1 What are they like?
(1.1 Vocabulary)

Aim: To practise personality adjectives.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Student A and B their worksheets. **(3)** Explain that students have to match the pictures of the people on their worksheets with the correct adjectives. Tell them that there are twice as many adjectives in their boxes as they need. Their partner will give them clues. They should: read the adjectives in the box, ask what a person is like, listen to the clue, check they have understood and write in the answer. **(4)** Choose a strong Student B and demonstrate the activity, e.g. *A: What is James like? B: He's afraid of everything new. He never says what he thinks to people because he doesn't want them to get angry with him. A: So … he's cowardly? B: That's right.* **(5)** If you like, elicit the useful phrases and write them on the board (*What's … like? So, he/she is …? That's right.*).

Optional follow-up: Students describe other people they know, e.g. *My aunt is very cheerful and generous. My brother is sensible, but sometimes he's uncommunicative. My mother is never miserable.*

Answers:
Student A: James – cowardly; Sara – dishonest; Pete – hard-working; Sylvia – sensible; Mark – mean; Olivia – caring
Student B: Lucy – miserable; Ben – generous; Fiona – disloyal; Dave – cheerful; Helen – outgoing; Rob – uncommunicative

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2 Test yourselves
(1.1 Vocabulary)

Aim: To practise vocabulary from lesson 1.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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3 Ask me!
(1.2 Grammar)

Aim: To practise question forms in the Present Simple, Present Continuous and Present Perfect.
Interaction: Pairs or groups of three.
Type of activity: Information gap.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into pairs or groups of three. **(2)** Look at the question generators with the class. Point out that they can ask questions with question words (e.g. *Where do you …?*) or ask *Yes/No* questions (e.g. *Do you …?*). Explain that the words in brackets are optional and where they see an ellipsis (…) they can add their own ideas. **(3)** Elicit one or two more questions for each generator. **(4)** Give students ten minutes in their pairs/groups to write as many questions as they can. **(5)** Give students five minutes to ask each other their questions. **(6)** If you like, feed back with the class. Ask different students to say one thing they found out.

Optional follow-up: As students are working, walk round and note down any mistakes. Write the questions on the board and go through any mistakes. If you like, write a mix of correct questions and questions with mistakes on the board. The pairs/groups decide which are incorrect and try to correct them. Feedback with the whole class.

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4 Test yourselves
(1.5 Grammar)

Aim: To practise verb + *-ing* or verb + to infinitive.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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5 A personal email
(1.7 Writing)

Aim: To practise correcting and completing a personal email, following a checklist.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are nine mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: four pieces of missing information, two wrong prepositions, three wrong verb forms (infinitive vs. gerund).

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6 A fictional character
(Focus Review 1, Speaking)

Aim: To revise vocabulary and phrases related to appearance, interests, personality and friends.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs and hand out the worksheet. **(2)** Ask them to fill in the gaps with as many different ideas as possible and give them three minutes to complete the task. **(3)** Check it with the whole class. **(4)** Give students two minutes to describe a close friend or a family member in a similar way.

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7 Crazy calculator
(2.1 Vocabulary)

Aim: To practise words related to technology
Interaction: Pairs.
Type of activity: Board game.
Time: 20 minutes.
Materials: Per pair: one worksheet, one set of cards, one dice and two coloured counters.

In class: (1) Tell students to work in pairs. **(2)** Give each pair a worksheet, two counters, a dice and a set of shuffled cards. The cards must be placed face down in a pile. Each student puts a different coloured counter (or a small object, e.g. a rubber, paper clip, pen top, etc.) on the ENTER square. Tell students that they will also have to keep their score in the game. The particular number of points they can win or lose is given on each square. **(3)** Students take turns to throw the dice. The one with the highest score starts – throws again and moves the counter forward the number of squares shown on the dice. When a player lands on a square with a question mark, the other player draws a card from the pile and asks the question. If the answer is correct, the first player adds the number of points shown on the square to their score. If the answer is wrong, the relevant number of points is deducted from their total score. When a player lands on a square with a task, they can gain additional points by completing the task. However, there are no penalty points for failing to do that. There is one bonus square, marked by the plus sign. There are also penalty squares: two called Backspace, which mean having to move back to the previous position, and two called Delete, which mean losing all or half of the player's score. The player who reaches the End square with a higher score is the winner. **(4)** Monitor the game and offer help if necessary.

