



Introduction

This Teacher's Resource Book is designed to help you and your students make the most of *Level Up* Level 5. There are seven photocopiable worksheets for each unit as well as teaching notes.

What do the photocopiable worksheets provide?

The worksheets have been carefully designed to reinforce and provide extra practice of the language and skills taught through the Student's Book and Workbook.

Each worksheet has accompanying teaching notes with suggestions for exploitation in the classroom, along with answer keys and audioscripts. The teaching notes also include optional follow-up tasks that are suitable for providing either extra support or extra challenge.

Vocabulary practice worksheets

There are two Vocabulary worksheets per unit. These worksheets reinforce each of the two new lexical sets taught in the unit. The activities in these worksheets focus on both the recognition of the new words as well as the ability to write the new words with minimal support. Activities in the Vocabulary worksheets are varied and fun and using them also helps students to develop other skills, such as fine motor skills, categorizing, sequencing, and drawing.

Grammar practice worksheets

There are two worksheets per unit that focus on the two main grammar points presented in each unit. In these worksheets, activities use known vocabulary with the new grammar point and provide practice in the context of the unit topic. Activities include writing answers, reordering sentences, and describing differences. You can use the worksheets with students who finish classwork quickly. Alternatively, you can use them with students who need further reinforcement of a particular grammar point.

Skills worksheets

There are also two Skills worksheets per unit. These are a Listening and Speaking worksheet and a Reading and Writing worksheet. In this way, there is a balance between productive and receptive skills in each unit. The worksheets focus on language from that particular unit, but they also recycle language from earlier units. The pairs of worksheets in each unit are linked by their topic, which helps increase student confidence and motivation.

The Listening and Speaking worksheets exploit situations that are relevant to the age group, such as listening to students talking about a school trip or talking about clothes and sports. The listening activities are to be used with the whole class. There are a variety of listening activities, all of which are practiced in the Student's Book and Workbook. Speaking activities usually have some kind of guessing or describing element, and require students to work in pairs or groups to share information and voice their own opinions. The teaching notes support you in setting up these tasks.

The Reading and Writing worksheets can be used individually or as a whole class. The reading tasks provide an opportunity to look at traditions and practices from other countries in some detail while still being linked to the unit topic. The writing tasks encourage the students to write a short text of their own, which is usually in the form of a personal reaction to the cultural information in the reading text, or ask the students to make comparisons between the new culture and their own. This writing output is always supported in the form of first asking students to work in a group to discuss and make notes on the topic, prompted by the questions on the worksheet.

Mission worksheets

There are nine worksheets for the Mission sections – one per unit. Each Mission, or project, has been broken down into three different stages, occurring at different points in the unit. The Mission worksheets support one or more of these stages, depending on what is needed. They provide some kind of output task that contributes to the whole project. Generally, these activities have a communicative focus, and work will be carried out in either pairs or groups, and will require some teacher input. See the Teacher's Resource Book Introduction for further information on the Missions.

How can the worksheets be used?

You can use the Vocabulary and Grammar worksheets with individuals who complete their work in class quickly. Alternatively, you can set these worksheets for homework, or use them with students who would benefit from some extra practice. However, the Listening and Speaking and Reading and Writing worksheets need to be used in small groups and pairs, and can be used when additional practice is necessary. Or, they can provide you with an alternative when there is a change or break in your usual routine.

Student portfolios

The worksheets also lend themselves to being compiled and stored so that students have a record of their work for the year, and they can see the progress they have made and reflect on the work they have done. Compiling a portfolio can develop student autonomy and is a good way to increase parent involvement, since it can be shared with family and friends. Portfolios are also useful for you as a teacher, because they are something tangible to show parents at the end of a semester or year.

Students can either stick the worksheets into a scrapbook or notebook, or keep them in a file or ring binder. A useful alternative is an electronic copy of the worksheets, where students scan their worksheets and store them on a hard drive or cloud. Not only do students have something that they are more likely to keep, but they can also develop IT skills at the same time.



1 In style

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core vocabulary for clothing: *blouse, jewelry, purse, raincoat, sneakers, suit, sweater, sweatsuit, swimsuit, tie, and tights*.
- Students find the clothing words in the word swirl and then write the words under the pictures.

Key: 1 swimsuit 2 sweater 3 blouse
 4 jewelry 5 raincoat 6 sneakers

- Focus the students' attention on the pictures above the blog and elicit the words from students one by one. Students complete the text with the correct words. Fast finishers can work in pairs to brainstorm other clothing words they know.

