

### Unit 1 Extreme Living

The aim of this activity is to practise the simple present and adverbs of frequency in the context of likes, dislikes and habits.

**Step 1:** Explain that each student has the same set of sentences. Allow time for students to complete their own information individually. It's worth spending some time on this stage as this will make the later discussion more interesting.

**Step 2:** Ask students to choose a partner and interview them about their answers. They should try to find some similarities as well as differences.

**Step 3:** Ask students to work in pairs. Monitor and help with vocabulary. Make notes of any problems.

**Step 4:** Ask pairs to report to the class the most interesting similarity or difference they found. Ask who found the most similarities between themselves and their partner. Why do they think their answers were similar?

**Step 5:** Give feedback on language use and how well they have completed the task.

### Unit 2 Disasters

The activity is designed to help students practise the past continuous (affirmative, negative, question forms and short answers) as well as vocabulary for survival essentials.

**Step 1:** Explain that each person has a different picture. Their task is to memorize the picture in two minutes so that they can answer questions about it. Set a timer for two minutes as students memorise their pictures individually.

**Step 2:** After two minutes, signal that students should exchange pictures. Model and practise one or two questions with the class.

**Step 3:** Ask students to work in pairs. Monitor to make sure they are using the past continuous correctly. Make notes of any problems.

**Step 4:** Give feedback on language use and how well they have completed the task.

**Note:** For an extra challenge, ask students to exchange pictures again and ask additional questions about their own picture.

### Unit 3 Priorities

#### Exercise 1

The aim of this activity is to practise modals of obligation and permission, *have to* and *be allowed* (affirmative, negative and question forms).

**Step 1:** Introduce the activity by asking students to talk about some rules at home. Review modals of obligation and permission. Write some examples on the board if necessary.

**Step 2:** Explain that each person has a different questionnaire and that they will interview their partner about rules at home.

**Step 3:** Model and practise one or two questions with the class. Write them on the board if necessary.

**Step 4:** Ask students to work in pairs. Monitor to make sure they are using the modals of obligation and permission correctly. Note any problems.

**Step 5:** Give feedback on language use and how well students completed the task.

#### Exercise 2

The aim of this activity is to practise modals of advice and obligation, *should* and *must*. This activity can be done in pairs or groups.

**Step 1:** Introduce the activity by asking students to think of other areas of their lives where they have to follow rules.

**Step 2:** Students work individually to write their three questions.

**Step 3:** Ask students to work in pairs. Monitor to make sure they are using the modals of advice and obligation, *should* and *must* correctly. Note any problems.

**Step 4:** Gather ideas from the whole class and write them on the board.

### Unit 4 Street Art

The aim of this activity is to practise questions and answers using the present perfect.

**Step 1:** Explain that each partner has a questionnaire. The aim is to find out how creative their partner is. Model and practise one or two questions and write them on the board if necessary. Model some answers, for example, *No, never* or *No, but I'd like to one day*.

**Step 2:** Ask students to work in pairs. Monitor to make sure they are using the present perfect correctly. Note any problems.

**Step 3:** Give feedback on language use and how well students completed the task.

### Unit 5 Adventure

The aim of Exercise 1 is to practise questions and answers using the present perfect. Exercises 2 and 3 practise the functional language.

#### Exercise 1

**Step 1:** Allow time for students to complete their lists/table individually.

**Step 2:** Ask students to work in pairs and find out how many similarities there are. Monitor to make sure they are using the present perfect correctly. Note any problems.

**Step 3:** Give feedback on language use and how well students completed the task.

### Exercises 2 and 3

**Step 1:** Give each student time to read their roleplay information and make notes if necessary.

**Step 2:** Students roleplay the situations in pairs. Monitor and help with vocabulary.

**Step 3:** Students swap roles and roleplay another situation.

**Step 4:** Ask for volunteer students to show their roleplay to the class.

### Unit 6 Fears

The aim of this activity is to practise *going to*, language for giving advice and adjectives for feelings.

#### Exercise 1

**Step 1:** Explain that each student has got a different set of problems and they're going to ask each other for advice. They should take turns reading out each problem and noting their partner's advice. Monitor to make sure they are using appropriate language. Note any problems.

**Step 2:** Give feedback on language use and how well students completed the task.

#### Exercise 2

**Step 1:** Students can work together in pairs or individually.

**Step 2:** Ask volunteers to read out their problems and ask the class for advice.

#### Exercise 3

**Step 1:** Allow time for students to complete their lists.

**Step 2:** Students compare their lists in pairs.

### Unit 7 Let's Talk

The aim of Exercise 1 is to practise making predictions about the future using *will*, *may* and *might* and conditional sentences with *will*. The aim of Exercise 2 is to practise the functional language.

#### Exercise 1

**Step 1:** Allow time for students to read and complete the quiz individually. They then compare their answers in pairs. Emphasise that it is important to give reasons for their opinions. Remind students to use *will*, *may* or *might*.

**Step 2:** Ask the class to share their answers. Give feedback on language use.

#### Exercise 2

**Step 1:** Allow time for students to read the problems and think about ideas.

**Step 2:** Students work in pairs and try and help each other with their problems.

**Step 3:** Ask volunteers to read out their roleplays to the class.

**Step 4:** Correct and give feedback on language use.

### Unit 8 School Life

The aim of these activities is to practise conditional sentences with *would*. For Exercises 1, 2 and 3 follow steps 1–4:

**Step 1:** Review the form of the second conditional and write an example on the board if necessary.

**Step 2:** Ask students to work in pairs to read out and compare their answers and to find any similarities. Monitor to make sure they are using the conditional forms correctly. Note any problems.

**Step 3:** Gather ideas from the whole class and write them on the board. Take a class vote on the best ideas.

**Step 4:** Give feedback on grammar and language use.

### Unit 9 Green Planet

The aim of these activities is to review passive forms and vocabulary for materials and energy issues.

#### Exercise 1

**Step 1:** Explain that each partner has got the same crossword but with different answers filled in. They can find out the missing words by asking their partner for a definition. Refer students to the example.

**Step 2:** Allow time for students to work in pairs and complete their crosswords.

**Step 3:** Ask volunteers to say their clues for the class for each item in the crossword.

#### Exercise 2

**Step 1:** Allow time for students to work individually to complete the 'you' column in the table.

**Step 2:** Students ask and answer the questions in pairs and complete the 'your partner' column with their partners information.

**Step 3:** Ask individuals to report what their partner said to the class.

**Step 4:** Give feedback on language use.