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8 Test yourselves
(2.1 Vocabulary)

Aim: To practise vocabulary from lesson 2.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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9 Test yourselves
(2.2 Grammar)

Aim: To practise Past Continuous and Past Simple.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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10 When you were a child …
(2.5 Grammar)

Aim: To practise *used to*.
Interaction: Groups of four.
Type of activity: Questionnaire.
Time: 20 minutes.
Materials: One worksheet per student.

In class: (1) Divide the class into groups of four and give out the worksheet. **(2)** Read out the questions and check any vocabulary problems. **(3)** Explain that students should take turns to ask each other the questions and take notes of the answers. If you like, demonstrate the activity by asking a strong student two to three questions and noting the answers on the board. Give groups ten minutes to complete the questionnaire. **(4)** Give students five minutes to write sentences with the results, individually or in their groups. **(5)** Feedback with the class. Ask different students to read out one or two of their sentences.

Optional follow-up: In their groups, students ask a question and try to find out one extra piece of information for each question in the questionnaire, e.g.

1 *Do you like spiders now? What do you do if you see a spider? Can you remember a time when you saw a big spider?*

2 *When did you have your hair cut? Do you like having long or short hair?*

3 *Where did you use to live? How long have you lived here? Have you always lived in the same house in this town/city?*

They report back to the class about the most interesting thing they found out.

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11 A story
(2.7 Writing)

Aim: To practise correcting and completing a story, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one piece of missing information, two wrong linkers, one wrong tense, one wrong verb form, one wrong adverb form.

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12 A new sport
(Focus Review 2, Speaking)

Part 1
Aim: To practise describing photos.
Interaction: Pairs.
Type of activity: Matching.
Time: 3 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work in pairs. Hand out the worksheet and tell them to look at the photo carefully and to match the parts of sentences describing it. **(2)** Then students may add more information about the photo.

Answers: 1 c **2** a **3** f **4** e **5** b **6** d

Part 2
Aim: To practise talking about trying a sport.
Interaction: Individual, pairs/groups of three or four.
Type of activity: Guided and free speaking.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to look at the information about Becky and the last time she tried kitesurfing. **(2)** Ask students to take a moment to read the information and to prepare to talk about Becky's experience. Give students about two minutes to tell the story in pairs (students are welcome to add any information to make the story more interesting). Monitor students' work. **(3)** Now tell students to look at the questions about Kurt and his horseback riding experience. Ask them to take two minutes to fill in the missing information about Kurt. Help where necessary. **(4)** When students are ready, ask them to work in larger groups (of three or four) and tell their stories about Kurt. Other students are welcome to ask questions about the events. **(5)** You may choose a few people to present their stories to the class.

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13 Quiz show
(3.1 Vocabulary)

Aim: To practise vocabulary related to TV and films.
Interaction: Pairs.
Type of activity: Guessing game.
Time: 15 minutes.
Materials: One set of cards per pair.

In class: (1) Tell students they are going to play a guessing game in pairs. Give each pair a set of shuffled cards and place them face down in a pile. Explain that they will have to guess as many of the answers on the card as possible within 90 seconds. Ask students to have a timer ready to time each other during the game. Each answer is worth a different number of points. **(2)** Students take turns to guess the answers on the cards. After reading the task, Student A starts timing Student B. While Student B lists the guesses, Student A says whether they are correct or wrong. When the allotted time for each task is up, the student who guessed the answers looks at the card and keeps a record of the points they have won. **(3)** When all the cards have been used, ask students about their scores.

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14 A brag battle
(3.2 Grammar)

Aim: To practise comparative and superlative structures.
Interaction: Pairs.
Type of activity: Card game.
Time: 15 minutes.
Materials: One set of cards per pair.

In class: (1) Tell students they are going to play a card game. Give each pair a set of shuffled cards and place them face down in a pile. Each student draws five cards from the pile. **(2)** Students think of one singer they admire. In order to place a card down they will have to praise their chosen artist and/or criticise the opponent's one. **(3)** The student with the longer surname starts the game. Students take turns to place one card down at a time and say a sentence using all the prompts from the card, e.g. *Rihanna's voice is more beautiful than Justin Bieber's.* Students can only place a matching card down, i.e. a card with the same adjective in bold or with the same picture. A joker card is a wild card and can be put on any other card provided the player says a sentence with a comparative construction about their chosen artists. When a player doesn't have a matching card, they must draw one card from the pile. When they (still) can't play any card, they pass. The winner is the first player to get rid of all their cards. **(4)** Encourage students to react to their opponent's sentences by saying, e.g. *Fair enough, but …/I don't think so./Oh, do you think so?*

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15 Test yourselves
(3.1 Vocabulary and 3.4 Reading)

Aim: To practise vocabulary from lessons 3.1 and 3.4.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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16 A film review
(3.7 Writing)

Aim: To practise correcting and completing a film review, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one missing part of the text, one wrong tense, one wrong adjective form, one wrong vocabulary item, one wrong verb form, one wrong preposition.

