students to count how many different places are mentioned. Elicit the correct answer from the class.

Answers

The students talk about five places.

- 2 **13** Put students into pairs and give them a minute or two to do the matching activity. You may need to explain that Alton Towers is a theme park (adventure park) and Pinewood Studios is a place where films are made. Then play the film again for them to check their answers. Check answers with the whole class. Ask students whether they have ever visited a theme park or safari park, like those in the photos.

Answers

1 b 2 d 3 e 4 a 5 c

- 3 **13** Give students a few minutes to complete the sentences from memory in their pairs. Then play the film again for them to check/complete their answers. Elicit the answers from the class.

Answers

1 great 2 interesting 3 exciting 4 famous 5 exciting
6 old 7 important

- 4 Ask students to turn to page 104 of the Student's Book. You could also encourage students to compare places to visit in their town/city and talk about how interesting they are or how expensive they are. Write the first question on the board and get students to repeat it after you. Then invite a student to ask you the question and give them your answer. Repeat this procedure for the other questions. Put students into new pairs and they ask and answer the questions. Round up the activity by asking a few students around the class for their answers to the questions.

Video script

Great places

This film looks at places you want to visit. I want to go to Pinewood Studios, because they make great films. What places do you want to visit?

I want to visit Longleat Safari Park, because animals are much more interesting than museums. I want to visit New York, because it's more exciting than London.

What places do you want to visit?

I want to go to Alton Towers, because it's famous and exciting. I want to visit Buckingham Palace, because it's old and important.

UNIT 18 THE WEATHER 14

- 1 **14** Tell the class that they're going to watch a film about the weather. Play the film to the end for students to count how many students Alex talks to. Elicit the correct answer from the class.

Answer

Alex talks to three students.

- 2 **14** Go through the list, checking that students know what each item means. Play the film again. Get students to compare their answers first in pairs, then elicit from the whole class.

Answer

Students mention: food and drink feelings about the weather free-time activities

- 3 **14** Give students time to complete the questions. Then play the film again for them to check their answers.

Answers

1 eat/hot 2 summer/winter 3 raining

- 4 **14** Give students time to match the answers to the photos. Then play the film again for them to check their answers, before eliciting answers from the whole class.

Answers

1 b/g 2 c/f/i 3 d/e/h

- 5 Ask students to turn to page 107 of the Student's Book. Write the first question on the board, model the pronunciation and get students to repeat it after you. Then invite a student to ask you the question and you give them your answer. Repeat this procedure for the other questions. Then put students into pairs and they ask and answer the three questions. This task can be extended by asking the questions from page 106 from the text: *What sports do you do in winter? How do you feel when it's raining?*

Video script

The weather

This film looks at the weather. I love it when the sun shines, I eat lots of ice cream. What do you eat when it's hot?

When it's hot, I like to eat salad, fruit and ice cream. I have a nice cold drink. When it's hot, I like to eat fruit, for example mangoes, bananas and apples.

Great! And, do you like summer or winter?

I like winter, because I can go skiing. I love summer because I get to play outside with my friends. I love summer, because I can go swimming in the sea.

Great! And what do you do when it's raining?

When it rains, I read a book. I drink hot chocolate and watch television. When it's raining, I like going to the cinema.