Key: 1 sweatsuit 2 sneakers 3 suit 4 tie
 5 tights 6 purse

Optional follow-up activity (reinforcement):

Divide the class into two teams. Invite a member from each team in turn to the board. They draw an item of clothing for the other team to guess what the item is. When the opposite team guesses the word correctly, a member from their team can come and write the word on the board. Award 1 point for the correct word, and 1 point for accurate spelling.

Grammar 1

Using the worksheet

- This worksheet provides practice of the target grammar: comparative adjectives, adverbs and *as ... as*.
- Students read the dialog and complete the activity.

Key: 1 more comfortable 2 more expensive
 3 prettier 4 cheaper 5 longer

- Students do the activity in pairs.

Key: 1 Sweater B is as expensive as sweater A.
 2 Peter is shorter than Tom. 3 My purse isn't as small as your purse. 4 Grandpa is older than Charlie.

- Students write four sentences about famous people in their notebooks.

Optional follow-up activity (reinforcement):

Ask students to write two more comparative sentences about famous people. Call on individuals to share their sentences with the class.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core parts of clothing vocabulary: *button, chain, collar, cotton, label, leather, pattern, silk, size, and sleeve*.
- Students complete the crossword puzzle.

Key: Across 3 buttons 5 sleeves 7 chain
 8 label
 Down 1 cotton 2 pattern 4 silk 6 leather

- Students work in pairs to correct the words in bold in the text using the words in bold in the other sentences. Fast finishers can draw a mind map for the new vocabulary.

Key: 1 sleeves 2 size 3 cotton 4 leather
 5 silk 6 chain 7 collar 8 buttons

Optional follow-up activity (extension):

Divide the class into two teams. Invite a member from each team to the front and whisper a vocabulary item to them. They must go back to their team and describe the word without saying what it is. Their team has three guesses until they have to stop. The first team to guess wins a point.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target grammar: the simple present with future meaning.
- Students read the advertisements and circle the correct answers in the sentences below.

Key: 1 doesn't open 2 closes 3 finishes
 4 is 5 isn't 6 starts

- Explain that students have to read the answers first and then write the questions. They must start the questions with the different question words.

Key: 1 What time / When does the movie start?
 2 When does the train leave? 3 What day does the next bus leave? 4 Where does this bus go?

- 3 Students work in pairs: Student A and Student B. Using one worksheet, they cut out the information screens. Explain that they each have different information about the buses and trains and that they must keep these hidden from their partner. They must ask and answer questions to complete their travel information.

Optional follow-up activity (reinforcement):

Students draw or find a copy of their school schedule for the week ahead. Working in pairs, they talk about their school lessons and activities for the following week using the simple present with future meaning.

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice linked to the topic of clothing. The listening focus is listening to and writing down information.
- 1 Play the audio once for gist. Then play the audio a second time, pausing to allow the students time to write each answer.

Key: 1 (Saturday) November 17th 2 2 p.m.
 3 town hall 4 \$5 5 3 p.m. 6 school office

Track 2

Amy: Hi, Adam!
 Adam: Hi, Amy.
 Amy: Do you know about the fashion show?
 Adam: When is it?
 Amy: It's on Saturday, November 17th. It starts at 2 p.m.
 Adam: Did you make anything for the show?
 Amy: Yes, I did. I made a blouse, some jewelry, and a purse.
 Adam: That's great.
 Amy: Ben is more talented than me, though. He made more than me!
 Adam: What did he make?
 Amy: He made a sweater, a sweatsuit, a suit, AND a silk tie.
 Adam: Wow! I'm sure you're as good as each other really! ...
 Where is the show?
 Amy: It's at the town hall.
 Adam: How much are the tickets?
 Amy: \$5.
 Adam: I want to come, but I have soccer practice at 4 p.m.
 Amy: That's OK. The show finishes at 3 p.m.
 Adam: OK. Oh, where do I get the tickets?
 Amy: At the school office.

- 2 Students work in pairs to describe and make comparisons between the pictures.
 3 Working with the same partner, students take turns to ask and answer the questions.

Optional follow-up activity (extension):

Draw a table on the board and write *Amy* at the top of one column and *Ben* at the top of the other. Tell students to listen to the audio carefully again, and make a note of what they are each making for the fashion show. Complete the table on the board with their ideas.

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice linked to the topic of clothing. The reading focus is reading and identifying appropriate words.
- 1 Students quickly skim the text to find out the topic and general meaning. Then students read the text again more carefully. They look at each blank and compare each option with the text before choosing one.