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17 Teen talents
(Focus Review 3, Speaking)

Part 1

Aim: To practise describing a photo.

Interaction: Individual, pairs.

Type of activity: Gap filling.

Time: 5 minutes.

Materials: One worksheet per student.

In class: (1) Tell students to work individually. Give each student the worksheet and ask them to look at photo A and fill in the gaps with the correct words given next to it. Ask students to pay attention to the phrases in bold because they will need them soon. **(2)** Tell students to work in pairs and describe photo B together, using the vocabulary from the exercise. **(3)** When they have finished, you can ask each student to contribute one sentence to the description.

Answers: 1 playing **2** shows **3** probably **4** background **5** see **6** excited **7** is **8** sure **9** There

Part 2

Aim: To revise phrases used to talk about: activities we like and dislike, a cultural event we liked and a skill/talent we'd like to have.

Interaction: Pairs.

Type of activity: Jumbled sentences and classifying.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs. Give each student a worksheet and ask them to rearrange the words in the sentences. **(2)** Then ask them to put the sentences into the correct categories. **(3)** Ask one student to read their sentences to the other student, who has to agree or disagree with them and explain why. Students should take turns. **(4)** In the end, ask each student to complete the table with the sentences from the other student's handout.

Answers:

Student A: 1 A I love doing dance routines with my friends. **2 C** I'd like to be a professional swimmer. **3 D** The play was a bit boring but the lead actor was brilliant. **4 B** I can't stand exercising at the gym for hours.

Student B: 1 D Beyoncé's concert in Warsaw was unoriginal – just a collection of the singer's greatest hits. **2 A** I have a lot of fun when I do Zumba®. **3 B** I really don't like walking around shopping centres. **4 C** I would love to have artistic abilities.

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18 Ms Do and Mr Make
(4.1 Vocabulary)

Aim: To practise collocations with *make* and *do*.
Interaction: Individual, pairs.
Type of activity: Matching and information exchange.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. The students' task is to find out if Ms Do and Mr Make live next door by finding the paths leading to their houses through the maze. In order to find Ms Do's and Mr Make's houses, they have to follow the words that collocate with *do* and *make* respectively. Students can only move straight ahead or turn left/right in the maze. They cannot move diagonally. You may want to set a time limit of two minutes and turn this part of the exercise into a race. **(2)** When everyone has finished, give students the correct answers. **(3)** Tell students to work in pairs. Get them to choose one of the characters. Students follow the chosen path and tell each other which of these things they **did** or **made** yesterday. Encourage students to ask follow-up questions e.g. *What kind of shopping did you do yesterday?, How often do you do voluntary work?*

Answers:
They're not next-door neighbours. Ms Do lives at number 1. Mr Make lives at number 3.
Path to No 1 (collocations with *do*): voluntary work, a difficult task, some cooking, online research, the washing up, something crazy, my English homework, a jigsaw, sport.
Path to No 3 (collocations with *make*): new friends, a good impression, a mess in my room, a lot of noise, a complaint, breakfast, my bed, an important decision.

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19 Test yourselves
(4.1 Vocabulary)

Aim: To practise vocabulary from lesson 4.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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20 Test yourselves
(4.2 Grammar)

Aim: To practise Present Perfect with *for* and *since*.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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21 Party checklist
(4.5 Grammar)

Aim: To practise future forms.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work in pairs. Explain that they have to plan a party together. **(2)** Hand out the worksheets. Each student should first tick five tasks from the list that they are willing to do and put a cross next to two tasks that they are reluctant to do. Explain that students should not look at each other's worksheets. Set a time limit of one minute. **(3)** Students take turns to say which tasks they are going to do. They can only talk about one task at a time. If one of the students has chosen the same task as the other, they have to choose a different one from the tasks they initially left out unmarked. In this situation students should use will, e.g. *I wanted to prepare snacks too, but because you're going to do it, I'll tell the neighbours about the party.* The aim of the exercise is to possibly assign every task from the list to someone. If there are any tasks left at the end of the exercise, students must negotiate who will do them. However, they cannot agree to do the tasks they marked with a cross. **(4)** Ask the class which pairs managed to plan all the tasks from the list.

