

UNIT 1 BE INSPIRED

The aim of this worksheet is to review the unit's phrasal verbs. It also practises language for interviewing someone as well as the past simple and *used to*.

Step 1: Explain that Exercise 1 reviews the phrasal verbs from this unit. Encourage students to use the phrasal verbs as frequently as possible in their answers. At the end of the activity, gather example answers from around the class, or ask students to talk about their partners' answers.

Step 2: Explain that Exercises 2 and 3 review language for interviewing someone, as well as the past simple and *used to*. Review the grammar rules if necessary. Encourage students to mention some people they used to admire or that were an inspiration when they were younger: it could be a comic book superhero or a character from a storybook.

Step 3: Walk around the class and monitor students as they are speaking and identify any problems with grammar. Collect a few examples of correct and incorrect sentences and write them on the board. Ask students to correct them.

Note: You may want to ask students to switch partners for each activity, for variety.

UNIT 2 WHAT IS ART?

The aim of this worksheet is to review vocabulary for visual and performing arts. It also practises language for describing a picture.

Step 1: For Exercise 1, explain that each student has different sets of questions. They can choose the word to complete the question, *What kind of... do you like?* depending on their partner's interests. Allow 5–6 minutes for discussion. Then gather answers from the class.

Step 2: For Exercises 2 and 3, each student has a different picture. They should not show the picture to their partner. They should describe the picture: the mood, atmosphere, meaning, but without naming any concrete things. Their partner will try to guess which of the three descriptions is correct.

Step 3: At the end of Exercise 4, gather ideas for titles from the class. You may want to take a class vote on the best ones.

UNIT 3 SPREAD THE WORD!

The aim of this worksheet is to review vocabulary for ways of communicating as well as *can*, *could* and *be able to*. It also practises language for describing and defining objects.

Step 1: For Exercise 1, explain that each student has different statements. They should take turns to read each statement aloud and say their opinion. Their partner will agree or disagree. Encourage students to give examples from real life to support their opinions.

Step 2: Walk around the class and monitor students as they are speaking and identify any problems with grammar. Allow 8–10 minutes for discussion. Then invite volunteers to share their answers with the class.

Step 3: For Exercise 2, explain that each student has three photos of three different things each. They should take turns to describe or define each object, without showing it or saying its name. Their partner will guess what they want.

Tip: To extend this exercise, prepare some small paper cards with names or pictures of other items and hand them out to students who finish early.

UNIT 4 HEALTHY BODY,
HEALTHY MIND

The aim of this worksheet is to review vocabulary for healthy eating, as well as *too much / many* and *not enough*. It also practises language for giving advice.

Step 1: For Exercise 1, explain that each student has the same set of pictures. Go over the names of these types of food. After students number their pictures, allow 8–10 minutes for discussion. Invite volunteers to share their answers with the class.

Step 2: For Exercise 2, explain that each student has questions on their survey. They should take turns to ask each other the questions (but they should delay giving advice until they have asked all the questions and the survey is complete).

Step 3: Walk around the class and monitor students as they are speaking and identify any problems with grammar. At the end of their survey, students should move on to Exercise 3 and give their advice to their partner.

Step 4: Allow 8–10 minutes for discussion. Invite volunteers to share their partners' advice with the class.

UNIT 5 SAVE OUR PLANET!

The aim of this worksheet is to review vocabulary for talking about the environment, as well as reviewing conditional sentences. It also practises language for giving your opinion.

Step 1: For Exercise 1, explain that each student has a different photo. They should first describe the photo to their partner, and explain what kind of problem it is, its causes and suggest possible solutions. Invite volunteers to share their answers with the class.

Step 2: For Exercise 2, explain that each student has the same statements. After students complete them individually, they compare their answers in pairs. Walk around the class and monitor students as they are speaking and identify any problems with grammar. Invite volunteers to read out their answers or write them on the board.

Step 3: For Exercise 3, ask students to come up with solutions to each of the issues in Exercise 2. Then invite students to share their solutions with the class and debate which ones would be more effective and why.

UNIT 6 THINK OUTSIDE THE BOX

The aim of this worksheet is to review vocabulary for talking about materials and making things, as well as the present simple passive. It also practises language for giving and following instructions.

Step 1: For Exercises 1 and 2, explain that each student has a different set of instructions. They will be telling their partner how to make something out of paper. Make sure every student has the necessary materials to make the object. Compare the results as a class.

Tip: To extend this exercise, have students reverse roles and remember the instructions for the object they made.

UNIT 7 A WORLD OF CELEBRATION

The aim of this worksheet is to review vocabulary for talking about music festivals and music. It also practises language for inviting a friend to a festival.

Step 1: For Exercises 1 and 2, explain that each student has different information. They will take turns to invite their partner to a festival. You may want to brainstorm some questions with the class before starting the role-play, and write them on the board.

Step 2: To wrap up the activity, ask students to talk about any festivals they have been to and encourage the rest of the class to ask them questions about them.

UNIT 8 BACK TO SCHOOL

The aim of this worksheet is to review vocabulary for talking about school and attitudes and behaviour, as well as modal verbs for obligation, permission and prohibition. It also practises language for explaining and asking about rules.

Step 1: For Exercise 1, explain that each student has different information. They will take turns to ask each other about rules at their school. You may want to brainstorm some questions using modal verbs with the class before starting the role-play and write them on the board. For example:

Are you allowed to . . . ?

Can you . . . ? Do you have to . . . ?

Step 2: Allow 8–10 minutes for students to exchange information. Walk around the class and monitor students as they are speaking and identify any problems with grammar. When students have finished, discuss the rules and say whether they are effective or not. To wrap up, ask students to move on to Exercise 2 and design a set of rules for their ideal school.

UNIT 9 A HOLIDAY ON THE MOON

The aim of this worksheet is to review vocabulary for talking about travel, as well as future forms while asking about a future trip.

Step 1: For Exercise 1, explain that each student has the same sets of words. You may want to do the first set with the class. Encourage alternative and creative answers. Allow a few minutes for students to work individually. Then ask students to compare their answers in pairs. When they have finished, compare answers as a class.

Step 2: For Exercise 2, explain that each student has different information. They will take turns to ask each other about their future trip. You may want to brainstorm some additional questions and write them on the board, for example:

Who are you going with?

How are you travelling?

What kind of hotel are you staying at?

How much will it all cost?

Walk around the class and monitor students as they are speaking and identify any problems with grammar.

Step 3: Wrap up the activity by discussing your ideal holiday in Exercise 4. You may want to ask students to design a poster for their ideal holiday and present it to the class.