Key: 1 B 2 C 3 C 4 B 5 A 6 A

- 2 Students work in groups of three or four to discuss traditional clothing in their country and write notes in their notebooks.
 3 Students choose one country from the text in Activity 1 and compare the traditional clothing in their chosen country to that in their own country, using their notes in Activity 2 to help them. Set a time limit for writing.

Optional follow-up activity (extension):

Students work in pairs and choose another country's traditional clothing to research, using the questions in Activity 2 to guide their research. They can use the Internet to find out information and print pictures of the clothing. They prepare a short presentation for the class describing the clothing.

Mission Stage 2:

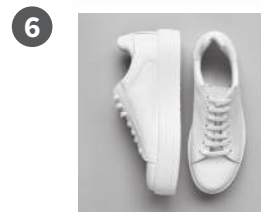
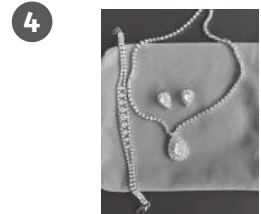
Design an online clothing store

Using the worksheet

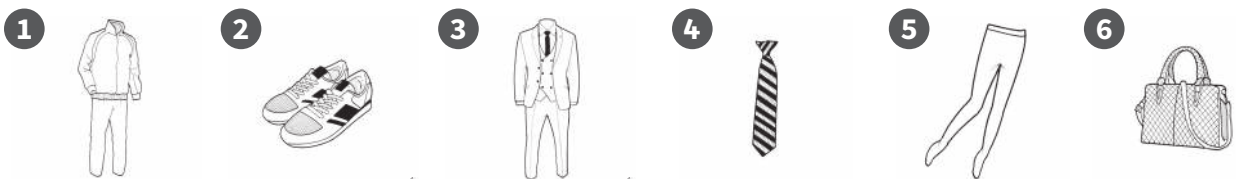
- 1 Put students into the same groups as Mission Stage 1 and remind them of the activities they chose. Give each group a copy of the template. Show some examples of online stores first, and then ask them to use the template to design their own store selling clothes for their activity. They should think of a name and a logo for the store (top two boxes) and complete the categories of clothing items (left box). In the remaining boxes, they should design the clothes. Encourage them to add notes to the pictures, e.g. *gold buttons*, *long sleeves*, and state what sizes the items are available in.
 2 Students swap stores with other groups and "buy" items. Encourage them to ask questions. At the end of the activity, students talk about what they bought.

1 Vocabulary 1

1 Find the words in the word swirl. Then label the pictures.



2 Look at the pictures and complete the text with the correct words.



Last month, I went to a fashion show in London. It was fantastic!

First, I saw some new sports clothes. They were very modern. There was a woman wearing a colorful ¹ _____ and white ² _____.

Then, I saw the evening clothes for men. The model was wearing a black ³ _____ and a ⁴ _____. He looked very well-dressed.

Finally, I saw the evening clothes for women. There was a woman wearing a dress and a pair of black ⁵ _____. I also saw an amazing ⁶ _____. I have lots of new ideas for my wardrobe!



1 Grammar 1

1 Complete the dialog with the comparative form of the adjectives in parentheses.

Jessica: What do you think of those green sneakers?

Teresa: I don't like them. The blue sneakers look ¹_____ (comfortable) than the green ones.

Jessica: What about these sweatsuits?

Teresa: I like the black one, but it's ²_____ (expensive) than the white one. Do you like this yellow blouse?

Jessica: No, I don't. I like this red one. It's ³_____ (pretty) than the other one.

Teresa: Yes, but this one is ⁴_____ (cheap).

Jessica: These pants are nice. Why don't you try them on?

Teresa: Good idea! The grey ones are ⁵_____ (long) than the blue ones.

Jessica: Yes, they look really good!

2 Look and write sentences. Use the comparative form of the adjectives, or (not) as ... as.

1



sweater B / expensive / sweater A

2



Peter / short / Tom

3



my purse / small / your purse

4



Grandpa / old / Charlie

3 Write four comparative sentences about famous people in your notebook. Use the adjectives in the box. Discuss your ideas with a partner.