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22 A blog entry
(4.7 Writing)

Aim: To practise correcting and completing a blog entry, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the entry, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one missing piece of information, one spelling mistake, one wrong tense, one wrong verb form, one logical order mistake, one punctuation mistake.

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23 Accommodation
(Focus Review 4, Speaking)

Part 1

Aim: To practise describing a photo.

Interaction: Individual, pairs.

Type of activity: Correcting.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to look carefully at the first photo of a teenager and read the sentences next to it. Explain that none of the sentences are exactly true and ask students to correct them by changing only ONE word in every sentence. Then tell students to check the task in pairs. **(2)** Ask students to work in AB pairs and look at the second photo. Tell them that they have similar photos but that there are some differences. Ask students to describe the photos to each other using the phrases given next to them and then find as many differences as possible. **(3)** When they have finished, students show the photos to each other and see how they did.

Example answers: The **photo** shows a teenage boy who's holding a plastic basket. There **are** a lot of dirty clothes in the basket. The boy is probably in the **bathroom** or a basement. He's wearing **a T-shirt** and a sweatshirt. In the **background**, I can see a window and many bottles with detergent for washing clothes. On the **left**, by the wall, there's a rack for drying clothes. The boy seems **happy** that he has to do the washing.

Part 2

Aim: To revise phrases used to talk about accommodation.

Interaction: Individual, pairs.

Type of activity: Gap filling, matching.

Time: 5 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to fill in the gaps with suitable words to make questions about accommodation. Tell students that first letters of the words have been given. Give students three minutes to do this. **(2)** Then ask them to check the task in pairs. **(3)** Ask pairs of students to match answers a–i to questions 1–9.

Answers: 1 much i **2** What f **3** is c **4** from e **5** facilities d **6** there h **7** can a **8** have g **9** Do b

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24 Mind your step!
(5.1 Vocabulary)

Aim: To practise vocabulary related to school and education.
Interaction: Pairs.
Type of activity: Gap filling and information finding.
Time: 15 minutes.
Materials: One worksheet and one set of cards per pair.

In class: (1) Tell students to work in pairs. **(2)** Give each pair a worksheet and place a set of shuffled cards face down in a pile. Explain that they will have to match the verbs from the cards to the questions on the plan by identifying the room where the questions are located. **(3)** Point at the two avatars on the plan and ask students to choose one for themselves. **(4)** Students take turns to draw a card. They read the verb on the card to the other student, who has to match it to the correct question. If the answer is wrong, the student shades in one of the footprints leading to the head teacher's office. When the student has made five mistakes, they land in the head teacher's office, which automatically means the end of the game for them. The other student continues the game until all the cards have been used, or until they have made the fifth mistake. **(5)** Explain that the student who does the matching task also has to answer the question, no matter whether they matched the verb to the question correctly or not. **(6)** When everyone has finished, ask students how many of them 'were called into the headteacher's office' (lost the game).

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25 Test yourselves
(5.1 Vocabulary)

Aim: To practise vocabulary from lesson 5.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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26 An optimistic scenario
(5.2 Grammar)

Aim: To practise First Conditional sentences.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Students A and Students B. Give students their worksheets. Tell them that they should not look at each other's worksheets. **(2)** Explain that Lisa is going to graduate from secondary school soon and the worksheet shows possible scenarios for her adult life. **(3)** Students take turns to ask each other about the missing information in their worksheets. Choose a strong student B and demonstrate the activity: *A: What will happen if Lisa doesn't get into university? B: If she doesn't (get into university), she'll do a gap year.* Ask student B to ask you a question: *B: And what will happen if Lisa gets into university? A: If she does, she'll study Physics.*

Optional follow-up:
When students have finished, ask them to think up an alternative scenario for Lisa's future with the same optimistic outcome.

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27 Test yourselves
(5.5 Grammar)

Aim: To practise defining relative clauses.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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28 An email of enquiry
(5.7 Writing)

Aim: To practise correcting and completing an email of enquiry, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one wrong tense, two wrong verb forms, one wrong formal expression, two unnecessary contractions.

