

### Unit 1 Changes

The aim of Exercises 1 and 2 is to practise *used to*, clothes vocabulary and adjectives and dependent prepositions. In Exercise 3 the students review useful language for buying clothes.

#### Exercise 1

**Step 1:** Explain that Students A and B have a different picture of the same person (Jimmy) showing how he has changed. For example, in the past he was a punk but now he's a rich business man who likes jogging. Student B needs to ask Student A questions using *used to* to try to find the differences between their pictures.

#### Exercise 2

**Step 1:** As Exercise 1, but this time the students need to ask questions about how Marina has changed.

**Follow-up:** Ask the students to choose a famous person and find some information about how their life has changed and if possible some photos. Ask them to present this information to the class using *used to*.

#### Exercise 3

**Step 1:** Ask the students to identify the clothes first. Encourage them to use adjectives to describe them. Point out that the students are in a clothes shop and they need to decide together what clothes to buy for each event. Encourage them to use the useful language for buying clothes.

### Unit 2 A helping hand

The aim of Exercises 1 and 2 is to practise using adjectives to describe personal qualities. In Exercises 3 and 4, the students review useful language for showing concern and where possible use the present perfect and reflexive pronouns.

#### Exercise 1

**Step 1:** Brainstorm the list of adjectives to describe personal qualities from the unit onto the board. Ask the students to suggest a job and complete the sentence using some of these adjectives. Students then work individually and complete the sentence for two different jobs.

#### Exercise 2

**Step 1:** Point out that the students should give each other points for correct answers. After the student has guessed their partner's job, encourage them to agree or disagree with their partner's sentences. Demonstrate this as a class by asking a student to read out one of their sentences:

Student: *A teacher needs to be patient, easy-going and quite strict.*

Teacher: *I agree with you but I also think teachers need to be passionate about their subject.*

#### Exercises 3 and 4

**Step 1:** Give the students a little time to look at the pictures first and ask for any vocabulary they need. Ask the students to read through the example conversation first and make sure they know what they have to do. Encourage them to use the present perfect and reflexive pronouns where possible.

**Follow-up:** Ask the students to think of two or three more situations to describe to a new partner. If the students enjoy drawing, they can draw a picture. With a new partner, they take turns to describe their situation and show concern.

### Unit 3 Young achievers

The aim of Exercises 1 and 2 is to practise future forms. In Exercise 3, students review the useful language for making decisions.

#### Exercises 1 and 2

**Step 1:** Review future forms (present simple and continuous, *be going to*, *will*, *may/might* and future continuous) and their uses. First, check that the students can form correct questions before they ask their partner. Remind them that they need to ask follow-up questions (*Where? Why? Who with?* ) to find out some more information.

#### Exercise 3

**Step 1:** Encourage the class to brainstorm some possibilities for each situation first before they discuss them with their partner. Ask students to tell the class about their decisions.

**Follow-up:** Ask the students to think about a situation where they'll need to make a decision, for example, what to do at the weekend or in the holidays, what to study next year or what to do when they leave school. Then encourage them to discuss their situations in small groups.