beautiful fast funny interesting old rich smart young

1 Vocabulary 2

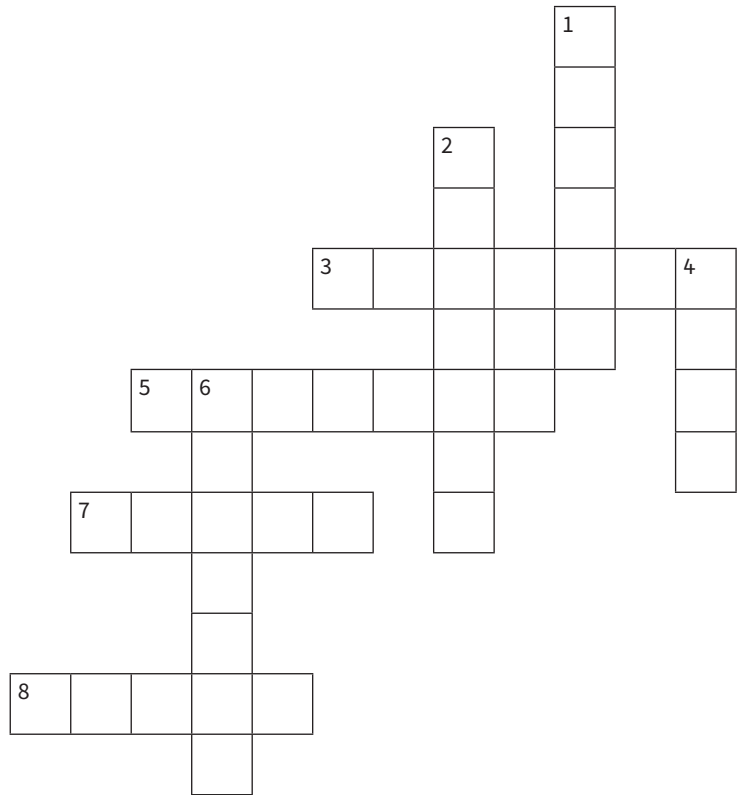
1 Read the clues and write the words in the crossword.

Across

- 3 I have ten of these on my blouse.
- 5 The parts of a blouse or shirt that cover your arms.
- 7 It's a type of jewelry.
- 8 It tells you how much something is in a store.

Down

- 1 Most T-shirts are made of this.
- 2 This is the design of my T-shirt. It has lots of pictures of small dogs.
- 4 It's a soft material that insects make.
- 6 Most shoes are made of this.



2 The words in bold are in the wrong sentences. Put them in the correct sentences.

Ashley's Fashion Blog

Monday, July 16th

Hi guys!

This week, I made a few things: a dress, a purse, a necklace, and a blouse!

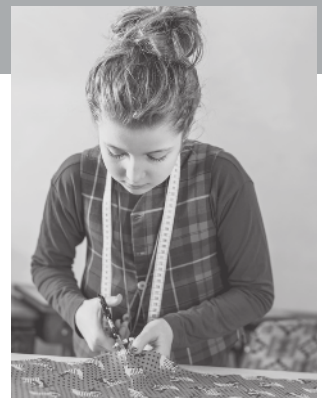
The dress has long **1silk** _____ – they cover my arms and look really pretty. My mom helped to measure me so it's definitely the correct **2collar** _____ – it isn't too big! It's made of **3chain** _____, so it's nice and cool for summer.

Next, the purse! This is very exciting, because it's the first time I've ever made one! I used an old **4sleeves** _____ jacket to make it. I tied my favorite **5buttons** _____ scarf to the purse to give it some color – I love the material because it's so soft.

The necklace was very easy to make. I used a silver **6cotton** _____ from an old necklace. It's so cool!

The blouse is very nice, too. It has a **7leather** _____ which fits around my neck. It also has black **8size** _____ on the front.

What about you? What are you making right now?



1 Grammar 2

1 Read the advertisements and choose the correct answer.

Sunnydale Community Notice Board

Sunnydale Pop-up Fashion Market

Sunnydale Café

Tuesday and Thursday
10 a.m. to 6 p.m.

Sunnydale Sewing Workshop

Sunnydale Museum

Saturday and Sunday
1 p.m. to 5 p.m.

Book Reading with Karen Heart

Sunnydale Bookshop

Saturday, July 15th
2 p.m. to 4 p.m.

- | | |
|---|--|
| <p>1 The fashion market opens / doesn't open on Wednesday.</p> <p>2 It close / closes at 6 p.m.</p> <p>3 The sewing workshop finish / finishes at 5 p.m.</p> | <p>4 It be / is on the weekend.</p> <p>5 The book reading is / isn't on Sunday, July 16th.</p> <p>6 It start / starts at 2 p.m.</p> |
|---|--|

2 Read the answers and write the questions. Use *What day ... ?*, *What time ... ?*, *When ... ?*, and *Where ... ?*

- | | |
|--|---|
| <p>1 _____
The movie starts at 7 p.m.</p> <p>2 _____
The train leaves in half an hour.</p> | <p>3 _____
The next bus leaves on Monday.</p> <p>4 _____
This bus goes to Manchester.</p> |
|--|---|

3 Work in pairs. Cut out the transportation information. Then ask and answer questions to complete your information.

What time does the train to Philadelphia leave?
It leaves at ...