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29 Learning and teaching
(Focus Review 5, Speaking)

Part 1

Aim: To revise phrases connected with learning and education and practise describing a photo.

Interaction: Pairs.

Type of activity: Guided speaking, gap filling.

Time: 10 minutes.

Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Hand out the worksheet and tell them to look at the two photos showing two methods of learning languages and answer the questions. **(2)** Then tell students to look at vocabulary connected with learning and fill in the gaps. **(3)** Ask them to look at four example sentences explaining which method of learning someone prefers. Ask pairs to talk and discuss which method they prefer and why. Encourage students to use vocabulary from the exercise.

Example answers:

Photo 1: In the photo, I can see a pretty girl wearing jeans and a top. She's probably in her bedroom or in the living room. The girl is sitting on a sofa with a laptop. She's wearing headphones. I think she's happy and excited. She's smiling.

Photo 2: I can see a group of young people and their teacher. They are in the classroom. The teenagers are students and they are listening to the teacher. He probably asked a question and they want to answer it. They seem interested in the lesson. They aren't bored.

1 make **2** revise **3** memorise **4** write **5** get **6** with **7** marks **8** discuss **9** exams **10** follow **11** flexible

Part 2

Aim: To practise comparing and contrasting two methods of teaching.

Interaction: Pairs.

Type of activity: Free speaking.

Time: 5 minutes.

Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Hand out the worksheet and tell them to read about two different methods of teaching English used by two different teachers. **(2)** Ask students to think for a minute and note down the advantages and disadvantages of both methods. **(3)** Then tell students to discuss the methods in pairs and say which, for them, is better and more effective and why. Encourage students to use as many arguments as possible. **(4)** When they have finished, you may ask a few students to present their opinions in front of the class.

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30 What's my job?
(6.1 Vocabulary)

Aim: To practise work and job vocabulary.
Interaction: Groups of four.
Type of activity: Guessing game.
Time: 15 minutes.
Materials: One worksheet per group.

In class: (1) If you like, briefly brainstorm names of professions and words related to work. **(2)** Divide students into groups of four. Give each student a rolecard and tell them NOT to show it to the other students. **(3)** Students read their rolecards silently. Then they add two more things they do in their jobs. **(4)** Student A begins. He/She does NOT say his/her job. He/She reads out the information clues about his/her job point by point. After the other students in the group have listened to all the points, they try to guess the job. They can ask further questions, e.g. *Do you work in an office? Do you work with your hands?* However, Student A can only say *yes* or *no* in answer to the questions. If the group cannot guess, Student A tries to give more clues. Once the group has guessed, it is Student B's turn, then Student C's and finally Student D's.

Optional follow-up: Students choose another job and write a similar rolecard.

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31 Test yourselves
(6.1 Vocabulary)

Aim: To practise vocabulary from lesson 6.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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32 Imagine
(6.2 Grammar)

Aim: To practise Second Conditional questions and answers.
Interaction: Pairs.
Type of activity: Interview.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Give each student a copy of the worksheet. **(2)** Divide students into pairs. **(3)** Ask students to read the questions and answer for themselves. Then they interview their partner and take notes of their answers. **(4)** Feedback with the class.

Optional follow-up: Students write sentences about their partner.

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33 Test yourselves
(6.5 Grammar)

Aim: To practise modal verbs for obligation and permission.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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34 A job application
(6.7 Writing)

Aim: To practise correcting and completing a job application, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the application, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one missing piece of information, one unnecessary piece of information, one sentence too informal, one spelling mistake, one wrong word form, one wrong pronoun.

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35 Work, work, work
(Focus Review 6, Speaking)

Aim: To practise describing photos and answering detailed questions.
Interaction: Individual, pairs.
Type of activity: Gap filling, asking questions.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and hand out the worksheet. **(2)** Tell them to look at the photo carefully and then answer the questions on the basis of the photo by filling in the gaps with the correct words given above. **(3)** Then ask students to check the task in pairs. **(4)** Ask students to give their own answers to questions 3 and 4 in pairs.

Answers: 1 office **2** group **3** standing **4** look **5** arguing **6** mistake **7** happened **8** would **9** helping

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36 A shopping crossword
(7.1 Vocabulary)

Aim: To practise words related to shopping.
Interaction: Pairs.
Type of activity: Crossword and guessing game.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Students A and Students B their worksheets and ask them not to show them to each other. **(3)** Students work individually at first and match the clues to the answers in their part of the crossword. Set a time limit of two minutes. **(4)** Write the correct sequence of clues for Students A and Students B on the board and get students to check their answers. **(5)** Students work in pairs. They take turns to read the definitions of the words they have in their crosswords so that the other student can guess and complete the missing words. **(6)** When they have finished, tell students to compare their answers.

Answers:
Student A: 6, 5, 3, 7, 10, 12, 2
Student B: 4, 3, 1, 13, 8, 11, 9

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37 Test yourselves
(7.1 Vocabulary)

Aim: To practise vocabulary from lesson 7.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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38 Passive shopping
(7.2 Grammar)

Aim: To practise the Passive voice.
Interaction: Individual and pairs.
Type of activity: Gap filling and information exchange.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. **(2)** Hand out the worksheets and tell students to complete sentences 1–4 with the verbs from the Fresh Verbs box and sentences 5–8 with the verbs from the Organic Verbs box. Remind them to change the verb forms. Set a time limit of three minutes. **(3)** Check answers with the whole class. **(4)** Tell students to read the sentences again and choose the ones they agree with. Explain that sentences 1–4 refer to their families, while 5–8 to their hometowns. **(5)** Ask students to work in pairs. Tell them to compare and discuss their choices. Encourage students to ask follow-up questions, e.g. *What do you buy online?, Are you given pocket money?, Do you know any shop assistants?, Why do you think they aren't paid enough?*

Answers: **1** done **2** bought **3** spent **4** given **5** sold **6** built **7** paid **8** advertised

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39 Test yourselves
(7.2 Grammar)

Aim: To practise the Passive voice.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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40 A formal written complaint
(7.7 Writing)

Aim: To practise correcting and completing a formal written complaint, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the complaint, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are seven mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: two pieces of information presented too informally and/or impolitely, one wrong tense, one wrong verb form, one wrong preposition, one unnecessary contraction, one spelling mistake.

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41 Shopping for clothes
(Focus Review 7, Speaking)

Part 1

Aim: To revise phrases used while shopping for clothes.

Interaction: Individual, pairs.

Type of activity: Gap filling.

Time: 5 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to take two minutes to fill in the gaps in the sentences. **(2)** Then ask students to check the task in pairs and with the whole class. **(3)** When they have finished, you can ask students to name other clothes they can shop for.

Answers: scarf, pay, credit, like, looking, size, have, fit, give, exchange

Part 2

Aim: To revise phrases used while shopping for clothes.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 5 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Ask students to read the conversation between a shop assistant and a customer. Students A and B have different words missing. Ask them to fill in the gaps with ONE suitable word. **(2)** When students are ready they work in AB pairs and read the conversation together. Student A reads lines A, while Student B reads lines B – that is how they check the task.

Optional follow-up: If time allows, you may ask pairs to choose a different item of clothing and act out a similar conversation.

Answers: **1** help **2** looking **3** size **4** am **5** try **6** changing **7** Does **8** much **9** take **10** would **11** return **12** refund

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42 Medical diploma
(8.1 Vocabulary)

Aim: To practise words related to health.

Interaction: Pairs.

Type of activity: Choosing the correct option and gap-filling game.

Time: 15 minutes.

Materials: One worksheet per student (A or B) and one set of cards per pair.

In class: (1) Divide students in pairs, Student A and Student B. Tell them to imagine that they are going to study at a medical school to become a doctor. **(2)** Give students their worksheets and place a set of shuffled cards face down in a pile. Explain that in order to get the school diploma, students have to complete all the tasks on their worksheets, from Level 0 to Level 7, and tick the boxes to mark tasks as completed. Their personal aim is to get the diploma as fast as possible. However, if a student makes a mistake, they miss a turn. To give the exercise a competitive edge, students can question the accuracy of their opponent's answer by referring to you as the adjudicator. **(3)** Students take turns to do their tasks, moving up one level at a time. For levels 0–3, they have to choose the correct options to complete the questions and then answer them. For levels 4–7, they have to draw a card from the pile and complete the sentence that describes the patient's symptoms. **(4)** Monitor the game, adjudicate any disputes and offer feedback.