Student A







Destination		Leaves	Arrives
Philadelphia	Train	09:30	_____
	Bus	10:00	_____
Boston	Train	11:15	_____
	Bus	_____	13:30
Washington, D.C.	Train	_____	14:10
	Bus	13:10	_____

Student B

Destination		Leaves	Arrives
Philadelphia	Train	_____	12:30
	Bus	_____	14:30
Boston	Train	_____	14:10
	Bus	11:00	_____
Washington, D.C.	Train	13:00	_____
	Bus	_____	14:45

1 Skills 1: Listening and speaking

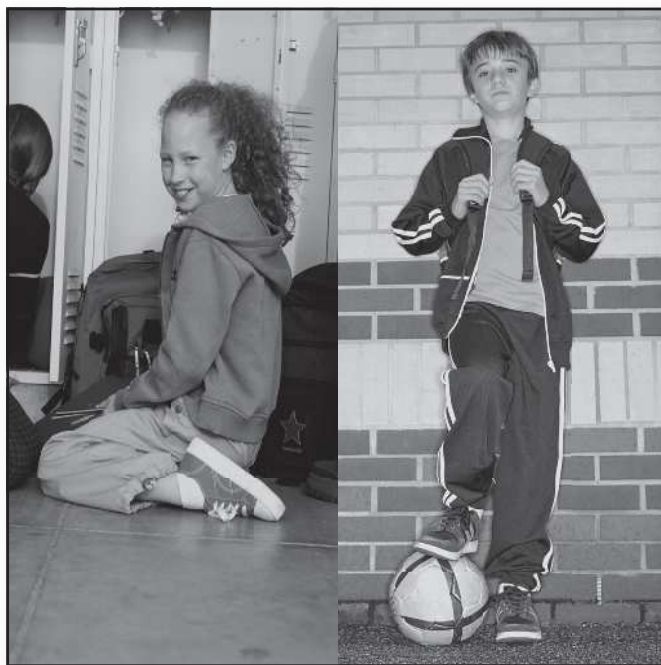
1  For these questions, write the correct answer in each blank. You will hear two friends talking about an event. Write one word, or a number, or a date, or a time.

	Date of event:	1 _____
	Starts:	2 _____ p.m.
	Where:	3 _____ hall
	Cost of event:	4\$ _____
	Finishes:	5 _____ p.m.
	Where to get tickets:	6 _____ office

2 Work in pairs. Look at the pictures and describe what the people are wearing.

This girl is wearing ...

This boy looks more/less ... than the other boy.



3 Ask and answer the questions with your partner.

- 1 Look at the pictures in Activity 2. Do you like the clothes? Which do you prefer? Why?
- 2 What are your favorite clothes? Why?
- 3 Who do you like to go clothes shopping with? Why?
- 4 Where do you like to buy clothes? Why?

1 Skills 2: Reading and writing

1 For these questions, choose the correct answer for each blank.

Traditional clothing

Mexican traditional clothes are very colorful. People wear these clothes at festivals or weddings. The clothes are made of ¹... to keep people cool. Men usually wear shirts, pants, and boots. Men's clothes aren't ²... colorful as the women's clothes. The women's clothes often have patterns on them, and women sometimes wear a colorful skirt, and a blouse with short ³...



In Turkey, it's traditional for men to wear a suit. The suit has pants called *salvar*, a shirt with lots of ⁴... , a jacket, a belt, and a red hat called a *fez*. Women usually wear ⁵... beautiful clothes than men, like a long dress, headscarves, and lots of shiny ⁶... . Clothes are usually made of cotton, silk or leather. They are colorful and normally have striped patterns on them. People wear these clothes at special occasions, like weddings.



- | | | | |
|---|-----------|-----------|-------------|
| 1 | A leather | B cotton | C pattern |
| 2 | A more | B than | C as |
| 3 | A sizes | B chains | C sleeves |
| 4 | A labels | B buttons | C sleeves |
| 5 | A more | B as | C many |
| 6 | A jewelry | B shoes | C raincoats |

2 Work in groups. Discuss traditional clothing in your country. Read the questions and write notes in your notebook.

- What do men wear?
- What do women wear?
- What are the typical colors and patterns?
- What are the clothes made of?
- When do you wear them?

3 Choose one of the countries from Activity 1. Write about the similarities and differences between traditional clothing in this country and the traditional clothing in your country. Write 25–35 words in your notebook.