Answers:
Student A
Level 0: out **Level 1:** cut **Level 2:** to **Level 3:** reduce

Student B
Level 0: out **Level 1:** rate **Level 2:** get **Level 3:** from

Cards: **1** a cough **2** a runny nose **3** a sore throat
4 dizzy **5** stomach ache **6** a temperature **7** in a rash
8 in his chest **9** his appetite **10** weight

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43 Test yourselves
(8.1 Vocabulary)

Aim: To practise vocabulary from lesson 8.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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44 If I remember correctly …
(8.2 Grammar)

Aim: To practise the Past Perfect.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 15 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs and make random sentences. Give each pair of students one set of narrow cards with sentence beginnings and one set of wide cards with sentences endings. Tell students to put the cards face down in two respective piles. The narrow cards should be placed on the left. **(2)** Students take turns to turn over one card from each pile at a time to make a random sentence. **(3)** Students read their sentences to each other and say whether the sentences about them are true or false. They should also explain why, e.g. *Yes, it's true that by the time I went to primary school, I'd started learning English because I learnt English in kindergarten.* or *Obviously, I hadn't failed a single test by the age of 3 because I hadn't started school yet.* Tell students to keep a record of how many true sentences about themselves they happened to make. **(4)** Encourage students to ask each other follow-up questions: *When exactly did you start learning English? Do you remember your first English teacher?* **(5)** Once students have finished, ask them about their score.

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45 Test yourselves
(8.5 Grammar)

Aim: To practise Reported Speech.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

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46 A reader's comment
(8.7 Writing)

Aim: To practise correcting and completing a reader's comment, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the comment, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are seven mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one logical order mistake, two wrong verb forms, one wrong quantifier, one spelling mistake, one wrong linker, one unnecessary contraction.

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47 A teen health and fitness app
(Focus Review 8, Speaking)

Parts 1 and 2

Aim: To revise phrases connected with a healthy lifestyle.
Interaction: Pairs.
Type of activity: Information gap.
Time: 7 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Students A and B. Give each student a worksheet. **(2)** Explain that students have to find the beginnings or endings of the phrases. Student A reads a beginning from their handout and Student B finds an ending on their handout. Then they switch roles. Ask all students to write the phrases down. Check the answers with the whole class. **(3)** Tell Students that in Part 2 they have a description of a new health app for teenagers. Ask them to read it and fill in the gaps with the phrases from Part 1. Then check answers with the class. Encourage students to take a moment and tell their partner if they would like to use such an app or not and why.

Answers
Student A:
Part 1: be allergic to nuts and kiwi, work out regularly, cut sweets out of your diet, tests stress me out, make better diet choices, keep fit and healthy
Part 2: **1** keep fit and healthy; **2** work out regularly; **3** make better diet choices; **4** allergic to nuts and kiwi **5** cut sweets out of your diet

Student B:
Part 1: cut sweets out of your diet, tests stress me out, make better diet choices, keep fit and healthy, be allergic to nuts and kiwi, work out regularly
Part 2: **1** keep fit and healthy **2** work out regularly **3** make better diet choices **4** allergic to nuts and kiwi **5** cut sweets out of your diet

Part 3

Aim: To practise ways of expressing choices and justifying them.
Interaction: Pairs.
Type of activity: Guided speaking.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into different pairs. **(2)** Explain that the company which makes the health app Teen FitKit wants to advertise it in your country and is asking the opinion of teenagers on which photo to choose for the campaign ad. **(3)** Ask Students to read some opinions (1–5) and decide which photo has a better chance of becoming the ad photo. Also ask them to complete the sentences using the words in brackets and any other words they might need. Check the task with the class. **(4)** Tell students that they are going to choose the best photo and express their opinion. They are also going to explain why they did not choose the other option. Ask them to use the phrases in bold and their own, fresh ideas. Let them make short notes and then have their discussions.

Optional follow-up: Students present their ideas to the class and have a short poll of which photo won.

Answers
Student A and B
Part 3: Photo B has a better chance of becoming the ad. **1** because it's more attractive and the girl looks more interesting, **2** it isn't very realistic, **3** a real, healthy teenager, **4** I want to work out now, **5** isn't as happy as the girl in Photo B

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48–49 Multiple-choice cloze
(Focus Review 3, 5, 6 and 7; Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Multiple choice cloze (text).
Time: 20 minutes per worksheet.
Materials: One worksheet per student.

In class: **(1)** Copy the worksheets for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped texts and to choose one correct answer (a, b or c) for each gap. **(4)** Give students twenty minutes to do the tasks on their worksheet. **(5)** Check the answers with the whole class.

Answers:

Worksheet 48:
1: 1 c, 2 b, 3 b, 4 c, 5 a
2: 1 b, 2 c, 3 a, 4 c, 5 b
3: 1 a, 2 b, 3 b, 4 a, 5 c
4: 1 a, 2 c, 3 a, 4 c, 5 b

Worksheet 49:
1: 1 a, 2 c, 3 b, 4 b, 5 a
2: 1 c, 2 b, 3 a, 4 b, 5 b
3: 1 c, 2 a, 3 c, 4 c, 5 b
4: 1 b, 2 b, 3 c, 4 c, 5 a

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50–51 Gapped sentences
(Focus Review 2 and 4; Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Gapped sentences.
Time: 12 minutes per worksheet.
Materials: One worksheet per student.

In class: **(1)** Copy the worksheets for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the pairs of gapped sentences and to choose one answer (a, b or c) that completes both sentences in each pair correctly. **(4)** Give students twelve minutes to do the tasks on their worksheet. **(5)** Check the answers with the whole class.

Answers:

Worksheet 50:
1: 1 c, 2 c, 3 a, 4 b, 5 a
2: 1 a, 2 c, 3 b, 4 a, 5 c
3: 1 a, 2 b, 3 b, 4 c, 5 b
4: 1 a, 2 c, 3 b, 4 b, 5 c

Worksheet 51:
1: 1 a, 2 c, 3 b, 4 c, 5 c
2: 1 a, 2 b, 3 c, 4 b, 5 c
3: 1 a, 2 a, 3 c, 4 a, 5 b
4: 1 b, 2 c, 3 c, 4 b, 5 a

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52–53 Multiple choice

(Focus Review 1, 3, 4, 6, 7 and 8; Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Multiple choice cloze (dialogues).
Time: 12 minutes per worksheet.
Materials: One worksheet per student.

In class: **(1)** Copy the worksheets for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the short gapped dialogues and to choose one answer (a, b or c) that completes each dialogue correctly. **(4)** Give students twelve minutes to do the tasks on their worksheet. **(5)** Check the answers with the whole class.

Answers:

Worksheet 52:
1: 1 c, 2 c, 3 b, 4 a, 5 c
2: 1 b, 2 a, 3 b, 4 a, 5 a
3: 1 b, 2 a, 3 c, 4 c, 5 b
4: 1 c, 2 b, 3 c, 4 b, 5 a

Worksheet 53:
1: 1 b, 2 b, 3 c, 4 b, 5 a
2: 1 c, 2 b, 3 c, 4 a, 5 b
3: 1 c, 2 b, 3 b, 4 a, 5 c
4: 1 a, 2 b, 3 c, 4 a, 5 c

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54–55 Sentence transformation
(Focus Review 1, 2, 5 and 8; Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual, groups of four.
Type of activity: Sentence transformation.
Time: 15 minutes per worksheet.
Materials: One worksheet per four students.

In class: (1) Copy the worksheet and cut it up so that each exercise is on a separate piece of paper. **(2)** Divide all students into groups of four and ask them to sit together. **(3)** Tell students that they are going to work individually first and hand out the worksheets. **(4)** Ask them to read the sentences on their worksheet and to choose one answer (a, b or c) that means the same as the words in bold. Give them five minutes to do the task. **(5)** Ask students to give their handout to the person on their right. The person on the right checks the transformations. If they think it is correct, they put a tick next to it. If it is wrong, they correct it, and if they are not sure, they put a question mark. **(6)** The students give their handout to the person on their right again. This person checks it again and makes necessary correction where there is a question mark. This continues until every person in the group has checked all four exercises. **(7)** Check the answers with the whole class. Groups keep a score of how many answers they had correct.

Optionally, you may give each student the whole handout with all four exercises at the end of the lesson and ask them to fill it in as homework.

Answers:

Worksheet 54:
1: 1 b, 2 a, 3 c, 4 a, 5 a
2: 1 b, 2 c, 3 b, 4 b, 5 a
3: 1 a, 2 b, 3 a, 4 a, 5 c
4: 1 c, 2 b, 3 a, 4 c, 5 b

Worksheet 55:
1: 1 a, 2 a, 3 c, 4 b, 5 a
2: 1 c, 2 b, 3 c, 4 b, 5 a
3: 1 c, 2 b, 3 a, 4 b, 5 b
4: 1 c, 2 b, 3 c, 4 a, 5 b

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